



**Hazel Park Schools**  
**Student Handbook**  
**2019-2020**

**ALL IN ALL THE TIME**  
***HAZEL PARK SCHOOLS***

# **Hazel Park Schools - Student Handbook**

## **VISION**

Inspiring and empowering all learners to achieve excellence.

## **MISSION STATEMENT**

The Hazel Park School District in collaboration with all Stakeholders prepares and supports students for the future through innovation and technology.

## **BELIEFS**

We believe...

- The school district supports the social, emotional, physical, and academic needs of each child.
- Kindness, respect, diversity, equity, and integrity are valued, taught, and modeled.
- A caring, healthy, safe and respectful environment is provided for all.
- Student achievement is the core of every decision.
- All students have the ability to learn.
- All students, staff, and families are engaged and support learning.
- All stakeholders are provided high quality researched-based curriculum which is aligned with state standards.

### **Goal Statement - School Climate and Culture**

The Hazel Park School District will provide a unified system of support for all students, embracing diversity and fostering a positive school climate and culture.

### **Goal Statement - Curriculum & Instruction**

The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the community and ultimately the world.

### **Goal Statement - Community Relations**

The Hazel Park School District will empower all stakeholders in order to develop high achieving students through strong community relations and collaboration with all.

### **Goal Statement - Resources**

The Hazel Park School District will maximize its resources to assure high quality education by fostering financial stability, preserving and utilizing quality facilities, and integrating state-of-the-art technology.

## **General School Information**

This handbook is a summary of the school's rules and expectations, and is **not** a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the District's website [www.hazelparkschools.org](http://www.hazelparkschools.org) or at the Board office, located at:

### **Hazel Park Schools**

1620 E. Elza  
Hazel Park, MI 48030

The School Board governs the school district, and is elected by the community.

Current School Board members/Trustees are:

- |                          |                |
|--------------------------|----------------|
| • Ms. Laura Adkins       | President      |
| • Mrs. Beverly Hinton    | Vice-President |
| • Mr. Chuck Hemple       | Secretary      |
| • Ms. Rose Mary Hammonds | Treasurer      |
| • Mrs. Sue Hemple        | Member/Trustee |
| • Mrs. Rachel Noth       | Member/Trustee |
| • Mrs. Kristy Schlak     | Member/Trustee |

The School Board has hired the following administrative staff to operate the school:

- |                     |   |
|---------------------|---|
| • Dr. Amy Kruppe    | Superintendent                                    |
| • Jason Zirnis      | Assistant Superintendent of Business & Operations |
| • Dr. Carla Postell | Director of Curriculum Integration & Instruction  |
| • Stephanie Dulmage | Director of 21st Century Learning                 |
| • Tameran Dillard   | Director of Student Services                      |
| • Matthew Miller    | Assistant Director of Business & Operations       |
| • Bradley Wilkins   | Director of Technology                            |
| • Edward Fisher     | Director of Human Resources                       |
| • Vanetta Towns     | Human Resources Manager                           |
| • Kristen Lambert   | Director of Communications                        |

## Hazel Park Schools location & principal contact information:

### **Edison School**

570 E. Mapledale  
Hazel Park, MI 48030  
Phone: (248) 658-5400  
Fax: (248) 544-5264

**Principal: Dr. Michelle Krause**

[michelle.krause@hazelparkschools.org](mailto:michelle.krause@hazelparkschools.org)

### **Hazel Park Advantage Alternative School**

1620 E. Elza Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5280

**Principal: Kendal Smith**

[Kendal.smith@hazelparkschools.org](mailto:Kendal.smith@hazelparkschools.org)

### **Hazel Park High School**

23400 Hughes  
Hazel Park, MI 48030  
Phone: (248) 658-5100  
Fax: (248) 544-5389

**Principal: Kenneth Milch**

[kenneth.milch@hazelparkschools.org](mailto:kenneth.milch@hazelparkschools.org)

### **United Oaks Elementary**

1001 E. Harry Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-2400  
Fax: (248) 542-3530

**Principal: Karla Graessley**

[karla.graessley@hazelparkschools.org](mailto:karla.graessley@hazelparkschools.org)

### **Webb Elementary Schools**

2100 Woodward Heights Ave.  
Ferndale, MI 48220  
Phone: (248) 658-5900  
Fax: (248) 586-5848

**Principal: Corri Nastasi**

[corri.nastasi@hazelparkschools.org](mailto:corri.nastasi@hazelparkschools.org)

### **Hazel Park Junior High**

22770 Highland Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-2300  
Fax: (248) 586-5875

**Principal: Tammy Scholz**

[tammy.scholz@hazelparkschools.org](mailto:tammy.scholz@hazelparkschools.org)

### **Hoover Elementary**

23720 Hoover Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5300  
Fax: (248) 658-1131

**Principal: Debra Dimas**

[debbie.dimas@hazelparkschools.org](mailto:debbie.dimas@hazelparkschools.org)

### **Jardon Vocational School**

2200 Woodward Heights Ave.  
Ferndale, MI 48220  
Phone: (248) 658-5950  
Fax: (248) 544-5292

**Principal: Megan Papasian-Broadwell**

[Megan.papasian-broadwell@hazelparkschools.org](mailto:Megan.papasian-broadwell@hazelparkschools.org)

### **Webster Early Childhood Center**

431 West Jarvis Ave.  
Hazel Park, MI 48030  
Phone: (248) 658-5550

**Supervisor: Andrea Bratton**

[andrea.bratton@hazelparkschools.org](mailto:andrea.bratton@hazelparkschools.org)

# **HAZEL PARK SCHOOLS**

## **STUDENT HANDBOOK**

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# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 1** **Notices and General Information**

## Hazel Park Schools

### Elementary Communication Flow Chart Process

In order to assist parents with effective and efficient communication we have developed an elementary flow chart. This sequence is in place to make sure your questions and concerns are addressed to the proper school official. It is our hope that the flowchart will be utilized as a way to direct your question or concern so that it may be handled by the appropriate school official and be responded to quickly. ***As always, classroom concerns and questions should be directed to the specific teacher involved.***

#### **Hazel Park Elementary School Communication Flowchart Process**

**Most parent and community questions are easily and completely answered by communicating directly with the staff member closest to the situation.** As you move further along the flowchart, the staff is less directly involved and usually needs additional time to research the situation before they can give you an answer. If you do not hear back from the person you have contacted within **two (2) business days**, it is appropriate to reach out to them again before moving along to the next level of the flowchart. We do not expect your questions or concerns to go unanswered for a long period of time. Each situation should first be addressed at whatever level the initial action was taken with appeals moving to the next level on the “**Communication Process Flowchart.**” The easiest way to communicate is via email while a phone call is the next preferable way.

#### **Hazel Park Elementary Communication Process Flowchart**

<b>Area of Concern</b>	<b>1st Level</b>	<b>2nd Level</b>	<b>3rd Level</b>	<b>4th Level</b>
Instruction/Curriculum	Teacher	Principal	Board Office: Curriculum Director	
Special Education	Teacher	Principal	Board Office: Director of Student Services	
Student Concerns/ Guidance/Health Related Concerns	Teacher	School 504 Coordinator	Principal	Board Office: Director of Student Services
Classroom Discipline	Teacher	Principal	Board Office: Director of 21st Century Learning	
Non-Classroom School Discipline	Principal	Board Office: Director of 21st Century Learning		
Classroom Concerns	Teacher	Principal	Board Office: Director of 21st Century Learning	
Transportation	Bus driver	Transportation	Principal	Board Office:

		Supervisor		Director of Student Services
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### **Guidelines for Parent Communications to Teachers and Staff**

The purpose of this section is to serve as a general guide for ensuring effective communication from parents to teachers, staff and administrators. Communication refers to both the sending and receiving of information, such as email and notes, and verbal communications such as telephone conversations and face-to-face meetings. In order to ensure a successful exchange of information, it is important that all parties follow a few key principles.

#### **Maintain Respectful and Open Communication**

- Always use a respectful a polite tone.
- Request, don't demand.
- Be ready not just to provide information, but to listen to teacher/staff observations and perspectives.
- Enter the exchange with an open mind and assume a shared best interest for your child.
- Be prepared to work collaboratively to solve problems.
- Threats and/or inappropriate language will not be tolerated toward staff members.

#### **Confidentiality**

- Recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students' behaviors.

#### **Time to Respond to Communications**

- Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses.
- Teachers and staff may need some time to collect needed information before responding.
- If you need to have a face-to-face meeting, it is always best to schedule an appointment in advance. Staff members, including building administrator may not be readily available when parents "show up" unannounced. Please provide all of the necessary information pertaining to the meeting in advance.

#### **Whom to Contact**

- Most communications of classrooms concerns should be directed at first to your child's teacher.
- If you have an issue with a particular staff member, first try to address those concerns with that staff member directly.
- If you have discussed with your child's teacher and the issue has not been addressed to your satisfaction, then move to the next level.
- Please recognize that it is both the policy and the value of our school that we operate with openness, collaboration and the shared best interest for every student.

#### **Scheduling Concerns/Changes**

In order for a schedule change to be considered, parents must first have met with the teacher and put a plan in place to support the struggling student. If after several weeks, the student is struggling, it would be appropriate to move to the next level.



**Please note-Classroom questions concerning your child should be addressed with your child's teacher before contacting the school administration.** Allow for **two (2) business days for a response.** If no response is received from a staff member during that time, send a second email or phone call to that teacher.

\*\*\*Please note that compliments or acknowledgements of positive events can be directed to everyone along the chain. All of us appreciate hearing that there is something good that has happened.\*\*\*

## **Visitors**

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors are required to produce a picture ID and inform office personnel of their reason for being at school.

Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Visitors must submit an ICHAT each year and be approved prior to visiting the school (some exceptions may be made for certain school events). Approved visitors must take a tag identifying themselves as a guest and leave their picture ID with the office staff. Visitors must place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school.

Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in an appropriate manner will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

Cross-reference: NEOLA 9150 <i>School Visitors</i>
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## **Checking Students Out of School Early**

Visitors who are checking students out of school building early are required to show a picture ID and must be listed as an emergency contact on MiSTAR for that student.. Visitors who are not listed as an emergency contact in MiSTAR cannot check a student out of school.

## **Equal Opportunity/Nondiscrimination Statement**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

The following person has been designated to serve as the District's Title IX Coordinator and Compliance Officer for matters involving alleged discrimination. Any inquiries regarding the School District's non-discrimination policies should be directed to:

**Dr. Amy Kruppe, Superintendent/ Dr. Carla Postell**  
**Hazel Park Schools**  
1620 E Elza  
Hazel Park, MI 48030  
248-658-5200

The School District's complaint procedure may be obtained from [www.hazelparkschools.org](http://www.hazelparkschools.org).

For further information, you may also contact:

**Office for Civil Rights**  
**U.S. Department of Education**  
1350 Euclid Avenue, Suite 325  
Cleveland, OH 44115  
**Telephone: 216-522-4970**  
**FAX: 216-522-2573**  
**TDD: 877-521-2172**  
[OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov)

Cross-Reference: NEOLA 2260 <i>Nondiscrimination and Access to Equal Educational Opportunity</i>
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## **School Volunteers**

All school volunteers must complete the “**Volunteer Information Form**” (available in the school office) and be approved by the school principal before assisting at the school. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal.

Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

### **Invitations & Gifts (K-8)**

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students.

### **Treats, Snacks & Lunches [K-8]**

Due to health concerns and scheduling, treats and snacks for any occasion must be arranged in advance with the classroom teacher. All treats and snacks must be store bought and prepackaged in individual servings. No homemade treats or snacks are allowed at school. Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.

Parents are asked to leave snacks/treats at the office in order to prevent distractions in the classroom and protect instructional time. We also ask that parents reserve any balloons, presents, and other party favors for home celebrations.

Food from outside vendors without prior approval from the principal may not be brought into the buildings.

### **Outdoor Expectations**

The students will be expected to go outside for recess and/or morning lineup when the temperature is at or above 20 degrees (including wind chill). Students should bring appropriate winter gear that will meet their needs.

### **Accommodating Persons with Disabilities**

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Cross Reference:

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

## **Homeless Child's Right to Education**

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families may contact our Community Service Representative:  
**Lisa Chrouh-Johnson at 248-658-5209.**

Cross-References:

NEOLA 5111.01 *Homeless Students*

McKinney-Vento Homeless Assistance Act

## **English Learners**

The school offers opportunities for English Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain.

Parents/guardians of English Learners will be informed how they can: **(1)** be involved in the education of their children, and **(2)** be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

For questions related to this program or to express input in the school's English Learners program, contact: **Stephanie Dulmage, Director of 21st Century Learning** at [stephanie.dulmage@hazelparkschools.org](mailto:stephanie.dulmage@hazelparkschools.org).

Cross Reference:

NEOLA 2225 *Students with Limited English Proficiency (LEP)*

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

## **Mandated Reporters**

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Michigan Family Independence Agency.

**Mandated reporters** are required to make a **report** of suspected abuse when they **have** reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances: ... They are responsible for the child or work for an agency that is directly responsible for the child OR.

Cross References:

NEOLA 8462 *Student Abuse and Neglect*

MCL 722.621 *et seq.*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 2** **Promotion and Graduation**

## **GRADING PROCEDURES & POLICIES**

### **Grading & Promotion**

School report cards are issued to students based on school schedule. For questions regarding grades, please see the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reasons not related to academic performance. Decisions about student promotion are decided on an individual basis.

Cross Reference:

NEOLA 5410 *Promotion, Placement, and Retention*

NEOLA 5421 *Grading*

NEOLA 5420 *Reporting Student Progress*

### **Junior High:**

Each marking period will be nine weeks in length. Semester classes will be made up of two marking periods. A student must initiate a grade change with a building administrator. See the Appeal & Grievance Procedures for Non Disciplinary Decisions.

### **High School:**

Each marking period will be either six weeks in length. Semester classes will be made up of three marking periods. A student must initiate a grade change with their counselor by the third Friday of the following semester. The correction is to be completed by the end of the semester following the receipt of the original grade. GRADUATING SENIORS NEED TO COMPLETE THIS PROCESS BY THE END OF THE FIRST SEMESTER. On report cards, grades will be listed for each marking period, the final exam, and the final grade. It is the final course grade that determines the GPA. See the Appeal & Grievance Procedures for Non Disciplinary Decisions.

