

# **STUDENTS**

## **POLICIES &**

## **PROCEDURES**



## **STUDENTS – 2000**

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## 2000.01

## Admission and Enrollment

**Resident Students** Michigan law establishes which students have the right to attend school in the School District. The Superintendent will develop and implement procedures for the enrollment of resident students and their assignment to School District schools, facilities and programs. The Superintendent may also develop and implement procedures for intra-district open enrollment.

**Nonresident Students** Nonresident students may be permitted to enroll in the School District, as described below. Enrollment decisions will be made on a nondiscriminatory basis.

**Schools of Choice.** The Board may choose to permit the enrollment of nonresident students through a schools of choice program. If a program is adopted, the Superintendent will develop and implement procedures for the enrollment of nonresident schools of choice students. Students duly enrolled through a schools of choice program will, thereafter, be considered School District students for all curricular and extracurricular purposes.

**Tuition Students.** The Board may choose to permit the enrollment of nonresident students through a tuition program. If a tuition program is adopted, the Superintendent will develop and implement procedures for the enrollment of nonresident tuition students. Students duly enrolled through a tuition program will, thereafter, be considered School District students for all curricular and extracurricular purposes.

**Foreign Exchange Students.** The Superintendent may develop and implement procedures for the enrollment of foreign exchange students.

**Homeless Students.** The School District will comply with applicable legal requirements concerning the enrollment of students defined as homeless under federal law. The Superintendent will appoint a central office administrator to serve as the District's liaison with homeless students and their parents or guardians. The liaison will coordinate and collaborate with state and local officials, as necessary. Students duly enrolled as homeless students will, thereafter, be considered School District students for all curricular and extracurricular purposes.

**PROCEDURES****Child Accounting – Eligibility of Resident/Nonresident Students**

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The Board of Education establishes the following procedures for determining eligibility to attend schools in this District:

**Resident Students**

- A. The Board will educate tuition free, those students who are legal residents of the District. Proof of residency and a certified birth certificate, or other reliable proof of student identity with an affidavit explaining the inability to produce a certified copy of the child's birth certificate, will be required for registration in the District.

The District may count a pupil as a “resident pupil” if the District has evidence that the pupil meets one of the following criteria:

1. Students, who are home-schooled or private-schooled, and are residents of Wyandotte, may enroll on a part-time basis in grades 1-12 in nonessential elective courses. Enrollment will be subject to all course enrollment requirements, i.e., course prerequisites, deadlines, etc.
2. Students who are living with relatives in the District under guardianship papers or with a notarized affidavit from the parents/legal guardians and residing relatives stating that the student needs to live with the relative for the purpose of acquiring a suitable home and not for educational reasons.
3. Students with an F-1 Visa and residing in the District.
4. Foreign students participating in a bona-fide foreign exchange program and living with a resident host family will be admitted tuition-free.
5. Students, residing in the District but not living with their parents, guardian, or person who qualifies in place of the parent, shall be ineligible to attend school in the District unless said students can be considered emancipated minors by court decree and have proven the establishment of an independent residence in Wyandotte.
6. Students where one parent or legal guardian resides in Wyandotte and the other parent or legal guardian is a resident of a different school district, the parents or legal guardians may decide which district to enroll their child(ren). Whichever district is chosen, the student will be considered a legal resident of that district.
7. Students who are homeless as per the McKinney-Vento Homeless Assistance Act.
8. Students from a military family who have been placed in the home of a Wyandotte resident, who is either the non-custodial parent or a person serving as loco parentis under special power of attorney executed under applicable law while the custodial parent has been assigned to active duty shall be enrolled in the District. The student may elect to maintain school enrollment in his/her “home” school during this placement situation.

**WYANDOTTE PUBLIC SCHOOLS  
PROCEDURES**

**2000.01**

**Child Accounting – Eligibility of Resident/Nonresident Students**

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- B. The Board, as delegated to the Superintendent, may release resident students to another school district, upon the request of the parents or guardians and recommendation of administration.