### **GPA Calculation for High School & Junior High School:**

A = 4.0

A- =3.7

B+ = 3.4

B = 3.0

B- =2.7

C+= 2.4

C = 2.0

C- =1.7

D+ = 1.4

D = 1.0

D- =.07

E. = 0

I=INCOMPLETE

NC=NO CREDIT

W=WITHDRAWN 0

### **AP Course GPA Calculation (High School):**

A+= 4.4	A = 4.4	A- = 4.0
B.+ = 3.7	B = 3.4	B- = 3.0
C+ = 2.7	C = 2.4	C- = 2.0
D.+ = 1.7	D = 1.4	D- = 1.0
E=0	W=0	

### **Elementary School:**

Each marking period will be either nine or ten weeks in length. Semester classes will be made up of two marking periods. On report cards, grades will be listed for each marking period, the final exam, and the final grade. It is the final course grade that determines the GPA. The teacher uses evidence from student work to determine if that child is:

- 1 = Not meeting expectations
- 2 = Approaching expectations
- 3 = Meeting expectations
- 4 = Exceeding expectations

Special subjects (Art, Physical Education, Music & STEAM) will report progress twice a year at the end of each semester.

### **Credit for Alternative Courses and Programs**

Students should not assume that the credit opportunities described below will always result in earned credit towards graduation or course prerequisites. Students should first discuss the matter with a guidance counselor or administrator.

### **Virtual and Distance Learning**

Virtual learning is completed through a computer-based internet-connected learning environment and may be offered at a supervised school facility during the day as a scheduled class period, through distance learning, or through self-scheduled learning where students have some control over the time, location, and pace of their education.

A student enrolled in virtual or distance-learning course may receive credit for work completed, provided that the course meets ALL of the following requirements:



1. Is capable of generating a credit or grade.
2. Is not a course in which the student has previously gained credit.
3. Is taught by a teacher who holds a valid Michigan teaching certificate [and who] is responsible for determining appropriate instructional methods for each pupil, diagnosing learning needs, assessing pupil learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.

### **Summer School and Independent Study**

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by the North Central Association of Colleges and Secondary Schools.

### **Dual Enrollment Courses**

A student who successfully completes a dual enrollment course may receive credit at both the college and high school level.

### **Foreign Language**

A student who has demonstrated proficiency in a foreign language outside of a public or private high school curriculum shall be granted credit. Proficiency may be demonstrated by a competency test or other criteria established by the board. The amount of credit will be based on foreign language proficiency achieved.

#### **Cross Reference:**

MCL 388.1621f

MCL 380.1177

MCL 380.1279e

NEOLA 2370.01 *Online/Blended Learning Program*

NEOLA 2370.02 *Independent Study*

NEOLA 2271 *Post-Secondary (Dual) Enrollment Options Programs*

NEOLA 5114 *Foreign and Foreign-Exchange Students*

NEOLA 5463A *Virtual Learning*

### **Testing Out**

According to the Michigan Merit Curriculum Law, Section 380.1278(a)(4)(c), "a school district or public school academy shall also grant a student credit if the student earns a qualifying score, as determined by the department, on the assessments developed or selected for the subject area by the department or the student earns a qualifying score, as determined by the school district or public school academy, on 1 or more assessments developed or selected by the school district or public

school academy that measure a student's understanding of the subject area content expectations or guidelines that apply to the credit."

The following policy statements will apply:

1. This policy will apply equally to all students at **Hazel Park High School**.
2. Course requirements will be satisfied if a student receives an 80% or better on the test.
3. Earning an 80% or better on the test will count toward the fulfillment of a requirement of a subject area or a course sequence.
4. No letter grade will be earned by testing out of a course. A grade of 80% or better will provide a pass (P) notation on the transcript.
5. If students earn a "pass" notation in this course, they cannot subsequently request individual assessment for a prior course in the sequence, or enroll in a lower course in the same subject sequence.

If students wish to "test out," they must complete a request form and return to Hazel Park High School no later than the second Friday in November for the test out in January or the second Friday in May for the test out in August.

# Hazel Park High School

# Graduation Checklist

## Counseling Department



*Below is a checklist of the graduation requirements.*

### Currently you are:

\_\_\_\_\_ On track for Graduation

\_\_\_\_\_ Not on track for Graduation  
(see next box)

### Opportunities to recover credits:

- Credit Recovery
- Cyber School
- Summer School

### Support Resources:

- P.A.S.S (see main office for schedule)

### **4 English Credits**

- |   |   |
|---|---|
| <input type="checkbox"/> 9 <sup>th</sup> English A  | <input type="checkbox"/> 9 <sup>th</sup> English B  |
| <input type="checkbox"/> 10 <sup>th</sup> English A | <input type="checkbox"/> 10 <sup>th</sup> English B |
| <input type="checkbox"/> 11 <sup>th</sup> English A | <input type="checkbox"/> 11 <sup>th</sup> English B |
| <input type="checkbox"/> 12 <sup>th</sup> English A | <input type="checkbox"/> 12 <sup>th</sup> English B |

### **3 Social Studies Credits**

- |  |  |
|--|--|
| <input type="checkbox"/> US History A    | <input type="checkbox"/> US History B    |
| <input type="checkbox"/> World History A | <input type="checkbox"/> World History B |
| <input type="checkbox"/> Civics          | <input type="checkbox"/> Economics       |

### **4 Math Credits**

- |  |  |
|--|--|
| <input type="checkbox"/> Algebra 1A            | <input type="checkbox"/> Algebra 1B            |
| <input type="checkbox"/> Geometry A            | <input type="checkbox"/> Geometry B            |
| <input type="checkbox"/> Algebra 2A            | <input type="checkbox"/> Algebra 2B            |
| <input type="checkbox"/> Senior Math .5 credit | <input type="checkbox"/> Senior Math .5 credit |

### **3 Science Credits**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Biology A | <input type="checkbox"/> Biology B |
|------------------------------------|------------------------------------|

### **Complete 2 of the following 3 courses:**

- |  |  |
|--|--|
| <input type="checkbox"/> Chemistry A     | <input type="checkbox"/> Chemistry B     |
| <input type="checkbox"/> Physics A       | <input type="checkbox"/> Physics B       |
| <input type="checkbox"/> Other Science A | <input type="checkbox"/> Other Science B |

### **1 Visual, Performing, or Applied (VPA) Credit**

- ☐ .5 credit
- ☐ .5 credit

### **1 PE/ Health Credit**

- ☐ PE .5 credit
- ☐ Health .5 credit

### **2 World Language Credits**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Language 1A | <input type="checkbox"/> Language 1B |
| <input type="checkbox"/> Language 2A | <input type="checkbox"/> Language 2B |

### **4 Elective Credits**

- ☐ Computer applications (required)
- ☐ 0.5   ☐ 0.5   ☐ 0.5   ☐ 0.5
- ☐ 0.5   ☐ 0.5   ☐ 0.5

Your current credit total: \_\_\_\_\_

**A total of 22 out of 24 credits are required for graduation.**

- You still need \_\_\_\_\_ credits to graduate.
- You need to make up \_\_\_\_\_ credits outside of the regular school day. See "opportunities to recover credits" box above.

## **Early Graduation**

Students who will have successfully completed graduation requirements after seven (7) semesters may petition to graduate. Applications must be submitted to the principal prior to the first Friday in December.

Early graduates must take full responsibility to make arrangements with the high school office for anything pertaining to the graduation ceremony (*i.e.*, announcements, cap and gown rental, graduation practices).

Any student enrolled in an off-campus course to fulfill graduation requirements must show documentation of such course(s) by the last day of the seventh semester. Failure to produce this documentation will result in denial of the early graduation petition.

The student and a parent will schedule a conference with the principal and the senior counselor before the last week in December of the student's seventh semester. At the conference the student should be prepared to justify his/her request to graduate early.

Cross-reference: NEOLA 2221 <i>Mandatory Courses</i> NEOLA 5464 <i>Early Graduation</i>
---



## REQUEST FOR PERSONAL CURRICULUM

In April 2006, Public Acts 123 & 124 were passed and beginning with the class of 2011, they specified 16 credits which are a minimum required to graduate from a Michigan public high school. For the class of 2016, two credits of a language other than English are added for a minimum of 18 credits. Public Act 204 allows modifications to these credits through a personal curriculum. A high school diploma may be awarded to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard.

<b>1. Student Information</b>		
<b>Name of Student:</b>	<b>School:</b> Athens	<b>Counselor:</b>
<b>Requested By:</b> <input type="checkbox"/> Parent / Legal Guardian <input type="checkbox"/> Student (age 18 or an emancipated minor) <input type="checkbox"/> School Counselor <input type="checkbox"/> Current Teacher		<b>Anticipated Graduation Date:</b>
<b>Name of Parent/Guardian:</b>		<b>Home Phone:</b>
<b>2. This personal curriculum is being requested for (check the one that applies):</b>		
<input type="checkbox"/>	<b>(General Enhanced)</b> A student who wishes to complete additional credit, beyond the number that is already required, in English language arts, mathematics, science or a language other than English, by modifying a credit from Social Studies, Physical Education, or Visual, Performing & Applied Arts. Modification to Social Studies is allowed only after completing 2 credits of Social Studies which included Civics. English Language Arts & Science credit requirements are not subject to modification under this subsection of personal curriculum. <b>(Requires written rationale- see back of form)</b>	
<input type="checkbox"/>	<b>(General Modified)</b> A student, after completing, without necessarily having attained a passing grade in, at least 1.5 math credits and only if the pupil successfully completes at least 4 total math credits. The student must complete with a passing grade the first half of Algebra II. <b>A student must successfully complete at least 1 mathematics course during his or her final year of high school.</b>	
<input type="checkbox"/>	<b>(IEP)</b> A student with a disability who needs to modify any of the credit requirements. The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements. <b>(Requires written rationale- see back of form)</b>	
<input type="checkbox"/>	<b>(Transfer)</b> A student who has transferred from out of state or non public school with two years of high school credit. Their Personal Curriculum plan must include a civics credit, and a math course in their final year of high school. If the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra I or a math course normally taken after completing Algebra I.	
<b>3. Credit Modifications Requested – Aligned to area selected above in Section 2, check all curriculum areas of requested modifications</b>		
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/> English Language Arts</div> <div style="width: 50%;"><input type="checkbox"/> Mathematics</div> <div style="width: 50%;"><input type="checkbox"/> Physical Education</div> <div style="width: 50%;"><input type="checkbox"/> World Language</div> <div style="width: 50%;"><input type="checkbox"/> Social Studies</div> <div style="width: 50%;"><input type="checkbox"/> Science</div> <div style="width: 50%;"><input type="checkbox"/> Online Learning Experience</div> <div style="width: 50%;"><input type="checkbox"/> Visual, Performing, or Applied Arts</div> <div style="width: 50%;"><input type="checkbox"/> Health</div> </div>		
<b>4. Signature of Person Requesting Personal Curriculum</b>		

Requested By:	Date:
---------------	-------

**Office use:** Received by: \_\_\_\_\_ Meeting date: \_\_\_\_\_ ☐ Parent notification date: \_\_\_\_\_ By \_\_\_\_\_

Rationale for Personal Curriculum (General Enhanced or IEP only)  
(MUST include relevance to Educational Development Plan)

<b>4. Signature of Person Completing Rationale for a General Enhanced Personal Curriculum</b>		
<table border="1" style="width: 100%;"> <tr> <td>Completed By:</td> <td>Date:</td> </tr> </table>	Completed By:	Date:
Completed By:	Date:	

## PERSONAL CURRICULUM PLAN

<b>5. Personal Curriculum Participant Signatures</b>	
Student	
Parent/Guardian	
Counselor/Designee	
Teacher	
Special Education Teacher (For students with an IEP)	
School Psychologist/Designee (For students with an IEP)	
<b>6. Evaluation Information</b> (Education Development Plan is <b>required</b> , check other information that is available and that applies)	
<input checked="" type="checkbox"/>	Education Development Plan (EDP) - career goals or pathway, educational training goals, plan of action
<input type="checkbox"/>	Current Individual Education Plan (IEP) Date: _____ Area(s) of Eligibility: _____
<input type="checkbox"/>	MEAP / MME / ACT Plan / ACT EXPLORE
<input type="checkbox"/>	Teacher Input
<input checked="" type="checkbox"/>	Other: Transcript
<b>7. Eligibility for a Personal Curriculum</b>	
<input type="checkbox"/>	<b>Does NOT Meet Requirements</b> Reason: _____ (Proceed to SECTION # 12)
<input type="checkbox"/>	<p><b>Meet Requirements</b> - check all that apply</p> <p><input type="checkbox"/> <b>A student who wishes to complete additional credit, beyond the number that is already required, in English language arts, mathematics, science or a language other than English, by modifying a credit from Social Studies, Physical Education, or Visual, Performing &amp; Applied Arts.</b> Modification to Social Studies is allowed only after completing 2 credits of Social Studies which included Civics. English Language Arts &amp; Science credit requirements are not subject to modification under this subsection of personal curriculum.</p> <p><input type="checkbox"/> <b>A student, after completing, without necessarily having attained a passing grade in, at least 1.5 math credits and only if the pupil successfully completes at least 4 total math credits. The student must complete with a passing grade the first half of Algebra II.</b></p> <p><b>A student must successfully complete at least 1 mathematics course during his or her final year of high school.</b></p> <p><input type="checkbox"/> <b>A student with a disability who needs to modify any of the credit requirements.</b> The modification, which is necessary because of the pupil's disability, is to be consistent with both the pupil's educational development plan and their individualized education program (IEP). Their IEP will identify the appropriate course or courses of study and the support, accommodations, and modifications necessary to allow the pupil to progress in the curricular requirements.</p> <p><input type="checkbox"/> <b>A student who has transferred from out of state or non public school with two years of high school credit.</b> Their Personal Curriculum plan must include a civics credit, and math course in their final year of high school. If the student is enrolled in a Michigan public high school for more than one full year, the final year of math must be the equivalent of Algebra I or a math course normally taken after completing Algebra I.</p>
<b>8. Check individual credits</b> to be modified that are aligned with the personal curriculum area checked above.	
<b>English Language Arts – 4 Credits</b> <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<b>Mathematics – 4 Credits</b> <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra 2 <input type="checkbox"/> Trig/Discrete Math
<b>Science – 3 Credits</b> <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry or Physics <input type="checkbox"/> Additional Science: _____	<b>Social Studies – 3 Credits</b> <input type="checkbox"/> World History/Geography <input type="checkbox"/> Economics (.5 credit) <input type="checkbox"/> US History/Geography <input type="checkbox"/> Govt./Civics (.5 credit) (IEP Only)
<b>Physical Education &amp; Health – 1.5 Credits</b> <input type="checkbox"/> Intro to PE .5 <input type="checkbox"/> PE Elective .5 <input type="checkbox"/> Health .5 (IEP only)	<input type="checkbox"/> <b>Visual, Performing, or Applied Arts – 1 Credit</b>
<input type="checkbox"/> <b>Online Learning Experience</b>	

**Section 9: Specify how each individual credit identified in Section 8, will be modified.  
Fill in only those identified.**

ELA Required Credits – Check requested Personal Curriculum credit changes & specify modifications			
<input type="checkbox"/> Grade 9	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Grade 11	<input type="checkbox"/> Grade 12
ELA Comments:			
Mathematics Required Credits - Check requested Personal Curriculum credit changes & specify modifications (A student must successfully complete at least 1 mathematics course during his or her final year of high school.)			
<input type="checkbox"/> Algebra I	<input type="checkbox"/> Geometry	<input type="checkbox"/> Algebra II	<input type="checkbox"/> Discrete Math and
Math Comments:			
Science Required Credits - Check requested Personal Curriculum credit changes & specify modifications			
<input type="checkbox"/> Biology     Date Credit Earned:	<input type="checkbox"/> Chemistry or Physics     Date Credit Earned:	<input type="checkbox"/> Additional Science Credit     Date Credit Earned:	
Science Comments:			

Social Studies Required Credits - Check areas of requested Personal Curriculum & specify modifications			
<input type="checkbox"/> Govt./Civics (0.5 credits)     Date Credit Earned:	<input type="checkbox"/> Economics (0.5 credits)	<input type="checkbox"/> World History & Geography	<input type="checkbox"/> US History & Geography     Date Credit Earned:
Social Studies Comments:			



**Section 9: Specify how each individual credit identified in Section 8, will be modified.  
Fill in only those identified, cross out those not used.**

<b>Health &amp; Physical Education Required Credit –</b>	
<b>Check areas of requested Personal Curriculum &amp; specify modifications</b>	
<input type="checkbox"/> Health  Date Credit Earned:	<input type="checkbox"/> Physical Education (Intro to PE)  <input type="checkbox"/> Physical Education Elective
<b>Health &amp; Physical Education Comments:</b>	
<b>Visual, Performing &amp; Applied Arts Required Credit –</b>	
<b>Check area of requested Personal Curriculum &amp; specify modifications</b>	
<input type="checkbox"/> Visual, Performing & Applied Arts  Date Credit Earned:	
<b>Visual, Performing &amp; Applied Arts Comments:</b>	
<b>Online Requirement - Check areas of requested Personal Curriculum &amp; specify modifications</b>	
<input type="checkbox"/> Online Requirement (Can be fulfilled by an online course, learning experience or incorporated into required MMC credits)  Date Credit Earned:	
<b>Online Additional Comments:</b>	
<b>Language other than English – 2 Required Credits (beginning with the class of 2016)</b>	
<b>Check area of requested Personal Curriculum &amp; specify modifications</b>	
<input type="checkbox"/> Language other than English Date Credit Earned:	
<b>Language other than English Comments:</b>	
<b>10. Quarterly Academic Updates</b>	
Public Law 204 Section 5(d) states: <span style="border: 1px solid black; display: inline-block; width: 60px; height: 30px; vertical-align: middle;"></span> <b>Parent/Guardian must initial in box.</b> “The pupil’s parent or legal guardian shall be in communication with each of the pupil’s teachers at least once each calendar quarter to monitor the pupil’s progress towards the goals contained in the pupil’s personal curriculum.”	
<b>11. Personal Curriculum Revisions</b>	

Public Law 204 Section 5(e) states:

“Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum”

## 12. Signatures in Agreement

If this Personal Curriculum is granted and the student does not achieve proficiency in the required credits, the Personal Curriculum is null and void and the student will have to take the original required credits to graduate.

The credit modifications in this personal curriculum have incorporated as much of the subject area content expectations as is practicable for the pupil. When approved and enacted, the specified coursework and its curriculum become the measurable goals, which will be monitored through progress reports and report cards. This personal curriculum was aligned with the student’s Education Development Plan.

Adjustment to curriculum may affect college admissions, NCAA eligibility, and scholarship opportunities.

Student	High School Counselor/Designee
Parent/Guardian	Parent/Guardian
School Psychologist/Designee (For IEP Students Only)	Other
General Education Teacher	Special Education Teacher (For IEP Students Only)

## 13. District Commitment

<input type="checkbox"/>	I approve this personal curriculum request.  Actual implementation date (Month/Day/Year)_____ OR the first day of the _____ school year.
<input type="checkbox"/>	I deny this personal curriculum request.

Signature of Superintendent/Designee	Date:
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# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 3 Transportation and Parking**

## **Bus Conduct**

Students are expected to follow all school rules when riding the school bus. A student may be suspended from riding the bus for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

An adult must be present whenever students with special needs are dropped off or the child will be brought back to the student's school and it will be the responsibility of the parent/guardian to pick the student up from school immediately.

Cross Reference:

NEOLA 8600 *Bus Discipline Guidelines For Student Transportation*

NEOLA 8600 *Transportation*

## **Parking**

### **Visitor Parking**

The school has designated parking locations available for school visitor parking. Please see your student's school to learn more about the designated parking location.

Those dropping off and picking up children may do so based on the drop off and pick locations designated by your student's school.

Vehicles MAY NOT be parked or located in the bus lanes, fire lanes or drop-off lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Students should exit vehicles on the curbside of the vehicle. Vehicles should not cut through parking spaces in parking lots. At no time should any person encourage a student across a busy parking lot. All elementary students should be escorted by an adult across any lanes of traffic. Adults should always set a positive example in front of students. Adults should exhibit self control in the parking lot setting and refrain from causing any disruption.

## High School Student Parking : High School Campus

Students may park their vehicles in the lot designate located on Felker between the hours of 7:00am and after sports activities . Vehicles must be parked between the painted lines, and must be driven under the speed limit of 10 miles per hour while in the lot. Vehicles should be driven safely and must yield to pedestrians. Vehicles parked outside painted lines or designated parking spots may be ticketed or towed at the discretion of the school, at the vehicle owner's expense. Students caught driving recklessly in the parking lot may be subject to disciplinary action.

The lot located on Hughes St. are designated for school staff, personnel, and others designated by administration. These lots MAY NOT be used by students at any time. Student vehicles parked in these lots may be ticketed or towed at the discretion of administration.

The school is not responsible for student vehicles, any possessions left in them, or anything attached to the vehicles. STUDENTS PARK THEIR VEHICLES ON OR NEAR SCHOOL PROPERTY AT THEIR OWN RISK. Students should be aware their vehicles are not protected in any way while in the parking lot, and items of value should not be left in or near the vehicle while unattended.

Students have no reasonable expectation of privacy in vehicles parked on school grounds. School lots are regularly searched by contraband dogs, administration, and police officers. Students should be aware that items and spaces on school grounds are subject to view by others. Based on the reasonable suspicion standard, vehicles parked on school grounds may be subject to search. Prohibited items discovered during the course of a search may result in discipline, including, but not limited to, expulsion from school, as well as referral to law enforcement.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Video cameras may be active in parking lots and may be used for the purposes of investigation into student misconduct. Discipline for misconduct includes all disciplinary measures in the student discipline code and/or withdrawal of parking privileges.

### Cross Reference:

NEOLA 5514 *Use of Motor Vehicles*

NEOLA 5514.01 *Student Use of Motor Vehicles*

NEOLA 5771 *Search and Seizure*

NEOLA 7440.01 *Video Surveillance and Electronic Monitoring*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 4 Health and Safety**

## **Care of Students with Diabetes**

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan should be submitted to the school principal.

Parents/guardians are responsible for and should:

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

Your child may also be eligible for an individualized Section 504 Plan to provide needed supports and accommodations so he/she can access educational programs and services. For further information, please contact the Building Principal.

Cross-Reference:

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

Michigan Department of Education *Model Policy on the Management of Diabetes in the School Setting*

## **Students with Severe Food Allergy or Chronic Illness**

If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed supports and accommodations so that he/she can access educational programs and services. The School District's Section 504 Policy is available at [www.hazelparkschools.org](http://www.hazelparkschools.org).

Not all students with severe allergies or chronic illnesses may be eligible for a Section 504 Plan. Our School District also may be able to appropriately meet a student's needs through other means.

## Epi-Pens

### 5330.01 - EPINEPHRINE AUTO-INJECTORS

**Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Policy 5330.**

**Each school in the District shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site.**

#### **Students to Whom Injections May Be Administered**

**A licensed, registered, professional nurse or trained and authorized employees under this policy may administer Epi-Pen injections to 1) any student who has a prescription on file with the District, in accordance with the directives in such prescription, and 2) any individual on school grounds who is believed to be having an anaphylactic reaction.**

#### **Cross-Reference:**

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

## **Suicide and Depression Awareness and Prevention**

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of school district's policy, is posted on the school district website. Information can also be obtained from the school office.

#### **Cross-Reference:**

NEOLA 5350 *Student Self Harm/Threat Of Suicide*

## **Immunizations**

All students must be properly immunized at the time of registration or not later than the first day of school pursuant to the Michigan Department of Community Health regulations. A student enrolling in the District for the first time or enrolling in grade 7 for the first time shall submit one of the following:

- A.** A statement signed by a physician that the student has been tested for and immunized or



protected against diseases specified by the director of the Department of Community Health.

- B. A statement signed by a parent/guardian to the effect that the student has not been immunized because of religious convictions or other objection to immunization.
- C. A statement signed by a physician that certifies that the student is in the process of complying with all immunization requirements.

Cross Reference:

MCL 380.1177

NEOLA 5320 *Immunization of Students*

## **Student Medication**

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "Student Medical Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. This does not include the emergency administration an epinephrine auto-injector (EpiPen®) by a trained school or district employee as provided under state law.

## **Self-Administration of Medication**

A student may possess an epinephrine auto-injector (EpiPen®) and/or an asthma inhaler prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form. The school and district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must agree to indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or asthma inhaler, or the storage of any medication by school personnel.

Cross-References:

NEOLA 5330 *Use of Medications and Treatments*

NEOLA 5330 *Administration of Medication/Treatments to Students*

NEOLA 5330.01 *Epinephrine Auto-Injectors*

MCL 380.1178

MCL 380.1179

MCL 380.1179a

### **Authorization for Student Self-Medication Form**

**(Required if student has authorization to self-administer asthma medication and/or an Epinephrine Auto-Injector)**

School Year: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

School: \_\_\_\_\_

#### **Physician, Physician Assistant or Advanced Practice RN Authorization**

I certify that this student has been instructed in the use and self-administration of their emergency asthma medication and/or Epinephrine auto-injector (or EpiPen®). He/she understands the need for the medication and the necessity to report to school personnel any utilization of the medication and/or any unusual side effects. He/she has been given instructions and is capable of using this medication independently.

1. Will this student self carry medication? \_\_\_\_\_ Yes \_\_\_\_\_ No

2. Will a second set of medication be kept in the health office at school? \_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
Prescriber's Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Prescriber's Emergency Phone Number

\_\_\_\_\_  
Prescriber's Address

#### **Parent Authorization**

I authorize my son/daughter, to self administer the above-referenced medication at school, school-sponsored activities, while under the supervision of school personnel, and before/after normal school activities such as before/after school care on school operated property. (We recommend that you provide an additional dose of the medication to be kept at school in the event that your child forgets or loses his/her medication.)

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Student Authorization

I agree to:

- Demonstrate correct use of the inhaler or Epinephrine auto-injector using a trainer/demonstrator to the designated school personnel.
- Never share the inhaler or Epinephrine auto-injector with another person.
- Notify a teacher or other responsible adult if there is not marked improvement in my breathing within several minutes after two puffs of the inhaler.
- Immediately notify a teacher or another responsible adult if I use my Epinephrine auto-injector.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Cross-References:

NEOLA 5330 *Use of Medications and Treatments*

NEOLA 5330 *Administration of Medication/Treatments to Students*

NEOLA 5330.01 *Epinephrine Auto-Injectors*

MCL 380.1178

MCL 380.1179

MCL 380.1179a

## **Head Lice**

The school will observe the following protocols regarding head lice.

1. The student's parent/guardian is required to notify the school office if their child is suspected of having head lice.
2. Infested students will be sent home following notification to the parent/guardian.
3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the infestation.

## **Nit-Free**

4. A student excluded because of head lice will be permitted to return to school only when the parent/guardian brings the student to school to be checked by the designated staff member and the child is determined to be free of the head lice and eggs (nits). Infested children are prohibited from riding the bus to school until it is determined by school officials he/she is free of head lice.

Cross-references: Michigan Head Lice Manual
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# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 5** **Code of Conduct and Attendance**

**HAZEL PARK SCHOOL DISTRICT  
RIGHTS AND RESPONSIBILITIES  
CODE OF STUDENT CONDUCT**

**1. STUDENT RIGHTS AND RESPONSIBILITIES:**

**2. VIOLATIONS OF THE CODE OF STUDENT CONDUCT**

- a. Disciplining Students with Special Education Needs**
- b. Level I Violations**
- c. Discipline Procedure - Level I Violations**
- d. Level II Violations**
- e. Discipline Procedure - Level II Violations**
- f. Level III Violations**
- g. Discipline Procedure - level III Violations**
- h. Statutory Violations**

**3. DISCIPLINARY PROCEDURES**

- a. Due Process**

**4. APPEAL AND GRIEVANCE PROCEDURES**

- a. Charts**
- b. Grievance Procedure**

**5. BULLYING AND HARASSMENT**

**6. SCHOOL ATTENDANCE**

## INTRODUCTION: Hazel Park School Code of Conduct

The vision of the Hazel Park School District is to inspire and empower all learners to achieve excellence. One major pillar to support our vision is to maintain a positive culture and climate focused on learning. The responsibility of developing and maintaining a secure and productive teaching and learning environment is the obligation of each member of the school community, including the students, staff, parents, and community members.

The policies and procedures emphasize collaborative problem solving and offer opportunities for students and adults to develop lasting skills to manage anger and conflict. Hazel Park School District is committed to using a variety of proactive and student-focused strategies to promote a positive school climate based on:

- Implementation of evidence-based strategies for social and emotional learning such as Positive Behavioral Interventions and Supports (PBIS) and restorative practices. Integration of social and emotional learning and other evidence-based prosocial development practices into the school culture, supporting and sustaining them as vital elements of the school operations.
- Collecting and effectively utilize data—including discipline and academic performance records, truancy data, student and stakeholder surveys, and other relevant measurements—for ongoing formative evaluation of disciplinary processes and their Effectiveness.
- Using discretion afforded under zero tolerance laws and other regulations to reserve suspension and expulsion for only the most serious offenses such as those infractions required by law and deemed absolutely necessary.