**Nonresident Students**

- A. Nonresident students residing within Wayne County, whose parents or guardians do not reside within the District, may enroll as a student if released by the sending school district, with approval from Wyandotte's Superintendent.
- B. Nonresident students enrolled in one (1) of the three (3) Center-based Special Education Center Programs, must first comply with all enrollment requirements of the student's home district; be eligible for enrollment as outlined in the student's IEP; and be recommended for attendance by the home school district.
- C. Nonresident students residing within Wayne County may be accepted as long as the Board of Education elects to be a District of Choice. The District will follow the regulations established by the State of Michigan for Districts of Choice. Nonresident students must comply with the following entrance requirements:
1. There must be posted openings in the requested grade level.
  2. There can be no suspensions and/or expulsions within the previous two (2) school years.
  3. Nonresident students new to the District will be enrolled through a lottery process.
  4. Nonresident students who have siblings attending in the District will not go through the lottery process for enrollment, but must comply with all other requirements.
  5. Students, who were attending school during the most recent school year as a resident, may elect to remain as a student, without going through the lottery process, as long as they meet all other requirements.
  6. Nonresident home-schooled or private-schooled students may enroll, if space is available, on a part-time basis in grades 1-12 in nonessential elective courses. Enrollment will be subject to space availability and all course enrollment requirements, i.e., course prerequisites, deadlines, etc.
- D. Nonresident children of School District employees may enroll in the District through the District of Choice option and requirements. Employee's children will not be subject to the lottery process.

**Effective Date: September 6, 2015**

The core function of the School District is to educate students to prepare them to become productive and responsible citizens and adults. All other policies and considerations remain secondary to this objective.

**Curriculum** The Superintendent, in consultation with selected School District personnel, is responsible for developing and implementing a legally compliant School District-wide curriculum. The curriculum is to be designed to further the educational growth of School District students and prepare students for post-secondary education and employment opportunities. All School District personnel are responsible for faithfully and effectively implementing the curriculum in their respective buildings and classrooms.



**PROCEDURES****Credit Acceptance Options for High School Students**

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In recognizing its responsibility to uphold the minimum educational standards of the State of Michigan, the Board authorizes the Superintendent to establish administrative procedures for the acceptance of credits through testing out; credit recovery; from other public and/or private schools; dual enrollment; summer school and/or after school programs; home school; correspondence schools; and virtual/online schools. Roosevelt High School Administration will develop administrative procedures, which outline how and which credits may be accepted.

In order to ensure the integrity of the academic coursework, and realistic expectations for students pursuing extra credits by alternative means, all credits accepted must confirm to the State-mandated Michigan Merit Curriculum and Wyandotte Public Schools Graduation Requirements Policy and Procedures. Additionally:

- Credit acceptance options must be pre-approved by a school administrator.
- Credit earned for each class will be transferred as follows: 1 semester will be granted 0.5 credits.
- The Michigan Department of Education, or one of the regional accrediting agencies recognized by the U.S. Department of Education and/or the International Council of School Accreditation Commission, must approve the Institutions and/or companies selected for credit earned outside of Roosevelt High approved classes.
- All correspondence assessment tests must be administered by RHS Staff.
- A student may take alternative credit options for a combined maximum of 4 units (8 classes) of credit recovery classes, summer or after/school classes, correspondence classes, or outside adult education or programs at other accredited schools to be applied to their RHS graduation requirements.

Upon new enrollment, the District reserves the right to assess transferring credits for course content, student demonstrated knowledge, appropriate assessment, and compliance with established State requirements prior to granting credit acceptance and/or as a prerequisite to grade level placement.

The Board of Education must be appraised of changes in the established administrative procedures prior to their implementation.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Credit Options

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**Traditional Credit Acceptance Options**

**Public Schools and/or Private Schools:**

- Credit will be accepted from students who transfer in from public or private schools once the transferring school provides a certified transcript and gives assurance of compliance with minimum requirements established by the state in which the school resides.
- Grades awarded for courses taken at a Public Schools approved by a State Board of Education shall be entered onto a student's transcript and considered for class ranking.
- Grade will be identified as *transfer credit* on the student transcripts.
- Grades earned through **an alternative** schedule format from a public or private school will be evaluated for equivalency on an individual basis.

**Home-schooled Students**

- For credit to be considered for acceptance, the home-schooled student must be officially registered with the Michigan Department of Education as a home-schooled student.
- Credit for course work completed in a home school setting *may* be considered for approval and placement on a student's transcript as defined by policy/procedures.
- Grades from home school courses *may* be entered on a student's transcript and considered for class ranking.