Every school district is required by law to adopt a code, as set forth in the Revised School Code, MCL 380.1312(8):

***“A local or intermediate school district or a public school academy shall develop and implement a code of student conduct and shall enforce its provisions with regard to pupil misconduct in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises.”***

The information in the following pages explains the code of conduct of acceptable student behaviors and subsequent discipline policies and procedures of Hazel Park School District that will be used to ensure fair and equitable treatment for all members of our student population.

## **When and Where the Code of Student Conduct Applies**

The Code of Student Conduct applies before, during, and after school and whenever the student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

“At school,” meaning in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.

When a student is using school telecommunications networks, accounts, or other district services.

## **Off Campus Events**

Students at school-sponsored, off-campus events and activities shall be governed by District rules and regulations and are subject to the authority of Schools Officials. Any conduct that adversely affects the school climate and has a direct and immediate adverse effect on the discipline or general welfare of the school, and/or its students is prohibited, as well as off- school property. Failure to obey the rules and regulations or failure to obey the lawful instructions of School Officials shall result in loss of eligibility to attend school-sponsored, off-campus events or activities and may result in suspension and/or other disciplinary measures as outlined in the Student Code of Conduct.

## **SECTION I: Rights and Responsibilities in the School Community**

Hazel Park School District is dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community—including students, educators (teachers, administrators, and support personnel), and parents must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. Those responsibilities include, but are not limited to, the following:

**Students** (persons enrolled in grades K-12) have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.



2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. .Work within the existing structure of the school to address concerns.
6. Know and comply with school district rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

**Parents** have the responsibility to:

1. Take responsibility for your child's development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child attends school regularly and on time.
3. Provide for your child's general health and welfare as much as possible.
4. Teach and model respect for yourself, your child, and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school and district rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child and take an active role in the school community.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish.

When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the importance of keeping students in school learning as much as possible, educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

In instances where school-issued responses to student misconduct has been administered, those decisions will not be discussed with any parent/guardian outside of the offending students' parent/guardian.

The Code of Student Conduct will be administered fairly, without partiality or discrimination. The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply.

## **STUDENT CONDUCT and STUDENT BEHAVIOR**

Board Policy 5500 and 5600

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The Superintendent shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct shall be governed by the rules and provisions of the Student Code of Conduct. This Code of Conduct shall be reviewed annually.

## **STUDENT BEHAVIOR**

The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.

The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:

- A.** Conform to reasonable standards of socially-acceptable behavior;
- B.** respect the person and property of others;
- C.** preserve the degree of order necessary to the educational program in which they are engaged;
- D.** respect the rights of others;
- E.** recognize constituted authority and respond to those who hold that authority.

Teachers and other employees of this Board having authority over students shall have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this Board and/or when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

When administering disciplinary decisions, student discipline is at the discretion of the building principal, especially regarding students with Individualized Education Plans (IEPs), 504 Plans, Behavior Intervention Plans, and/or specific student circumstances will be taken into consideration.

While the following list of behaviors is not exhaustive of all behaviors, all student behaviors must conform to the broad expectations outlined in Board Policy 5500 and 5600 as outlined above.

## **ELEMENTARY**

### **Distinctions between Minor and Major behaviors.**

MINOR (Classroom Managed)	MAJOR (Office Referrals)
<b>Inappropriate Language</b>	
<p>Student indirectly uses inappropriate words or actions.</p> <ul style="list-style-type: none"> <li>• Inappropriate language toward teacher, staff, peers, verbal and/or written (ie, stupid, dumb, etc.)</li> <li>• Derogatory terms</li> <li>• Negative talk about peer, staff, or self</li> </ul>	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> <li>• Inappropriate language toward teacher, staff, peers, verbal and/or written (ie cursing, derogatory terms, etc)</li> <li>• Inappropriate gestures (ie middle finger, sexual gestures, etc.)</li> <li>• Sexual harassment</li> <li>• Racially Explicit words</li> <li>• Threatening and/or intimidating language</li> <li>• Reoccurring minors</li> </ul>
<b>Physical Contact</b>	
<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p> <ul style="list-style-type: none"> <li>• Bumping into each other or touching exposed hair/body</li> <li>• Tripping, pushing, pinching</li> <li>• Cutting in line</li> <li>• Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..)</li> <li>• Roughhousing</li> </ul>	<p>Actions involving serious physical contact with intent to harm where injury may occur.</p> <ul style="list-style-type: none"> <li>• Hitting/pushing with intent to harm</li> <li>• Choking</li> <li>• Biting</li> <li>• Punching</li> <li>• Scratching</li> <li>• Spitting</li> <li>• Fighting</li> <li>• Hair Pulling</li> <li>• Recurring minors</li> <li>• Throwing items in an aggressive way</li> </ul>
<b>Disrespect</b>	
<p>Student refusal to fulfill instructional and/or building norms.</p> <ul style="list-style-type: none"> <li>• Students refusing to do work</li> <li>• Passive refusal to participate (ie, eye rolling, not following directions immediately)</li> <li>• Muttering under breath</li> <li>• Talking back</li> <li>• Leaving assigned area</li> </ul>	<p>Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning.</p> <ul style="list-style-type: none"> <li>• Blatant or excessive defiance that is continuously interrupting the entire class.</li> <li>• Leaving assigned area</li> <li>• Forgery</li> <li>• Verbal altercation with a staff member</li> <li>• Cheating</li> </ul>

<ul style="list-style-type: none"> <li>Talking/interrupting during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Recurring minors</li> </ul>
<b>Disruption</b>	
<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p> <ul style="list-style-type: none"> <li>Constant blurting/'yelling without raising hand</li> <li>Movement out of assigned area without permission (overuse of bathroom, drinks, office, etc)</li> <li>Irritating/bothering others (ie tapping making noises, talking)</li> <li>Not following directions or having materials</li> <li>Off task</li> </ul>	<p>Student behavior causes an interruption in class or activity. Examples:</p> <ul style="list-style-type: none"> <li>Yelling/shouting out; A pattern of teacher not being able to teach and students unable to learn.</li> <li>Causing evacuation of classroom</li> <li>Leaving assigned area</li> <li>Purposely "pushing buttons" to incite angry response</li> <li>Recurring minors that disrupt instruction</li> </ul>
<b>Property Misuse</b>	
<p>Student engages in non-serious, but inappropriate misuse of property.</p> <ul style="list-style-type: none"> <li>Writing on property</li> <li>Ripping or crumpling up paper and/or others work (also hallway displays)</li> <li>Breaking utensils</li> <li>Hands on others' property</li> <li>Minor bathroom mess</li> <li>Throwing items in a non-aggressive way (pencil, paper, toy, ball, etc..)</li> <li>Kicking or slamming things</li> </ul>	<p>Student engages in serious abuse or misuse of property.</p> <ul style="list-style-type: none"> <li>Throwing furniture</li> <li>Continual damage (knocking books off shelves, ripping posters down)</li> <li>Stealing</li> <li>Destroying materials or property beyond reuse</li> <li>If safety is compromised by property misuse</li> <li>Recurring minor offenses</li> </ul>
<b>Technology Violation</b>	
<p>Student engages in misuse of district technology and/or PCD</p> <ul style="list-style-type: none"> <li>Accessing "non-teacher" assigned website</li> <li>Taking pictures within classroom</li> <li>Messing with settings on school devices</li> <li>Using technology without permission</li> <li>Careless use physically of school devices</li> <li>Failure to report problems or breakage</li> <li>Having phone on person (personal device)</li> </ul>	<p>Student engages in excessive abuse of district technology and/or PCD</p> <ul style="list-style-type: none"> <li>Accessing inappropriate websites</li> <li>Bullying/harassment on school equipment</li> <li>Purposely breaking school technology</li> <li>Using phone during school hours (personal device)</li> </ul>

## ELEMENTARY RESPONSES TO STUDENT BEHAVIOR:

- LEVEL 1: Teacher-managed responses (Time out, conference with student, parent contact, teach desired behavior, other)
- LEVEL 2: Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)

- LEVEL 3: Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)
- LEVEL 4: Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)
- LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)

**Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.**

<b>LEVEL 1:</b> Teacher-Managed Responses (Minors; see intervention responses)	<b>LEVEL 2:</b> Referred Responses (Accumulation of Minors, Majors: After-School or Lunch Detention, Time in Office, In School Suspension, Parent Contact, Student Conference)	<b>LEVEL 3:</b> Building Principals (or designee) Responses - Temporary Removal of Student from School (Majors: ISS or OSS up to 5 Days)	<b>LEVEL 4:</b> Building Principals Exclusionary Responses (Majors; OSS up to 10 Days)	<b>LEVEL 5:</b> Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
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#### Inappropriate Language

Minor: Student indirectly uses inappropriate words or actions toward an adult or peer.

Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.

Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.

#### Disrespect

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student refusal to fulfill instructional and/or building norms				
Major 1st Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning				
	Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning			

#### Disruption

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
	Major: Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.			
Physical Contact/Aggression				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate physical contact with apeer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
	Major: Actions involving serious physical contact with intent to harm where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting.			
Property Misuse				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in non-serious, but inappropriate misuse of property.				
	Major: Student engages in serious abuse or misuse of property.			
Technology Violation				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Minor: Student engages in misuse of district technology and/or PCD				
	Major: Student engages in excessive abuse of district technology and/or PCD			

## **SECONDARY**

### **SECONDARY RESPONSES TO STUDENT BEHAVIOR:**

- LEVEL 1: Teacher-managed responses
- LEVEL 2: At school reinforcement - After-School Detention, Friday Behavior Intervention
- LEVEL 3: Temporary student removal from school - Out of School Suspension 1-5 Days
- LEVEL 4: Long-term student removal from school - Out of School Suspension 6-10 Days
- LEVEL 5: Exclusionary Responses - Recommendation to Superintendent for Expulsion

### **Distinctions between Minor and Major behaviors.**

<b>BEHAVIOR</b>	<b>MINOR (Teacher Managed)</b>	<b>MAJOR (Administration Managed)</b>
<b>Disrespect</b>	<p>Student indirectly uses inappropriate words or actions toward an adult or peer.</p> <ul style="list-style-type: none"> <li>• Eye rolling</li> <li>• Muttering under breath</li> <li>• Call staff/adults by anything other than their name (unless given permission otherwise)</li> <li>• Argumentative but redirects to task</li> </ul>	<p>Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.</p> <ul style="list-style-type: none"> <li>• Argumentative and does not redirect to task</li> <li>• Hand gestures</li> <li>• Foul language directed toward staff/peer</li> <li>• Damages teacher/classroom/school materials</li> </ul>
<b>Defiance</b>	<p>Student refusal to fulfill instructional and/or building norms</p> <ul style="list-style-type: none"> <li>• Teacher/adult can redirect behavior</li> <li>• Student behavior does not interfere with educational environment, but distracts from teaching and learning</li> </ul>	<p>Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning</p> <ul style="list-style-type: none"> <li>• Insubordination</li> <li>• Interference with educational environment</li> <li>• Argumentative</li> </ul>
<b>Disruption</b>	<p>Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples:</p> <ul style="list-style-type: none"> <li>• Making noises</li> <li>• Talking and/or talking out of turn</li> <li>• Not in seat at designated time</li> </ul>	<p>Student behavior causes an interruption in class or activity. Examples:</p> <ul style="list-style-type: none"> <li>• Sustained loud talking or repeated talking out of turn</li> <li>• Yelling or screaming</li> <li>• Noise generated from classroom materials</li> <li>• Roughhousing</li> <li>• Sustained out-of-seat behavior</li> </ul>
<b>Physical Contact/Aggression</b>	<p>Student engages in non-serious, but inappropriate physical contact with a peer.</p>	<p>Actions involving serious physical contact where injury may occur and/or physical actions qualifying as sexual harassment.</p>



	<ul style="list-style-type: none"> <li>• Poking</li> <li>• Tripping (intentional)</li> <li>• Horseplay</li> <li>• Bumping into another student</li> <li>• Pushing</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting</li> <li>• Shoving or pushing</li> <li>• Striking with an object</li> <li>• Kicking</li> <li>• Hair pulling</li> <li>• Scratching</li> <li>• Slapping or tapping</li> <li>• Spitting</li> <li>• Fighting</li> <li>• Touching of a sexual nature</li> </ul>
<b>Tardy</b>	<p>Student arrives at class after bell less than fifteen minutes from the beginning of class.</p> <ul style="list-style-type: none"> <li>• Occurs at minimum two times in one week in the same class</li> <li>• Excludes first hour</li> </ul>	<p>Student arrives at class after bell fifteen or more minutes late (not in first hour)</p> <ul style="list-style-type: none"> <li>• Occurs at minimum two times in one week in the same class</li> </ul>
<b>Inappropriate Language</b>	<p>Student engages in foul language or innuendos inappropriate for school environment</p> <ul style="list-style-type: none"> <li>• Negative talk about peer, staff, or self</li> <li>• Name calling</li> <li>• Non-directional, non-confrontational swearing - swearing in conversation</li> </ul>	<p>Verbal messages (written or spoken) that include swearing, or name calling:</p> <ul style="list-style-type: none"> <li>• Blatant swearing</li> <li>• Offensive/harassing language</li> </ul> <p><b>Harassment/Bullying</b> Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. <b>Disrespectful messages</b> include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. <b>Verbal attacks</b> based on ethnic origin, disabilities, or other personal matters. <b>Cyberbullying</b> during school hours or causing a distraction to the learning environment.</p>
<b>Dress Code Violation</b>	<p>Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters:</p> <ul style="list-style-type: none"> <li>• No obscene or vulgar words or images</li> <li>• No hats, bandanas, or head coverings (with the exception of religious items)</li> <li>• Shorts/skirts 5" from top of knee</li> <li>• No bare midriffs</li> </ul>	<p>Student attire that is unable to be corrected, or is:</p> <ul style="list-style-type: none"> <li>• Gang-related apparel</li> <li>• Overly-suggestive or violent clothing</li> </ul>

	<ul style="list-style-type: none"> <li>• Strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket.</li> <li>• No see through, low cut or revealing clothing is allowed.</li> <li>• No bedroom slippers or pajamas</li> </ul>	
<b>Technology Violation</b>	<p>Students at HPJH may not have PCD visible or in use at any time.</p> <p>Student is in violation of district PCD policy (see policy for HPHS procedures).</p>	<p>Student uses technology to:</p> <ul style="list-style-type: none"> <li>• Access inappropriate sites</li> <li>• Facilitate cheating and/or plagiarism</li> <li>• Engages in cyberbullying using district technology</li> <li>• Threaten peer, staff, or jeopardize the security and daily functions of building.</li> </ul>

## REINFORCEMENT FOR STUDENT MISCONDUCT

	Progressive discipline will be utilized based on severity and repetition of behaviors in conjunction with restorative practices as a consideration for all disciplinary decisions to reinforce desired behaviors.				
	LEVEL 1: Teacher-Managed Responses (Minors; see intervention responses)	LEVEL 2: At-School Reinforcement (Accumulation of Minors, Majors: After-School Detention, S.B.I. and Behavior Reflection Form)	LEVEL 3: Building Administration Responses - Temporary Removal of Student from School (Majors: OSS 1-5 Days)	LEVEL 4: Building Administration Responses - Long-term Removal from School (Majors; OSS 5-10 Days)	LEVEL 5: Building Principal Recommended Long-Term Exclusionary Responses (State-mandated Expulsions; Accumulation of Majors; Expulsion Recommendation)
Disrespect	Student indirectly uses inappropriate words or actions toward an adult or peer.				
	Major 1st Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.				
		Major 2nd Offense: Student uses inappropriate words or actions directed toward an adult or peer that interferes with teaching and learning.			
Defiance	Student refusal to fulfill instructional and/or building norms				
	Major 1st Offense: Student refusal to fulfill				

	instructional and/or building norms that interrupt class instruction and learning				
		Major 2nd Offense: Student refusal to fulfill instructional and/or building norms that interrupt class instruction and learning			
Disruption	Student behavior causes a distraction to the learning environment, but class activity is able to continue. Examples: Making noises, talking and/or talking out of turn, not in seat at designated time.				
		Student behavior causes an interruption in class or activity, including: Sustained loud talking or repeated talking out of turn, yelling or screaming, noise generated from classroom materials, roughhousing, and/or sustained out-of-seat behavior.			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Physical Contact/Aggression	Student engages in non-serious, but inappropriate physical contact with a peer, including: poking, tripping, (intentional), horseplay, bumping into another student, and/or pushing.				
		Actions involving serious physical contact where injury may occur, including: hitting, shoving/pushing, hitting with an object, kicking, hair pulling, scratching, spitting, and/or fighting; touching in a sexual manner/harassment.			
Tardy	Student enters class after the tardy bell and within five minutes of class starting up to three occurrences.				
		Tardiness in excess of five minutes will constitute an absence.			

Inappropriate Language	Student engages in foul language or innuendos inappropriate for school environment, including: negative talk about peer, staff, or oneself, name calling, non-confrontational/non-directional swearing - swearing in conversation.				
		Verbal messages (written or spoken) that include swearing, or name calling, including: blatant swearing, offensive/harassing language.			
			Harassment/bullying: Student delivers disrespectful messages (verbal/nonverbal or gestures) to another person that includes threats, intimidation, and/or unwarranted attention. Disrespectful messages include negative comments based on race, religion, gender, age, national origin, and/or sexual orientation. Verbal attacks based on ethnic origin, disabilities, or other personal matters. Cyberbullying during school hours or that causes a distraction to the learning environment.		
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Dress Code Violation	Student is wearing clothing that is not within the parameters of the dress code, but is able to make a correction to be back in compliance. Dress code parameters: No obscene or vulgar words or images, no hats, bandanas, or head coverings (with the exception of religious items), shorts/skirts 5 inches above the knee, no bare midriffs, strapless, backless, spaghetti straps, tank or halter tops are not allowed unless covered by a sweater, shirt or jacket, no see through, low cut or revealing clothing, and/or no bedroom slippers or pajamas.				
Technology Violation	Student is in violation of district PCD policy (see policy for HPJH & HPHS procedures).				

		Student uses technology to: Access inappropriate sites, facilitate cheating and/or plagiarism, engages in cyberbullying using district technology, and/or threaten peer, staff, or jeopardize the security and daily functions of building.
<b>Skip Class</b>	Student leaves class or school without permission or stays out of class or school without permission.	
<b>Harassment</b>		Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that: (1) places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property, (2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or (3) has the effect of substantially disrupting the orderly operation of a school.
<b>Bullying</b>		<p>Bullying is defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.</p> <p>Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are: <b>PHYSICAL</b> - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongs or extorting money, blocking or impeding student movement, unwelcome physical contact; <b>VERBAL</b> - taunting, malicious teasing, insulting, name calling, making threats; <b>PSYCHOLOGICAL</b> - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.</p>
	<b>LEVEL 1</b>	<b>LEVEL 2</b> <b>LEVEL 3</b> <b>LEVEL 4</b> <b>LEVEL 5</b>
<b>Fighting</b>		Actions involving serious physical contact where injury may occur.
<b>Inappropriate Location/Out of Bounds Area</b>	Student is in an area outside of an assigned area without authorization to be in that space in or on school property. Example: If a student has hall pass during a designated passing time and is not where they pass indicates; student is in a lunch period they are not assigned.	
<b>Truancy</b>	Student has accumulated their 20th unexcused absence (see Attendance	

	section of Student Code of Conduct).	
<b>Forgery, Theft, and/or Plagiarism</b>		Student is in possession of, having passed on, or being responsible for removing someone else's property, has signed a person's name without that person's permission, or has submitted someone else's work claiming it to be their own.
<b>Property Damage/Vandalism</b>		Student deliberately impairs the usefulness of property and/or participates in an activity that results in substantial destruction or disfigurement of property.
<b>Lying/Cheating</b>	Student copies entire or sections of a classroom assignment and turns it in as their own work.	
		Student delivers message that is untrue and/or deliberately violates rules outlined in Student Code of Conduct or HPJH/HPHS PBIS.
<b>Inappropriate Display of Affection</b>		Student engages in public acts (signs, gestures, etc.) of affection that are offensive to commonly recognized standards of good taste.
	<b>LEVEL 1</b>	<b>LEVEL 2      LEVEL 3      LEVEL 4      LEVEL 5</b>
<b>Gang Affiliation Display or Activity</b>		Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's education mission. Gang activity includes any of the following: Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang, gathering of two or more persons for the purposes of engaging in activities or discussions promoting gangs, and/or recruiting student(s) for gangs.
<b>Bomb Threat/False Alarm</b>		Threatening to set off an explosive device or other dangerous device on school premises, in a school-related vehicle, or a school-sponsored activity. Making a threat of danger that causes an evacuation of a building or event or possibly leading to the evacuation of a building.
<b>Possession of Combustibles and/ or Arson</b>	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).	

		Deliberately burning or attempting to burn any property, whether owned by the school or others, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.
<b>Use/Possession: Drugs, Alcohol</b>		Having alcohol/drugs in use or in possession will include: all dangerous controlled substances as to designated and prohibited by Michigan statute, all alcoholic beverages, all chemicals which release toxic vapors, any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy, "look-alikes", performance-enhancing drugs as determined annually by the Department of Community Health, any other illegal substance so designated and prohibited by law.
<b>Use/Possession: Weapons</b>		"Weapon" means any object which, in the manner in which it is used, in possession, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring, air and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921.
<b>Use/Possession: Tobacco/Electronic Vapor</b>		"Tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth. "Use of tobacco product" means any of the following: The carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device; the inhaling or chewing of a tobacco product; the placing of a tobacco product within a person's mouth; the smoking of electronic, "vapor", or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance.

## DUE PROCESS RIGHTS

### Board Policy 5611

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures.

All students suspected of misconduct will go through due process. To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

- A. STUDENTS SUBJECT TO SHORT-TERM SUSPENSION:** Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. See appeal process below.
- B. STUDENTS SUBJECT TO LONG-TERM SUSPENSION AND EXPULSION:** A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and an opportunity to appear with a representative before the Superintendent to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Superintendent, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private, but the Superintendent must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion (Policy [5610](#) and/or Policy 5610.01), to a request for reinstatement (Policy 5610.01), or to a request for admission after being permanently expelled from another district (Policy 5610.01).

## APPEAL AND GRIEVANCE PROCEDURES

In accordance with Board Policy 5710 - Student Grievances, the following is the procedure for submitting an appeal or grievance arising from actions, procedures, and/or policies, or lack of such a policy or procedure. The following is an appeal or grievance procedure as they relate to **Disciplinary Action** as they relate to incidents of suspension and disciplinary action:

- Disciplinary decisions resulting in Out of School Suspension for up to three days or less may not be appealed.



- Disciplinary decisions resulting in Out of School Suspension of four days or more may be appealed.
- The parent/guardian of the involved student must initiate all disciplinary appeals, unless the student is 18 years old, in which case the student may initiate an appeal.
- Appeals must be done by contacting the appropriate administrator, as outlined below.
- The procedure allows for the appeal to be processed one step above the next administrative authority (i.e., if the assistant principal takes the initial step, the next level of administrative authority is the building principal).
- The decision of the next level of administrative authority is final.

	<b>ELEMENTARY SCHOOLS</b>		<b>SECONDARY SCHOOLS</b>	
<b>OUT OF SCHOOL SUSPENSION</b>	<b>INITIAL DECISION MADE BY:</b>	<b>APPEAL RECEIVED BY:</b>	<b>INITIAL DECISION MADE BY:</b>	<b>APPEAL RECEIVED BY:</b>
<b>0-3 Days</b>	Principal	No Appeal Granted	Assistant Principal/Principal	No Appeal Granted
<b>4-9 Days</b>		Director of 21st Century Learning	Assistant Principal	Principal
<b>4-9 Days</b>			Principal	Director of Curriculum Integration & Instruction
<b>10 or More Days</b>		Superintendent of Schools	Principal	Superintendent of Schools

### **APPEAL TIMELINE:**

- All appeals are initiated through the administrator issuing the disciplinary action. This appeal must occur in writing (handwritten or communicated electronically) and submitted within 48 hours of disciplinary action being issued.
- The appeal will be sent to the next administrative level (see chart above). Parents and/or student will be contacted within 24 hours (one school day) to schedule a meeting to review the appeal of disciplinary action.
- The administrator receiving the appeal will make a decision on the appeal within 72 hours (three school days) and will provide notification at minimum by written communication.

### **STUDENT TEMPORARILY REMOVED FROM SCHOOL:**

A school administrator may temporarily suspend or remove a student from school for the purposes of investigating an incident prior to imposing any discipline, where such temporary suspension/removal is deemed necessary to prevent disruption to the educational program, avoid possible interferences or problems in the investigation defuse conflict situations protect the health or safety of the student or

other students, or any other compelling reason. Absent unusual circumstances, a student will not be suspended/removed unless the student is reasonably suspected of being involved in the disciplinary incident being investigated. Such a suspension or removal shall not constitute discipline, although the incident which caused the investigation to occur may ultimately result in discipline. If the action warrants investigation which results in disciplinary action, the “days served” during the investigation may count toward an accumulation of days for the disciplinary action.

### **STUDENT ATTENDANCE REQUIRED FOR EXTRA-CURRICULAR ACTIVITIES:**

Students are to attend school during the **total** school day in order to participate in extracurricular activities during the same day or evening. Should there be a situation whereby a student cannot attend school, who would normally receive a verified absence, the student will be allowed to participate in the activity with the approval of the Principal. A student with an unverified absence from school may not participate in the activity scheduled for that day.

### **GRIEVANCE PROCEDURE (NON-DISCIPLINARY DECISIONS):**

A grievance is a charge by a student that there has been a violation, misinterpretation or inequitable application of an established school policy or regulation, or if the student feels he/she has been treated unfairly or been denied due process, not including disciplinary matters. The procedure dealing with appeals of disciplinary issues is outlined above.

#### **Informal Grievance Procedure**

The student is encouraged to discuss the concern informally with the staff member involved before a Student Appeal/Grievance Form is filed. The school counselor (high school only) can be of help in attempting to solve the grievance informally and will, if the student desires, accompany him/her to a conference with the staff member. It is the student’s responsibility to initiate contact with their school counselor.

It is hoped that the great majority of grievances will be resolved in this manner. If the informal approach is not successful or not applicable to the situation, the student may initiate the following formal grievance procedure.

#### **Formal Grievance Procedure**

The student must obtain a standard Student Grievance Form from school administration, fill out all the information requested in the form and submit it to the principal within two school days of the incident.

Within three school days of the date of the filing, the principal shall call a meeting of the student and the staff member in order to resolve the matter as quickly as possible. The student may be accompanied by his/her parents and/or the school counselor at this meeting. The principal shall communicate his/her decision in writing to the student, his/her parents and the staff member on the Student Grievance Form within three school days of the meeting.

The student may appeal an adverse decision of a formal grievance to the superintendent or designee by filling out the Student Grievance Form and returning it to the principal within two school days of the principal's response. The principal will advise the superintendent that a request for an appeal has been received.

The superintendent or designee shall meet with the student, staff member, and principal within five school days of the request in order to resolve the matter. The student may be accompanied by his/her parents and/or school counselor.

The superintendent or designee shall communicate his/her decision to all participants on the Student Grievance Form within three school days of the meeting.

The decision of the superintendent shall be final and binding upon all parties.

## **BULLYING AND HARASSMENT**

Board of Education Policy 5517 & 5517.01 - Anti-Harassment & Bullying and Other Aggressive Behavior Toward Students.

### **Bullying & Anti-Harassment**

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

## **DEFINITIONS:**

**BULLYING:** Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflicting physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation.

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

- **PHYSICAL** - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongs or extorting money, blocking or impeding student movement, unwelcome physical contact.
- **VERBAL** - taunting, malicious teasing, insulting, name calling, making threats.
- **PSYCHOLOGICAL** - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

**HARASSMENT:** Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

1. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
2. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
3. has the effect of substantially disrupting the orderly operation of a school.

**SEXUAL HARASSMENT:** Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to: unwelcome sexual propositions, invitations, solicitations, and flirtations; unwanted physical and/or sexual contact; unwelcome verbal expressions of a sexual nature; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls; remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; verbal or non-verbal physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

**ADDITIONAL DEFINITIONS:** The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

- **"Aggressive behavior"** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.
- **"At School"** is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.
- **"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

- **"Intimidation/Menacing"** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.
- **"Staff"** includes all school employees and Board members.
- **"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

## **How to Report Bullying and Harassment:**

1. **First** - Report all incidents to an adult in the school district. Adults will respond immediately and with compassion. Reporters will complete our form for reporting bullying/harassment: *"Report Form for Bullying and School Violence"* or students/parents may submit a bullying report at Okay-2-Say and/or the Anti-bullying Reporting link on the District's web page and/or the Anti-bullying boxes posted in all schools.
2. **Second** - Staff will provide building administrator(s) with bullying/harassment reporting form to begin an investigation into the reported incident(s) of bullying/harassment.
3. **Third** - Building administrator and staff will intervene immediately to reports of bullying/harassment. Staff will contact building security and/or law enforcement if the incident involves a weapon or other illegal activity.