**Dual Enrollment**

- Students in grade 11 or 12 are eligible to enroll in post-secondary courses as follows:
  1. Must be enrolled in at least one high school class and must take a total of at least 7 courses combined (i.e., 4 high school courses and 3 college courses; or 6 high school courses and 1 college course, etc.).
  2. Students can qualify for dual enrollment by taking one of the following assessments: PSAT, PLAN, ACT, or MME. The following table shows the complete list of scores that qualify students for dual enrollment:

Assessment	Test Section	Qualifying Score
PSAT	Critical Reading	44
	Writing Skills	49
	Mathematics	45
PLAN & ACT	Mathematics	18
	Reading	17
	Science	19
	English	21
MME	Reading	Level 1 or 2
	Writing	Level 1 or 2
	Mathematics	Level 1 or 2
	Science	Level 1 or 2
	Social Studies	Level 1 or 2

**Effective Date: September 6, 2015**

## PROCEDURES

## Credit Options

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3. Eligible students may take courses for which there are no assessments, such as computer science, foreign language, psychology, etc., as long as they have taken all sections of the MME, ACT, PLAN, or PSAT.
  4. Enrollment must occur during the District's regular academic year in either the August, or January semester.
  5. Student may only enroll in courses not offered by the District or not available, due to a scheduling conflict.
- The District will pay a percentage of the post-secondary tuition and course-related fees (excluding textbooks and transportation). This percentage will be determined by the per pupil amount of State School Aid received by the District, per semester, and the proportion of time the student attends the post-secondary institution.
  - The pupil is no longer eligible to Dual Enroll once all high school requirements are met.
  - In the event the pupil does not complete a course or gain credit, the student's family is responsible for reimbursement of the School District for the entire bill/cost (minimum of a "C" grade in each class).
  - Students who wish to pursue this Dual Enrollment option should see their counselor prior to the beginning of the school year for an application as follows:
    - Deadlines for application: 1<sup>st</sup> Semester – June 1<sup>st</sup>; 2<sup>nd</sup> Semester – December 1<sup>st</sup>.
    - Some universities have different deadlines; it is the student's responsibility to confirm with the university's deadline.
  - Guidelines for issuing high school credit for a college course:
    - 1 or 2 college credits - .25 credit unit
    - 3 college credits - .5 credit unit
    - 4 college credits - .75 credit unit
    - 5 college credits – 1 credit unit

**Retaking a Class to Improve Skills**

- A student may elect to retake any course for an **elective credit** in which they earned a grade of C or lower for the purpose of building their skills and knowledge.
- Students will receive an elective credit for retaking a course and the grade will be calculated into their grade point average. The original course and grade will remain as part of the permanent record.
- The class will be designated with an R (Repeat) in whatever it may be (e.g. "R Geometry").
- If the course to be retaken is a Michigan Merit Curriculum (MMC) course, students must retake an MMC aligned and equivalent course.
- If the course to be retaken is not an MMC course, students DO NOT need to retake an MMC aligned and equivalent course.
- Students will be responsible for all course costs and fees.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Credit Options

**2000.02**

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**Testing Out**

- When accepting Testing Out credits options, the credit awarded must meet State-mandated requirements as outlined in the **Graduation Requirement Policy/Procedures**.
- Before a student requests to test out, a meeting must be held with the counselor to discuss the ramifications. The intent of testing out is to provide advanced students with options beyond what they might have if required to take courses in which they have already mastered the materials. The Principal, with input from the counselor, shall make a recommendation to either allow or not allow the student to test out based upon past performance, standardized testing, and other pertinent information. Parent approval will be required.
- Students will be given one opportunity to test out of any course.
- Students MAY NOT test out of a course in which they have previously lost credit.
- Credit will not be granted for a non-mandate course in a subject area lower in course sequence than one for which the student has already earned credit.
- Receiving credit:
  - Credit is earned by passing a course with a grade of C+ or better.
  - Credits earned in this manner will not impact GPA and will be recorded on the transcript as “T.O. Course” for Tested-Out and a “G” grade will be recorded (NO exceptions).
- Allowable courses: Any course offered at RHS is available for testing out; however, each department will provide a syllabus so students know what the test will cover and what other additional items (demonstration, research papers, portfolios, etc.) will be required as part of the comprehensive evaluation. A textbook will be made available, if necessary. The syllabus will include:
  - A list of reading materials (where appropriate)
  - A copy of the class curriculum
  - An outline of the final exam and scoring rubric.