## **ATTENDANCE**

### **PHILOSOPHY - WE ARE ALL IN, ALL THE TIME**

Hazel Park Schools recognize the importance of daily and punctual attendance. Students with regular class and school attendance benefit from the life and career preparations, the exposure to diversity, and discourse contained within the school environment. As such, students demonstrating exceptional attendance and those with attendance difficulties must be identified, acknowledged, and supported.

We believe school attendance is a collective responsibility for all of us. Between our students' support system at home, their teachers at school, counselors, principals, and the Superintendent and Board of Education we all have a role in supporting our students' attendance.

## **ROLES AND RESPONSIBILITIES**

As a parent/guardian, you are expected to:

Communicate all absences with the school before, on the day of, or within 24 hours of absence.

Where requested, provide documentation of student's absence with your student's school.

Ensure any barrier with getting to school is communicated in order for school to understand, support, and assist, if possible.

A professional staff member's responsibility must include, but not be limited to:

Providing meaningful learning experiences every day; therefore, a student who is absent from any given class period would be missing a significant component of the course.

Speaking frequently of the importance of students being in class, on time, ready to participate.

Keeping accurate attendance records (excused vs. unexcused).

Requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

A principal's responsibility must include, but not limited to:

Ensuring accurate attendance records are maintained on a weekly, monthly, and by grade period basis.

Identify the appropriate staff member(s) to communicate attendance concerns with students and their parent/guardian.

Acknowledge students with exemplary attendance.

Seek to understand from families if attendance concerns arise, what can be done from a school's perspective to resolve attendance concerns.

Communicate the importance of daily attendance to students, staff, parents/guardians, and our community.

Ensure the conditions exist where students engage in meaningful learning opportunities with support for academic and non-academic needs.

## **REINFORCEMENT**

### **STUDENTS WITH EXCEPTIONAL ATTENDANCE:**

1. Students with less than one excused absence a month (six weeks at HPHS, nine weeks at HPJH) will receive a Viking Card, allowing them free admission to home athletic events, extracurricular performances charging admission, and will be able to advance to the front of the lunch line. This will last for one grade period.

2. Students with less than five unexcused absences and less than five tardies in any one class will be honored at an end of semester Night of Excellence ceremony and offered building-level reinforcement.
3. Students with less than five unexcused absences from the year will receive acknowledgement via the District's Attendance Initiative.

## STUDENTS WITH ATTENDANCE CONCERNS:

1. Will be placed on attendance contracts and be offered support from school to remove barriers for regular attendance. Contract may include incentives for improved attendance agreed upon by the school, student, and the parent/guardian.
2. May encourage "Make-up" time (see outline below).
3. May not participate in extracurricular activities until attendance has been improved for a grade period (see reinforcement in [Student-Athlete Code of Conduct](#)).
4. May lose grade credit in class.
5. May appeal attendance concerns within two weeks of the semester ending.

## HIGH SCHOOL ATTENDANCE INTERVENTIONS AND GRADE CREDIT PROCEDURE:

ATTENDANCE (Days per class period per semester)	HIGH SCHOOL INTERVENTION
3	Teacher with documented contact with student and parent/guardian remind parent/guardian about the importance of daily attendance, inquire about why attendance is an issue, and reinforce attendance policy.
6	Attendance Administrator/office contact: Attendance contract created, including: <ul style="list-style-type: none"> <li>• Weekly attendance check for student.</li> <li>• Inquiry into what barriers (academic, behavioral, social, or personal) are prohibiting regular school/class attendance.</li> </ul>
12	Mandatory meeting between Attendance Administrator, student, and parent/guardian. Review attendance contract and make modifications as needed/requested (see 6 in 6).
18	Mandatory meeting where: <ul style="list-style-type: none"> <li>• What barriers continue to inhibit daily and regular attendance at school/class?</li> <li>• Grade credit could be denied without documentation for absences. Student will still receive credit (if class was passed), but without appeal will receive 0.0 in the GPA calculations.</li> </ul>



**MAKE-UP OPPORTUNITIES:**

A student may make-up units of work with a properly certificated teacher if prior approval has been granted by the principal.

Students will be given the opportunity for making up work missed due to excused and/or unexcused absence(s) and days missed due to Out of School Suspension. The length of time for completion of make-up work shall be commensurate with the length of the absence.

Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

Students are encouraged to contact his/her teacher to obtain make-up work to be completed.

**SECONDARY MAKE-UP TIME PROCEDURE:**

Students are offered to make-up missed class time by staying after school during designated After School Make-up times. Make-up times will be offered during two weeks a grade period:

Junior High School: Weeks 5 and 9 of the grade period

High School: Weeks 3 and 6 of the grade period

During Make-up weeks, students will have up to six hours to make-up lost instruction time due to tardies and absences. One hour of Make-up time will eliminate three tardies and up to one unexcused absence.

During Make-up time, students are expected to work on current class assignments, review for upcoming tests and/or quizzes, or complete independent reading assignments. Students with excessive tardies may be asked to complete a behavior reflection activity that will be reviewed with the Administrator responsible for attendance.

**MANDATED TRUANCY COMMUNICATION TO PARENT/GUARDIAN:**

5 unexcused: phone call to parent/guardian and a follow-up letter

10 unexcused: letter sent home to parent/guardian & copied to student's file

15 unexcused: team meeting with teacher(s), social worker and Administrator, with follow up letter home and copied to student's file.

20 unexcused: referral to Oakland County truancy program, a letter sent to the home and copied to student's file.

## **TARDY**

### **ROLES AND RESPONSIBILITIES**

A professional staff member's responsibility must include, but are not limited to:

1. Have a presence in the hallway before and after school and between classes, greeting and interacting with students.
2. Make a one minute announcement reminder before the beginning of class.
3. Plan student engagement in class from the start of the class period until the end.
4. Discuss the importance of attendance at their class and integrate this expectation into their classroom norms.
5. Only issue hall passes after first and before the last fifteen minutes of classes.
6. Reinforce the expectation of on-time arrival to class through fostering positive teacher-student relationships and problem solve with student and parent if on-time arrival becomes an issue.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Maintain accurate attendance records (tardy arrival times).

A principal's responsibility must include, but are not limited to:

1. Have a hallway presence before and after school and between classes, greeting and interacting with students and staff.
2. Make a one minute announcement reminder before the beginning of class.
3. Support teachers in developing student engagement from the beginning to the end of each class period.
4. Conduct sixth tardy meetings (see below).
5. Communicate and facilitate Make-up Time sessions.
6. Staff and facilitate After School Detention sessions.
7. Seek to understand student issues interfering with on-time arrival to class and leverage support systems as needed.
8. Ensure building-wide responsibility is integrated in with PBIS system.
9. Acknowledge students with exemplary or improved arrival to class(es).

The PBIS School Leadership Team's responsibility must include, but is not limited to:

1. Develop daily announcements reinforcing the message about on-time arrival to class.
2. Set building-wide goals for student tardies.
3. Assist with monitoring improvement in tardies.

4. Identify building-wide rewards and acknowledgement for meeting (or exceeding) tardy goal(s).

<b>TARDY (number of tardies within Semester)</b>	<b>SCHOOL RESPONSE</b>
<b>3</b>	<p>Teacher managed, including documentation.</p> <ul style="list-style-type: none"><li>• Tardy 1: Teacher reminder of expectation</li><li>• Tardy 2: Teacher warning to student with 1:1 conversation</li><li>• Tardy 3: Teacher reinforcement for tardy</li></ul> <p><b>NOTE:</b> A student arriving over fifteen minutes late to class must first be talked with by a teacher individually and if needed on first occurrence, an Office Referral may be written to the Attendance Administrator.</p>
<b>6</b>	<ul style="list-style-type: none"><li>• Tardy 4: Student meeting with counselor:<ul style="list-style-type: none"><li>◦ Consider adult to student mentor, peer to peer mentor, or introduce student to school engagement opportunity.</li><li>◦ After School Detention.</li></ul></li><li>• Tardy 5:<ul style="list-style-type: none"><li>◦ Referral to Attendance Administrator or Second After School Detention</li></ul></li><li>• Tardy 6:<ul style="list-style-type: none"><li>◦ Administrator referral with review of previous actions and opportunity for Make-up Time Session</li><li>◦ Attendance Contract Generated</li><li>◦ Loss of student privileges, including attendance at extracurricular activities.</li><li>◦ Unless Make-up Time is fulfilled, students will receive <b><i>one unexcused absences.</i></b></li></ul></li></ul>

#### **ENTERING THE BUILDING AFTER THE START OF THE SCHOOL DAY**

Students entering the building must do so at the Main Entrance off of Hughes Street.

Students will be issued a Corridor Pass and have five minutes to get to their assigned class before the tardy policy is implemented.

**DEFINITIONS:**

Definition:	Elementary	Secondary
<b>Absence:</b> The non-presence of a student in the assigned location any time beyond the tardiness limit.	Elementary arriving after 10AM.  Elementary leaving anytime before 2PM,	Arriving to first period 10 or more minutes after the bell rings or more than 5 minutes late to subsequent periods.
<b>Excused Absence:</b> The absence of a student from a class period shall be excused if it is verified as having the consent of his/her parent or guardian, counselor, teacher or administrator. In accordance with the Hazel Park Board of Education Attendance Policy the following absences are considered <u>excused</u> : <ul style="list-style-type: none"><li>• Illness (with calls from parents) Allowed 5 days per year</li><li>• Illness in the family.</li><li>• Quarantine of the Home (limited to the length of the quarantine as fixed by the proper health officials)</li><li>• Death of a relative</li><li>• Professional appointments; medical, dental, legal, and other necessary appointments. (with a signed statement from the doctor)</li><li>• Observance of Religious holidays</li><li>• Absences otherwise approved by Superintendent, i.e. district activity, field trip, once in a lifetime experience</li></ul> All of these must have support documentation with the exception of illness for 5 days.		
<b>Unexcused Absence:</b> The absence of a student for which no written excuse has been approved.		
<b>Suspension:</b> The exclusion of a student by an administrator from a class or classes for a specific duration shall constitute a suspension. All suspensions are considered excused absences.		

<p><b>Tardy:</b> The failure of a student to be inside the assigned classroom when the bell rings is regarded as a tardy for the class period. Students who attend any part of the class shall be recorded as present.</p>	<p>Students arriving at school after 8:10AM and before 10AM.</p> <p>5 tardies = 1/2 day absence</p> <p>Students leaving before 3:14PM and after 2PM</p> <p>5 early exits = 1/2 day absence</p>	<p>See notes above.</p>
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	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS	
OUT OF SCHOOL SUSPENSION	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:	INITIAL DECISION MADE BY:	APPEAL RECEIVED BY:
<b>0-3 Days</b>	Principal	No Appeal Granted	Assistant Principal/Principal	No Appeal Granted
<b>4-9 Days</b>		Director of 21st Century Learning	Assistant Principal	Principal
<b>4-9 Days</b>			Principal	Director of Curriculum Integration & Instruction
<b>10 or More Days</b>			Principal	Superintendent of Schools

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 6 Search and Seizure**

In order to maintain order, safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

## **School Property and Equipment as well as Personal Effects Left There by Students**

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

### **Students**

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for a school to make a factual determination.

### **Seizure of Property**

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Cross-references: NEOLA 5771 <i>Search and Seizure</i> MCL 380.1306 MCL 380.1313
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# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 7 Special Education**



It is the intent of the school district to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504") are identified, evaluated, and provided with appropriate educational services.

The school district provides a free appropriate public education in the least restrictive environment and necessary related services to all students with disabilities enrolled in the school.

For the provision of special education programs and services under the IDEA, the term "student with a disability" means a person between ages 3 and 26 for whom it is determined that special education services are needed. A student who reaches age 26 after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

For the purposes of complying with Section 504, a "student with a disability" is a person who:

- (1) Has a physical or mental impairment, which substantially limits one or more of such person's major life activities;
- (2) Has a record of such an impairment; or
- (3) Is regarded as having such an impairment.

A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Cross References:

NEOLA 2261 *Title I Services*

NEOLA 2460 *Special Education*

NEOLA 2460.02 *Least Restrictive Environment Position Statement*

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Americans with Disabilities Act of 1990 (ADA)

Individuals with Disabilities Education Act (IDEA)

Family Educational Rights and Privacy Act (FERPA)

## **Discipline of Students with Disabilities**

The School District will comply with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 when disciplining students with disabilities. Behavioral interventions will be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

Cross References:

NEOLA 5605 *Suspension/Expulsion of Students with Disabilities*

NEOLA 2260.01 *Section 504/ADA Prohibition Against Discrimination Based On Disability In Education Programs And Activities*

Section 504 of the Rehabilitation Act of 1973 (Section 504)

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 8 Internet and Technology**

All use of electronic network use must be consistent with the school's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These rules do not attempt to state all required or proscribed behavior by users. However, some specific examples are provided. **The failure of any user to follow these rules will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

**Acceptable Use** - Access to the electronic network must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - The use of the electronic network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.
- n. Cyberbullying

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

**No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
- b. Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

**Use of Email** - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's email system constitutes consent to these regulations.

Cross Reference:

MCL 380.1310b

NEOLA 5540.01 *Technology and Network Protection and Internet Safety*

NEOLA 7540.03 *Student Network and Internet Acceptable Use and Safety*

NEOLA 5517 *Anti-Bullying/Anti-Cyberbullying*

**Implementation Comment:** *While this handbook language is generally appropriate, please be aware that changes in the federal Children's Internet Protection Act ("CIPA") required school districts to update their Internet safety policies by July 1, 2012. School officials should check Board Policy for updated language and corresponding acceptable use agreements to ensure that handbook language is consistent with newly-adopted policy and agreements that comply with the law, including: (1) assurance that the District will use technology protection measures to block access to material that is obscene, that constitutes child pornography, or that is "harmful to minors"; and (2) assurance that the District will monitor minors' online activities. The policy must also address: (1) minors' access to "inappropriate" matter on the Internet; (2) the safety and security of minors when using e-mail, chat rooms, and other forms of direct electronic communications; (3) unauthorized access, including "hacking" and other unlawful activities by minors online; (4) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (5) measures restricting minors' access to material harmful to them. A school district has an affirmative obligation to define what material it considers to be "inappropriate" for minors.*

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 9** **Athletic and Extracurricular Handbook**

For the 2018-19 School Year, any and all references to the Superintendent's Designee in the Student-Athlete Code of Conduct Handbook shall be Dr. David Muylaert for the high school and junior high school.