**Alternative Credits Options**

**Note:** A student may take alternative credit options for a combined maximum of 4 units (8 classes) of credit recovery classes, summer or after/school classes, correspondence classes, or outside adult education or programs at other accredited schools to be applied to their RHS graduation requirements.

**Summer School and/or After School Classes**

- The school/program must provide the District with an official transcript/grade report before credit/grades can be placed on the student’s transcript.
- Grades awarded for summer school courses and/or after school classes taken at another school district shall be entered onto a student’s transcript and considered for class ranking.

**Effective Date: September 6, 2015**

**PROCEDURES****Credit Options**

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- Principal/Counselor must approve course selection prior to enrollment.
- Students will be responsible for all course costs and fees.

**Correspondence Courses**

- The school/program must provide the District with an official transcript/grade report before credit/grades can be placed on the student's transcript.
- Grades from correspondence courses will be entered on a student's transcript and considered for class ranking.
- Principal/Counselor must approve course selection prior to enrollment.
- Students will be responsible for all course costs and fees.

**Credit Recovery**

- Students seeking to make up credit must receive pre-approval by the Principal.
- Students failing the Michigan Merit Curriculum (MMC) are required to recover credit by enrolling in a MMC aligned and equivalent course(s) either at RHS summer school; RHS after-school credit recovery program during the school year; online coursework through Michigan Virtual School, or as otherwise pre-approved by the Principal; outside adult education; or programs at other accredited schools.
- Students failing an elective course (non-MMC) DO NOT need to take an aligned and equivalent course but DO need to recover credit in an accredited program that is pre-approved by the Principal.
- Students may enroll in a credit recovery program if they failed the required course at RHS or if they need elective credit in order to make up the total number of credits needed for graduation.
- Credit recovery classes are NOT for testing out, acceleration, or to improve an existing grade of C+ or better.
- Students are allowed to re-take a course that they failed during the school year. Failed course grades remain a part of a student's permanent record.
- Students will be responsible for all course costs and fees.

**Assessments** The Superintendent, in consultation with selected School District personnel, is responsible for developing and implementing legally compliant student assessments. These assessments are to be designed to accurately measure the degree to which students of the School District are progressing in the School District's curriculum, in general, and how each individual student is progressing within the curriculum.

The Superintendent, in consultation with selected School District personnel, is also responsible for developing and implementing an assessment reporting system. The purposes of the reporting system include informing the Board, School District staff, parents,<sup>1</sup> and the community, at large, about student progress within the School District's curriculum, in general; informing the Board, School District staff, parents and the community at large about student progress relative to their peers in other school districts and communities; and notifying parents and students of the particular student's individual progress in the School District's curriculum. All School District personnel are responsible for faithfully and effectively administering the School District's assessments and following the prescribed system of assessment reporting.

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<sup>1</sup>The word "parents," when used in these policies, includes legal guardians and, where required by law, those acting in the place of parents.

## 2000

## STUDENTS

### 2000.02

### Learning and Achievement

***Progress Reports and Grades*** The Superintendent, in consultation with selected School District personnel, is responsible for developing and implementing a system of legally compliant periodic progress reporting and grading that accurately reflects the degree to which students are progressing within the School District's curriculum, in general, and relative to their peers, as well as how each individual student is progressing. All School District personnel are responsible for faithfully and effectively implementing the School District's progress reporting and grading system.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Grade Change

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**2000.02**

The Board of Education for the School District of the City of Wyandotte shall not permit any Board Member, Superintendent, Assistant Superintendent, Principal, Assistant Principal, Counselor, Teacher, or any other person to change a grade given to a pupil by a teacher unless the following process is followed:

**1. Step 1. Teacher Approved Change**

The teacher who gave the grade to the pupil is informed of one or more reasons why the grade should be changed and the teacher concurs with the grade change. If the teacher who issued the grade does not approve the grade change, the student (and/or parent) may submit an appeal to the Principal.

**Step 2. Administrator (Principal) Approved Change**

The student (and/or parent) submits a grade appeal to the Administrator (Principal). The request must be written, listing reasons for the request, and submitted within 30 days after receiving the original grade. If the Administrator (Principal) does not approve the grade change, the student (and/or parent) may submit an appeal to the Superintendent.

**Step 3. Superintendent Approved Change**

The student (and/or parent) submits a grade appeal to the Superintendent. The request must be written, listing reasons for the request, and submitted within 30 days after receiving the original grade. The Superintendent will convene a Grade Review Panel (GRP).

The GRP shall be composed of three teachers selected by their bargaining unit and/or fellow staff members, one Board Member, and the Superintendent of Schools or his/her designee.

The GRP will review the evidence presented by the student (and/or parent) and the teacher. By majority vote, the GRP will approve/disapprove the requested grade change based on the merits of the evidence presented. The decision by the GRP will be final.

**Step 4. Appeal Process**

The teacher involved may appeal an affirmative decision of the GRP to the Superintendent. The appeal, with reasons listed, should be made in writing within 10 days of receipt of the GRP's decision. A decision by the Superintendent based on the merits of the request shall be final.

2. The student (and/or parent) and the teacher shall be informed of a grade change made pursuant to these Procedures.

**Effective Date: September 6, 2015**



**PROCEDURES****Grade Change**

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3. A GRP or Superintendent review of a grade change provided for in Steps 1, 2, 3, or 4 shall comply with section 438 of subpart 2 of part c of the General Education Provisions Act, Title IV of Public Law 90-247, 20U.S.C.1232g, commonly referred to as the Family Educational Rights and Privacy Act (FERPA) of 1974.
  4. Disciplinary actions will occur for individuals who violate these Procedures.

**Placement** The Superintendent and building administrators, in consultation with parents, are responsible for placing students in schools, grades and courses consistent with the School District's core function of preparing students to become productive and responsible citizens and adults. Where agreement cannot be reached, following consultation, placement decisions may be made notwithstanding parental objection.

**Graduation Requirements** In order to graduate and receive a high school diploma from the School District, a student must successfully complete all coursework required by law, all credits, coursework and assessments required by the School District and all other requirements that may be established and published from time to time by the Board or the Superintendent.

**WYANDOTTE PUBLIC SCHOOLS**  
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Graduation Requirements

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**2000.02**

It shall be the Procedures of the Wyandotte Board of Education to acknowledge each student's successful completion of the instructional program or a personal curriculum appropriate to the achievement of District goals and objectives as well as personal proficiency, by the awarding of a diploma at graduation ceremonies.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board, the Michigan Department of Education, and as provided by State law.

**Graduating Class of 2016 and Beyond**

1. **Credit Requirements:** Students are required to earn a minimum number of credits to graduate from the Wyandotte Public Schools. Please refer to the **Credit Acceptance Options for High School Students Procedures** for a list of alternative credit options available for students. Credit requirements are 26 Credits for the Class of 2016 and beyond.

A transfer student wishing to graduate from Wyandotte Public Schools must attend their final two semesters at Roosevelt High school on a full-time basis.

2. **Obtaining Credit:** A student shall be granted credit toward graduation if s/he successfully completes the subject area content expectations or guidelines developed by the department that apply to the credit. A student may also receive credit if s/he earns a qualifying score, as determined by the State on the assessments developed or selected for the subject area by the State; or the student earns a qualifying score, as determined by the District, on one or more assessments developed or selected by the District, that measures a student's understanding of the subject area content expectations or guidelines that apply to the credit.
3. **Foreign Language Credits:** A high school student shall be granted credit in any foreign language not offered by the District, providing the student meets the competency criteria established by the Superintendent.
4. **Testing Out of Credit Requirements:** The Board acknowledges that some students may have acquired knowledge or skills at levels that would allow them to demonstrate a reasonable degree of mastery without taking specified courses. Further, the State of Michigan allows students enrolled to request an opportunity to demonstrate such mastery, either through written examination, written papers, projects, portfolios, or other comparable forms. It is the intent of the Board to extend to all students the opportunity to demonstrate mastery in the range of

**Effective Date: September 6, 2015**

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## Graduation Requirements

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courses offered through the Wyandotte Public Schools and to allow for the most efficient and effective use of instructional time.