### **Non-Discrimination Statement**

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education amendments of 1972, Section 504 of Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disability Act of 1990, and Elliott-Larsen Civil Rights Act of 1977, it is the policy of the Hazel Park School District that no person shall, on the basis of race, color, religion, military status, national origin or ancestry, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law,) height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service or employment. Inquiries related to any nondiscrimination policies should be directed to the Superintendent, 1620 E. Elza, Hazel Park, MI 48030, (248) 658-5200.

The Hazel Park School District Student-Athlete Code of Conduct Handbook for Student-Athletes has been developed to provide a uniform set of rules and regulations to govern all district athletic participants regardless which team or school they represent. The Student-Athletic Code of Conduct Handbook combines rules and regulations of the Michigan High School Athletic Association (MHSAA), which have been adopted by Hazel Park Schools with specific district rules governing athletic participation. The Student-Athletic Code of Conduct Handbook will be in effect at all times and student-athletes are to comply with all aspects of the code if they desire to enjoy the privilege of continued eligibility for participation in athletics. Student-athlete expectations need to be adhered to twenty-four hours per day, seven days a week, three- hundred sixty-five days a year.

In addition, student-athletes who incur school disciplinary action because of violations defined in the Hazel Park Schools' Student Code of Conduct Handbook are also subject to the disciplinary actions contained in the Student-Athlete Code of Conduct Handbook. Although a student-athlete may be academically ineligible to participate in contests and scrimmages, he/she may practice with the team so long as he/she is not suspended from school as outlined in the Hazel Park Schools' Student Code of Conduct Handbook. However, the student- athlete may forfeit the opportunity to receive an athletic award if loss of participation in contests prevents him/her from meeting the requirements for earning the award as outlined in the written supplemental team rules and regulations developed by the coach and distributed to each participant at the start of the sports season.

### **OBLIGATIONS-EXPECTATIONS**

Anyone involved in our athletic program is expected to represent Hazel Park Schools and its schools and community in a first-class quality manner at all times. This includes both on and off the field of athletic competition and events. Hazel Park Schools expects all of our student-athletes to focus on being the best they can be in the following three areas:

1. Be the best Person by the manner in which we act. Sportsmanship, work ethic and how we treat

others is paramount in setting the right example for our young people in our community. Taking responsibility and representing our teams, school and community is very important in establishing the type of standards that we must constantly be striving for in the Hazel Park Schools. We must realize how destructive complaining, making excuses and blaming others can be in becoming successful teams and individuals. It is far more important to work at having a positive attitude, team loyalty, dedication, and placing the team ahead of individual accomplishments. These are the characteristics that will stand the test of time and result in having an athletic program with a solid foundation.

**2. Be the best Student** by stressing solid study habits and commitment in this area. We are in school to learn first and participating in athletics is a privilege. If a student chooses not to maintain solid study habits he/she will be jeopardizing this privilege. To reach our potential as a student it must be emphasized and made a priority at all times.

Academic achievement must be a goal we are willing to set with high standards that demonstrate good organization of time and solid efforts. All athletes must be willing to make sacrifices and pay the price of hard work in the classroom if they are real team players. Don't let your team down when it comes to this critical matter.

**3. Be the best Athlete** by taking care of being a solid person and student first. We don't have a chance at becoming a true student-athlete without the proper attitude as a person and student. Actions in the classroom and community will definitely carry over to how well a student-athlete performs in athletics. Being a student-athlete does not result in special privileges. In fact, it is just the opposite. Student-athletes have more responsibility and far more to lose if they fail as a person or student. The genuine student-athlete is not afraid of the extra responsibility and work. The real student-athletes look at these obligations and expectations as challenges. They are not afraid to help others and do not go around thinking they are better than the rest of the student body. Real Student-athletes appreciate the opportunity he/she has and does not take himself too seriously. Hazel Park Schools expects our student-athletes to constantly realize there are small eyes upon them and watching what they say and do!

*"Our Attitude determines our Actions and our Actions reveal our Character."*

## **CODE OF CONDUCT**

Student-athletes are subject to all MHSAA rules and regulations even though such rules may not be included specifically in this document. A copy may be reviewed at the Middle School Main Office, High School Main Office, and Board of Education and Administrative Office.

## **SECTION I: RULES OF ELIGIBILITY FOR PARTICIPATION**

The following rules of eligibility must be observed in order to participate in the interscholastic athletic



program at Hazel Park Schools:

**A) ENROLLMENT** (MHSAA Regulation - Section 1a)

The student-athlete must be enrolled in the school by Monday of the fourth week of the semester in which he/she competes. The student-athlete must reside in the school service area in which he/she attends school and must be enrolled in the school for which he/she competes.

**B) AGE** (MHSAA Regulation - Section 2a)

**HIGH SCHOOL**: A student-athlete in grades nine through twelve who participates in any interscholastic athletic contest must be under nineteen (19) years of age. When a student-athlete's nineteenth birthday occurs on or after September 1 of a current school year, he/she is eligible for participation for the balance of that school year.

**MIDDLE SCHOOL**: A seventh or eighth grade student-athlete must be under fourteen (14) and fifteen (15) years of age, respectively. A student-athlete who reaches that age after September 1 is eligible for participation for the balance of that school year.

**C) PARTICIPANT PHYSICAL EXAMINATION** (MHSAA Regulation - Section 3a)

A student-athlete must have a Physical Examination Form completed by a physician certifying that the student is fully able to compete in athletics. The physical must take place after April 15 of the previous school year to be used for the current school year. The student-athlete must submit the completed physical form to the coach prior to participating in tryouts, practice sessions, or contests. The completed form will be kept on file in the athletic office during subsequent sports seasons.

**D) SEASONS OF COMPETITION** (MHSAA Regulation - Section 4a)

A student-athlete, while enrolled in grades nine through twelve, shall be eligible to compete in no more than four (4) seasons in either first or second semester athletics. For example, a student may not compete in more than four (4) seasons of a particular sport: football, tennis, etc. Student-athletes enrolled in grade seven or eight are not limited in the number of seasons of competition. A student-athlete shall be limited to participation in only one sport session when that sport leading to a state championship is sponsored twice during the school year.

**E) SEMESTER OF ELIGIBILITY** (MHSAA Regulation - Section 5a)

A student-athlete shall not be eligible to compete in any branch of athletics that has been enrolled in grades nine through twelve for more than eight semesters. The seventh and eighth semesters must be consecutive. Enrollment in a school for a period of three weeks or more, or competing in one or more interscholastic athletic contests, shall be considered as enrollment for a semester under this rule. Student-athletes in grades seven or eight are not limited in the number of semesters in which they may be eligible.

## **SECTION II: ATHLETIC ACADEMIC ELIGIBILITY (MHSAA Regulation - Section 7a)**

The Hazel Park Schools will abide by the Michigan High School Athletic Association (MHSAA) regulation concerning eligibility.

While the MHSAA rules state that a student-athlete must have received passing grades in a minimum of 66% of classes (e.g. 4 classes) during the previous semester and must maintain passing grades in a minimum of 66% of classes (e.g. 4 classes) during the current semester to be eligible to participate in athletics, Hazel Park Schools requires student-athletes pass 100% of his or her classes with a 60% or higher to participate on an athletic team. If a student- athlete drops/withdraws from a class and it is deemed a drop/fail, the student becomes immediately academically ineligible.

In no case shall Hazel Park Schools' regulations be less than those of the MHSAA.

**A)** The previous semester grades will be used to determine eligibility for the start of the next semester. Student-athletes who fail a class or classes in the spring semester may be eligible to participate in a sport which begins before the start of the fall semester only after the successful completion of a class or classes which makes up for the class or classes failed (e.g. summer school).

Student-athletes who are ineligible at the start of the fall semester may be eligible to participate in an interscholastic contest (game) after a satisfactory progress report is submitted after the third week of the semester. While the student-athlete is ineligible, he/she may practice with the team.

**B)** Eligibility for maintaining passing grades shall begin on the first day of the fourth week of each semester. If a student-athlete receives a failing grade (e.g. one F or more), he/she will become immediately ineligible. The academic check procedure will be repeated biweekly for the entire season. Eligibility will be reinstated at the point when the student-athlete's grade becomes passing or when teacher communication is apparent and the student is taking responsibility for the agreed upon academic plan of action (e.g. turning in all assignments, paying attention at all times in class, seeking extra help from the teacher, etc.). Academic eligibility checks will be done bi-weekly. A student-athlete's eligibility status will be based on his/her grades in the current quarter. Appealed eligibility can be reinstated at the discretion of the Superintendent or his/her designee.

**C)** The eligibility check will be done by the designee of the Superintendent.

**D)** A student-athlete's academic record is based upon their originally scheduled class load. Therefore, virtual classes may not be utilized toward semester eligibility, with the exception of summer school.

### **SECTION III: AWARDS** (MHSAA Regulation - Section 11)

**A)** A student-athlete may not accept from any source anything for participation in athletics other than an emblematic award. An emblematic award would include, but not be limited to, any medal, ribbon, badge, plaque, cup, trophy, banner, picture, or regular letter award.

**B)** No acceptable award shall exceed twenty-five (\$25.00) dollars in the value with the exception of the regular letter award of the school. The cost of engraving a medal or similar award need not be included in determining the value of the award.

**C)** No one, such as a parent, friend, or other person, may accept an award on behalf of a student-athlete at any time prior to graduation from high school.

**D)** Acceptance of such items as cash, merchandise, memberships, privileges, services, athletic equipment, apparel, and watches would be a violation.

**E)** Attendance at season banquet is required in order to receive your award, unless prior arrangements have been made with the coach and Athletic Director.

**F)** A student-athlete violating any area of this section would be ineligible for interscholastic athletic competition for a period of at least one semester from the date of the violation. If violation occurs after the Monday of the fourth week of a semester, a student-athlete is ineligible for the balance of that semester and the succeeding semester.

### **SECTION IV: MAINTAINING AMATEUR STATUS**

**A)** A student-athlete participating or planning to participate in interscholastic athletics may NOT (1) accept any money or other valuable consideration for participating in athletics, sports, or games, (2) receive any money or other valuable consideration for officiating at interscholastic athletic contests, or (3) sign a contract with a professional team.

**B)** The rule in (A) above applies to the following sports: Baseball, Basketball, Cross Country, Football, Golf, Softball, Tennis, Track, Volleyball, or Wrestling.

**C)** A student-athlete violating this rule is ineligible and may not apply for reinstatement until the equivalent of one full school year has elapsed from the date of the last violation. After that date the student-athlete may request reinstatement to the MHSAA. any request to the MHSAA for reinstatement shall be submitted on behalf of the student by Hazel Park Schools.

## **SECTION V: OUTSIDE OF SCHOOL ATHLETIC COMPETITION** (MHSAA Regulation - Section 11)

**A)** A student-athlete who has participated in any athletic contest as a member of a school team may not participate in the same sport in the same season in any athletic competition outside of and not sponsored by the school. The exception to this rule is the individual sport athlete who may participate in a maximum of two (2) individual sports meets or contests during that sport season while not representing his/her school. A student- athlete may not compete in any "all-star" contests at any time in any sport sponsored by the MHSAA during the school year.

**B)** A student-athlete violating rules in this section will be ineligible to participate in athletic contests and scrimmages for a period from a minimum of the next three contests up to a maximum of one school year depending on the violation.

## **SECTION VI: STUDENT ATTENDANCE REQUIRED FOR ATHLETICS**

**A)** Student-athletes are to attend school during the total school day in order to participate in athletic contests or practice during the same day or evening. Should there be a situation whereby a student-athlete cannot attend school, who would normally receive a verified absence, the student-athlete will be allowed to participate in the contest with approval of the Athletic Director.

**B)** A student-athlete with a non-verified absence from school may not participate in the athletic practice or contest scheduled for that day.

## **SECTION VII: ATTENDANCE AT ATHLETIC PRACTICE SESSIONS AND CONTESTS**

Attendance at practice sessions is essential to prepare athletes physically and mentally for athletic contests. All student-athletes are required to be at all athletic practice sessions and contests at the

times designated by the coach.

**STUDENT-ATHLETES MAY BE EXCUSED FOR THE FOLLOWING:** Verified absences, school-sponsored events, and family emergencies are excusable absences. If interpretation is needed it will be done by the coach in conjunction with the Athletic Director. Saturday and Sunday practices, even if scheduled in advance will be considered optional. Any student-athlete suspended shall not participate in practice or contest during their suspension.

Both parent and athlete must understand that any absences may affect an athlete's performance, playing time, and therefore his/her relative position on the team.

**FAILURE TO COMPLY:** Failure to attend scheduled practices or contests without an excused absence may lead to disciplinary action by the coach. Any student-athlete who has 3 unexcused absences will be dismissed from the team and not allowed to participate in that or any other sport during that season.

## **SECTION VIII: TRAVELING TO AND FROM AWAY CONTESTS**

Any student-athlete on a team traveling to an away athletic practice or contest on school owned or chartered transportation or other such approved vehicles shall return to the home school on the same vehicle after the practice or contest is over. The only exception is when prior written or verbal arrangements are made and the coach grants permission for the student-Athlete to leave the contest site with his/her parent or guardian. Student-athletes may not drive to games, whereas carpools must be arranged with parent drivers.

**FAILURE TO COMPLY:** Any student-athlete not returning from any away contest with a team without permission of the coach is ineligible to participate in athletic contests for one **(1)** calendar week from the date of the violation. Student-athlete may practice with the team. A second violation will result in immediate dismissal from the team for the remainder of that sport season.

## **SECTION IX: UNIFORMS AND EQUIPMENT**

Student-athletes will be responsible for the care, security, and use of uniforms and equipment issued to them.

**FAILURE TO COMPLY:** Student-athletes shall be responsible to pay the replacement cost for uniform or equipment items that are abused or not returned. Student-Athletes shall not be allowed to participate in athletics in succeeding seasons until this obligation is met.