These Procedures will apply equally to all students registered and attending the Wyandotte Public Schools:

a) State-Mandated Curriculum

1. Any student enrolled in the Wyandotte Public Schools may earn credit for State-mandated curriculum by completing the requirements detailed in section 2 of these Procedures.
2. Credit earned under this subsection shall also count towards meeting graduation requirements.
3. Credit shall be earned when a student who is not enrolled in a class demonstrates a reasonable level of mastery of the subject matter of that course by attaining a grade of not less than C+ in a final exam, or, if there is not final exam, by exhibiting mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation and the notation of pass/fail will apply.
4. Credit earned under this subsection will not be considered in the computation of a student's grade point average.

b) Non-Mandated Curriculum

1. This subpart applies only to students registered and attending Roosevelt High School.
2. Credit shall be earned when a student who is not enrolled in a class demonstrates a reasonable level of mastery of the subject matter of that course by attaining a grade of not less than C+ in a final exam, or, if there is not final exam, by exhibiting mastery through the basic assessment used in the course, which may consist of a portfolio, performance, paper, project, or presentation and the notation of pass/fail will apply.
3. Credit earned under this subsection will not be considered in the computation of a student's grade point average.
4. Credit earned under this subsection shall count towards meeting high school graduation requirements.
5. Once such credit is earned under this subsection and counted towards the required credits needed for graduation, a student may not receive further credit for a lower sequence course in the same subject area.

- 5. Credit Earned Prior to High School:** A student who, prior to entering high school, successfully completes a course within the Wyandotte Public Schools that is aligned with the high school course content expectations will earn credit toward fulfilling

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the graduation requirements. The High School Principal will maintain a list of courses for which this applies. Grades for these courses will not be used in the calculation of the student's high school grade point average.

6. **Michigan Merit Curriculum (MMC):** Students graduating in 2016 and beyond, are required to earn a minimum of 18.5 credits in the area of common learning as outlined below:

<b>English – 4 credits</b> 1. 1 credit – 9 <sup>th</sup> grade English; 2. 1 credit – 10 <sup>th</sup> grade English; 3. 1 credit – 11 <sup>th</sup> grade English; and 4. 1 credit – 12 <sup>th</sup> grade English.	<b>Mathematics – 4 credits</b> 1. 1 credit – Algebra I (if completed in Middle School, 1 unit of additional math classes); 2. 1 credit – Geometry; 3. 1 credit – Algebra II or as mandated by MDE; and 4. 1 credit – Senior Level Mathematics classes.
<b>Science – 3 credits</b> 1. 1 credit – Earth Science; 2. 1 credit – Biology or Agriscience; and 3. 1 credit – Chemistry, or Physics.	
<b>Physical Education – 1 credit</b> 1. Includes swimming proficiency, health, and reproductive health curriculum.	<b>Computer Applications – .5 credit</b> 1. If completed in Middle School, any elective credit choice.
<b>Social Studies – 3 credits</b> 1. 1 credit – World History; 2. 1 credit – American History; and 3. .5 credit each of: Economics, and Government.	<b>Graduating Classes of 2016 and Beyond Combination Credit – 3 credits</b> 1. Foreign Language – 2 credits. If 1 unit is completed in Middle School, any elective credit choice. 2. Any combination of Fine & Performing Arts or Career Technical Education – 1 credit

7. **Electives** (See Roosevelt High School Curriculum Guide for a list of offerings): Class of 2016 and beyond – 7.5 Electives.
8. **Total Units (Credits) Required:** Class of 2016 and beyond: 18.5 MMC + 7.5 Elective = 26 credits.
9. **Special Education Students:** Special education students who properly complete the programs specified in the IEP or in a personal curriculum, meet the requirements for a high school diploma, and have received the recommendation of the IEPC, may participate in graduation activities as recommended by the student's IEPC. Reasonable accommodations shall be made for students with disabilities, as defined

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Graduation Requirements

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under State or Federal law, to assist them in taking any required tests or assessments for graduation.

**10. Online Learning Experience:** Students are required to experience twenty (20) hours of online learning. The requirement will be met through online experiences provided in the high school core requirement courses.

**11. Personal Curriculum Plan:** A Personal Curriculum Plan (PCP) may be developed for a student in which graduation requirements are needed and must be modified in accordance with the MMC. Parents may request a PCP for their student through a PCP committee, which consists of the parent & student, counselor, high school principal, and if appropriate, the school psychologist. A PCP may only be used after other supportive options and research-based interventions have been exhausted.

The following will be considered:

- a. To go beyond academic requirements in core classes.
- b. To modify the high school mathematics sequence.
- c. To modify credit requirements based on a disability supported by an IEP.
- d. To modify credit requirements for an out of state transfer student.

**12. Early Graduation:** If a student meets all other requirements, approval for early graduation may be granted. To apply for early graduation, the Application for Early Graduation and a letter to the Principal must be completed by one semester prior to the anticipated graduation date. Approval for early graduation will be contingent upon educational experiences or training in high school which have afforded the student early entry into college or an advanced training program; a concrete job offer utilizing these educational experiences; or family financial need. Transcripts will be posted upon completion of all graduation requirements; however the diploma will be issued in June.

**13. Graduation Ceremonies:** Commencement exercises will include only those students who have successfully completed requirements as certified by the Principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

## 2000

## STUDENTS

### 2000.03

### Education Records

**Generally** The Superintendent will develop and implement legally compliant regulations covering the creation, maintenance, preservation and confidentiality of student records. The Superintendent will annually notify parents of their rights with respect to student records and related matters, as required by the Family Education Rights and Privacy Act (FERPA) and Pupil Privacy Rights Amendment (PPRA).

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Students Records (FERPA)

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The educational interests of students require the collection, retention, and use of data about individuals and groups of students while ensuring individual rights of privacy. The School District will maintain educational records of students for legitimate educational purposes.

School student records are confidential and information from them shall not be released except as provided by law. The information contained in school student records shall be kept current, accurate, clear, and relevant. All student records, including those maintained in District electronic database(s), shall be safeguarded during collection, maintenance, and dissemination to protect against unauthorized access or accidental release. The District may release directory information in accord with law, provided parent(s) or guardian(s) are given the opportunity to object to the release of this information.

Students who reach the age of majority (age 18) are legally able to make their own educational decisions. However, as long as the child is a legal dependent of his/her parent/guardian and has not graduated from Roosevelt High School, the parent/guardian still maintains full right of access to all educational information.

**Custodians**

Each Building Principal shall designate one or more staff members as student records custodian(s) for the school. The Superintendent shall designate one or more staff members as custodians for any student record information maintained at the District Central Office.

Each custodian shall be trained in their duties by their immediate supervisor, and shall become familiar with law, Board Policy and Procedures, and these rules with respect to student records. The custodian(s) should work closely with other staff members to ensure that all data maintained in student records is current, accurate, clear, and relevant.

**Record Types**

Student record files shall include, but shall not be limited to, the following: permanent, supplemental and tentative record files.

**Permanent Records:** This classification includes official administrative records that constitute data necessary for operating the educational system, which is of long-term value or importance. It includes basic identifying information, academic transcripts, attendance records, accident and health reports, withdrawal and re-entry records, honors and activities, date of graduation, follow-up records, information pertaining to

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release of records, and other information deemed to be of permanent value by the District.

**Supplementary Records:** This classification includes verified information that is important in operating the educational system but is of a more sensitive nature and of less historical importance. It includes: test scores on standardized achievement, aptitude and intelligence tests; observational data gathered from teachers; counselor evaluation and observations of social and personal assets; psychological reports; disciplinary information; special education files; health data; family background information; educational and vocational plans; and other information determined by the administration to be appropriate for this category.

**Tentative Records:** This classification includes useful information that has not been verified or is not clearly needed beyond the immediate present. It includes unevaluated reports of teachers or counselors that may be needed in ongoing counseling or disciplinary actions and student electronic mail.

**Storage**

The custodian is responsible for ensuring that the records under his/her care are stored in such a fashion as to protect them from harm and unauthorized alteration or access. Physical records should generally be kept in a storage area, which is well supervised and lockable; electronic records should be protected by regular back up and password or encryptions security of good integrity.