## **SECTION X: USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (E.G. TOBACCO, ALCOHOL, MARIJUANA, ETC.), NARCOTIC, CONTROLLED SUBSTANCE (E.G. ANABOLIC STEROIDS), OR POSSESSION OF DRUG SPECIFIC PARAPHERNALIA**

Hazel Park Schools expects student-athletes to conduct themselves in a way that positively reflects the district, community and student-body twenty-four hours per day, three-hundred sixty-five days a year. At no time shall a student-athlete USE, POSSESSION, BUY, SELL, OR GIVE AWAY ANY DRUG (e.g. Tobacco, Alcohol, Marijuana, etc.), NARCOTIC, CONTROLLED SUBSTANCE (e.g. ANABOLIC STEROIDS), or POSSESSION OF DRUG SPECIFIC PARAPHERNALIA.

Self-Disclosure: Any student-athlete, who by himself/herself or together with his/her parents or legal guardians, voluntarily discloses to a coach, (who must immediately follow-up with an administrator) or to an administrator a violation of Section X during the self-disclosure window shall be subject to the following disciplinary actions:

### **Consequences for Self-Disclosure:**

The student-athlete shall select either Option 1 or Option 2 as follows:

**Option 1:** Forfeit 50% of the current season (or 50% of the upcoming season if the violation occurs out of that student-athlete's season). If the current season is near its end, then future or next sport seasons will be used to fulfill the 50% forfeiture clause. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete shall also submit to random drug and/or alcohol testing as determined by the Superintendent or his/her designee.

**Option 2:** Forfeit 25% the current season or 25% of the upcoming season if the violation occurs out of that student-athlete's season. The student-athlete must also show evidence of attending a program for drug abuse or awareness approved by the Superintendent or his/her designee. The student-athlete will also be required to fulfill 40 hours of community service approved by and in conjunction with the Athletic Director.

The self-disclosure window shall be defined as thirty **(30)** calendar days from the date of the incident or the date the Superintendent received credible information regarding incident, whichever is lesser. Credible information shall be defined as, but not limited to law enforcement reports and first-hand witness statements by staff or Board of Education members.

In Option 1 or Option 2, a student-athlete failing a required drug and/or alcohol test or self-reporting additional offenses shall immediately result in a one **(1)** calendar year suspension from athletic programs in Hazel Park Schools.

A student-athlete that does not self-disclose during the disclosure window shall be subject to the disciplinary actions listed under Failure to Comply for Not Self-Disclosure.

## **Consequences for Not Self-Disclosing:**

**First Violation:** Six (6) months suspension from participation in any and all athlete practices and contest. Should the six (6) month suspension not encompass a sport that the student-athlete participates, then the suspension shall be 50% of upcoming athletic season that the student-athlete participates in. Prior athletic involvement shall be used to determine the 50% suspension. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

**Second Violation:** Immediate dismissal from the team and one (1) calendar year suspension of athletic participation from the date of the incident. The student-athlete must also show evidence of attending a program for drug and/or alcohol abuse or awareness approved by the Athletic Director.

**Third Violation:** Permanent dismissal from the athletic program at Hazel Park Schools.

Penalties shall be cumulative beginning with and throughout the student-athlete's participation in the Hazel Park Schools' athletic program.

## **SECTION XI MISDEMEANOR OR FELONIES**

Student-athletes charged with a misdemeanor or felony not covered in Section X are subject to a hearing by the Athletic Review Committee, as defined in Section XXII. Consequences can range from game suspensions to removal based on severity.

## **SECTION XII: SUMMER AND OFF-SEASON PROGRAMS**

A variety of sports camps, schools, clinics, and training programs are offered to student-athletes during the off-season and summer months by individual coaches and parks and recreation departments. These programs provide opportunities for aspiring student-athletes to improve their skills in a chosen sport. These summer and off-season programs are voluntary. Student-athletes shall not be required to enroll in these programs as a condition for membership or placement on an athletic team the succeeding season.

## **SECTION XIII: SCHOOL COMMUNITY CONDUCT**

It is extremely important that our student-athletes represent Hazel Park Schools in a first class manner at all times. This is expected while the athlete is in school, on the athletic field and in the community. A student-athlete is eligible to participate in athletics if in the judgment of the Superintendent or his/her designee, school administration, teaching and coaching staff, he/she is a representative of the schools in matters of citizenship, integrity and sportsmanship. Participation in athletics is a privilege, not a right. Hazel Park High School will deal with misrepresentation in any form very severely when it deems necessary.

Student-athletes who are removed from an athletic contest for unsportsmanlike conduct will be suspended for the remainder of the day's contest(s) and the next date of competition under MHSAA Regulations. If the conduct is deemed flagrant, the student-athlete may be suspended for more than one contest or removed from the team for the remainder of the season as determined by the Athletic Director.

## **SECTION XIV: ATHLETIC TEAM PARTICIPATION**

A student-athlete who signs up for a team that has a tryout period, and does not make the final cut, will be allowed to try out for another team (sport) upon mutual approval of the Athletic Director and the coach involved, and if the roster for that team has not been finalized by the Athletic Director. After the first official week of practice for any team, a student-athlete may not transfer from one team (sport) to another.

## **SECTION XVI: CITIZENSHIP AND CONDUCT DURING THE SCHOOL YEAR**

It is the responsibility of the student-athlete to report any in school minor or major violations of the Student Code of Conduct to the Athletic Director. When a student-athlete violates the Student Code of Conduct, the following consequences shall occur in addition to the consequences provided by the school principal or his/her designee:

### **FIRST Major Violation:**

**A)**Sport with ten or less game dates - 1 game date suspension

**B)**Sport with more than ten game dates - 2 game date suspension (max 3 games)

### **SECOND Major Violation:**

**A)**Sport with ten or less game dates - 2 game date suspension



**B)** Sport with more than ten game dates - 4 game date suspension (max 6 games)

**THIRD Major Violation:** Dismissal from the team for the remainder of the season.

## **SECTION XVII: TARDIES**

**A student-athlete shall receive a one (1) game suspension for every six tardies (per season per class). First hour classes will not be counted towards tardies.**

## **SECTION XVIII: AFTER AND OUT OF SCHOOL POLICY FOR ATHLETES**

**A)** Student athletes are not to be in the locker room, gymnasium, athletic fields with school equipment, bus, or in the school building without a coach in the immediate area.

**B)** The school building is off limits to the student-athlete after 3 P.M. on school days, non-school days, and weekends without a coach or authority from a building staff member.

**C)** Anytime a building staff member directs or requests a student athlete to vacate an area the student is to respond in a respectful and timely manner. A student athlete is not to argue or debate any request by a building staff member. Any disrespect or insubordination on the part of a student athlete may result in disciplinary action.

**D)** It is important that students and coaches adhere to all policies. Try to create as safe of an environment as possible for everyone involved in our program.

## **SECTION XIX: DRESS CODE**

Coaches may have a dress code for the entire season. The dress code shall be communicated to student-athletes by the coach at the beginning of the season.

## **SECTION XX: SUPPLEMENTAL RULES AND REGULATIONS**

Supplemental rules/ regulations unique to a given sport may be implemented upon the approval of the Athletic Director. These rules must be in writing and submitted to participants prior to the start of

the season, except under special circumstances as approved by the Athletic Director.

The Athletic Director is the only party who may exclude a student from athletic participation. Exclusion is generally based on the recommendation of the coach and/or building administrator.

## **SECTION XXI: CARRY OVER OF PENALTIES**

In the event that a suspension from athletics cannot be fully served during a season, it will carry over into the following season. The only exceptions to the above rule would be in the case of a senior, in which case the suspension would carry over into the next sport he/she participates in that year. In case of MHSAA infraction, the MHSAA rules of "Carry Over of Penalties" supersede the rules outlined in Section XXI.

## **SECTION XXII: APPEAL PROCEDURES**

The consequences and/or disciplinary action that a student-athlete is subject to, under the guidelines of the Student-Athletic Code of Conduct Handbook, may or may not be appealed. The decision to grant the request for an appeal is at the discretion of the Athletic Director.

The student-athlete and/or their parent/guardian must initiate a written request to the Athletic Director to appeal the disciplinary action taken within three (3) school days of the date of disciplinary action. The written request to the Athletic Director must include the following information:

- Student-athlete's first and last name, address, and telephone number.
- Parent/Guardian's first and last name, address and telephone number.
- Summary of the incident and discipline action taken.
- Reason and request for the appeal to be considered.
- Signature of the student-athlete and their parent/guardian.

Any documentation received by the student-athlete or parent/guardian regarding the discipline action taken must be attached to the written request for appeal to the Athletic Director.

After reviewing the written request for appeal, the Superintendent may or may not forward the appeal to the Athlete Review Committee. The decision of the Superintendent shall be provided in writing to the student-athlete within five **(5)** school days of the receipt of the appeal request. The Superintendent's decision is final.

If the Superintendent's decision is to forward the request for appeal to the Athletic Review Committee, the committee shall meet within ten **(10)** school days of the Superintendent's decision. The five **(5)** member Athletic Review Committee shall consist of the Designee of the Superintendent (e.g. Athletic Director), two **(2)** athletic coaches, one **(1)** teacher and one **(1)** administrator.

The Superintendent shall present to the Athletic Review Committee the written request for appeal received and any documentation relevant to the incident. The student-athlete and parent/guardian shall have an opportunity to address the Athletic Review Committee. Other than the student-athlete, their parent/guardian, and committee members, No other individuals may be present during the appeal proceedings.

The decision of the Athletic Review Committee shall be communicated to the student-athlete and parent/guardian by the Superintendent within three **(3)** days of the committee hearing.

The Athletic Review Committee is final and not subject a Board of Education appeal.

**FAILURE TO COMPLY** The sanctions set forth under each section are intended to illustrate sanctions for each particular offense. However, the district reserves the right to impose any of the sanctions listed for any violation of the Code of Conduct.

## **Parent/Student Responsibility Statements**

1. Each student-athlete and parent/guardian is responsible for his/her own insurance program. Hazel Park Schools is not responsible for any insurance (this includes use of an ambulance).
2. Hazel Park Schools will not pay medical expenses resulting from bodily injury to anyone who participates in athletic programs. The MHSAA has an insurance policy to assist in reimbursement of medical expenses resulting from concussions.
3. It is possible that serious injury or death may result from participating in athletic activities.

## **Statement of Risk**

1. Warning: Participation in supervised interscholastic athletics and activities may be one of the least hazardous activities in which any student will engage in or out of school.
2. Participation in interscholastic athletics still includes a risk of injury which may range in severity from minor to long term catastrophic.
3. Although serious injuries are not common in supervised athletic programs, it is impossible to eliminate this risk. Participants have the responsibility to help reduce the chance of injury.
4. Players must obey safety rules, report physical problems to their coaches, follow a proper conditioning program, and inspect equipment daily.

# **HAZEL PARK SCHOOLS - STUDENT HANDBOOK**

## **Chapter 10 Student Records**

The Protection of Pupil Rights Amendment affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. These include the right to:

- A.** *Consent* before the student is required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  - 1. Political affiliations or beliefs of the student or the student's parent/guardian;
  - 2. Mental or psychological problems of the student or the student's family;
  - 3. Sex behavior or attitudes;
  - 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - 5. Critical appraisals of others with whom the students have close family relationships;
  - 6. Legally-recognized privileged relationships, such as those with lawyers, doctors, or ministers;
  - 7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
  - 8. Income, other than that required by law to determine program eligibility.
- B.** *Receive notice and an opportunity to opt a student out of –*
  - 1. Any other protected information survey, regardless of funding;
  - 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under Michigan law; and
  - 3. Activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- C.** *Inspect*, upon request and before administration or use –
  - 1. Protected information surveys of students;
  - 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - 3. Instructional material used as part of the educational curriculum

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

**Family Policy Compliance Office**

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5920

## **Instructional Material**

A student's parent/guardian may review the curriculum, textbooks, and teaching materials of the school in which the student is enrolled at a reasonable time and place and in a reasonable manner.

Cross-References:

NEOLA 2416 *Student Privacy and Parental Access to Information*  
20 USC 1232h  
MCL 380.1137

## **Student Records**

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Michigan Revised School Code afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

### **1. The right to inspect and copy the student's education records within 30 school days of the day the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. The parent/guardian of a student less than 18 years old has the right to copy and inspect their child's education records. Once the student turns 18, the right to copy and inspect education records is transferred to the student. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. The District will not charge for copying records, which contain personally identifiable information about the student that is collected or created by the school district as part of the pupil's education records.

These rights are denied to any person against whom an order of protection has been entered concerning the student.

**2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.**

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or the Michigan Revised School Code authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; any person named in a court order, so long as the parents/guardians or eligible student is notified of the court order before the documents are produced; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

**4. The right to a copy of any school student record proposed to be destroyed or deleted.**

5. Education records are maintained for at least 60 years after the student graduates or permanently withdraws. If the student transfers, education records are maintained until the next school district requests the records.

**6. The right to prohibit the release of directory information.**

Throughout the school year, the District may release directory information regarding students, limited to the District's defined list of information that is "directory information" as contained in the District's policies and procedures. Such directory information may include:

- Name
- Address
- Grade level
- Birth date and place
- Parent/guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of Attendance in school

***Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.***



**7. The right to request that military recruiters or institutions of higher learning not be granted access to your student’s information without your prior written consent.<sup>1</sup>**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students’ names, addresses, and telephone numbers, unless the student’s parent/guardian, or student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the building principal.

**8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

**Family Policy Compliance Office**  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605

This section is only applicable to high schools.

Cross-reference: MCL 380.1136 NEOLA 2416 <i>Student Privacy and Parental Access to Information</i> NEOLA 5780 <i>Student/Parent Rights</i> NEOLA 8330 <i>Student Records</i>
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**Age of Majority**

Although 18-year-old students are recognized as adults under the Age of Majority Act, school officials are nonetheless committed to the equal treatment in application of school policies and procedures to all students. With the exceptions noted below, school district policies and procedures set forth apply to all students, regardless of their attainment of the age of majority. Students 18 years and older may:

- (1) Have the same privilege as their parents/guardians as it relates to access or control of their student records;

**(2)** Represent themselves during disciplinary conferences and be the addressee for their grade reports

**(3)** Sign themselves in and out of school and may verify their own absences.

NOTE: All attendance standards continue to apply;

**(4)** Provide reason(s) for their absences and tardies, but are held to the same attendance requirements as other students, including the acceptable reason(s) for an excused absence.

Eligible students who wish to assert these rights should register their intent on the appropriate form in the high school office. Until such time as the eligible student registers this intent, school officials will not apply the above exceptions to school policies and procedures.

Cross-reference:

MCL 722.52

NEOLA 5780 *Adult Student Rights*