**Data Gathering**

Only the Superintendent with respect to an individual school, and the Superintendent or Board with respect to the District, may authorize the collection of survey or other data pertaining to students or their families. The administrator shall confirm that the data collection will be in accord with law and Board Policy and Procedures prior to authorizing it. At the time of authorization, the administrator is to see to it that safeguards are in place to ensure the confidentiality and security of the information gathered, including appropriate training of the persons who will be collecting or handling the data. Survey instruments and procedures shall be made available for inspections prior to use, and notice of the planned activity and an opportunity to opt out shall be granted to parent(s) or guardian(s).

**Missing Student**

When law enforcement officials have notified the District that a student has been reported missing, the Building Principal shall tag this in an obvious way on that student's record. The tag shall remain until notified by law enforcement that the tag should be canceled, or until the student's 18<sup>th</sup> birthday. If a request is received for a tagged

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student's records, the Principal shall not comply with the request but shall immediately notify the law enforcement agency.

**Inspection and Copying of Records**

The District shall establish appropriate procedures for the granting of a request by a parent/guardian for access to their child's records within a reasonable period of time, but in no case more than 45 school days after the request has been made. Where such records or data include information on more than one student, the parent/guardian of any student shall be entitled to receive, or to be informed of, that part of such record as pertains to their child.

A school official competent in interpreting student records shall be present to explain the meaning and implications of the records that are examined.

In situations where the parents/guardians of a student are divorced or separated, each parent/guardian, custodial and/or non-custodial, has equal rights to their student's records unless a court order specifies otherwise. The District shall not recognize private agreements between the student's parents/guardians.

Copies of student record(s) will be made for a parent/guardian upon request. Copying fees shall be charged only when multiple copies are requested in a limited time period, and shall be assessed according to the procedures established for FOIA requests.

**Requesting Amendments**

Parents/guardians may ask the District to amend a record that they believe is inaccurate, misleading, or in violation of a student's right to privacy by writing the School Principal or records custodian, identifying the part of the record they want changed, and specifying the reason(s) for the request. The District Administrator shall make a determination on the request in a timely fashion and shall reply in writing to the parents/guardians detailing the actions taken. If the decision is to deny the request, the parents/guardians shall be provided with the information and procedures to request a hearing regarding their request for amendment.

When a hearing has been requested by parent/guardians for the purpose of challenging the content of the student's education record, the procedure to be followed in the hearing shall include the following:

- The hearing shall be conducted and the decision rendered by a person who does not have a direct interest in the hearing outcome.
- The parent/guardian of the student shall be given notice of the date, place and time of the hearing within a reasonable time in advance of the hearing.
- The parent/guardian may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.

**PROCEDURES****Students Records (FERPA)**

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- The parent/guardian shall be afforded a full and fair opportunity to present relevant evidence.
  - The decision shall be rendered in writing within a reasonable time after the hearing concludes.
  - The decision of the school shall be based solely upon the evidence presented at the hearing and include a summary of the evidence and the reasons for the decision.

If the decision of the school following the hearing is to deny the request, the parent/guardian shall be afforded an opportunity to place a statement in the record commenting on the contested information or disagreement with the school. This statement shall be attached to the record in question and copied or disclosed along with the record for as long as the record is maintained.

**Disclosure without Consent**

The District may disclose information contained in student records without the consent of the student's parent/guardian to the following persons or entities, on the condition that they agree not to disclose the information to any other party without the written consent of the parent/guardian:

- Other school officials, including teachers within the District who have legitimate educational interests.
- Officials of other schools or school systems in which the student has enrolled (Note: Special Education records require parental/guardian permission prior to disclosure).
- The Comptroller General of the United States, the Secretary of Education, or State and local educational authorities.
- Organizations conducting studies for or on behalf of education agencies or institutions.
- Accrediting organizations.
- In compliance with MCL 600.2165: *Disclosure of Students' records or communications by schoolteacher or employee*. Or with a lawful judicial court order as provided for in FERPA regulations.
- In the absence of a court order, to a court if the District initiates legal action against a parent/guardian or student and the records of the student are relevant for the District to proceed with legal action, or if a parent/guardian or student initiates legal action against the District and the student's records are relevant for the District to defend itself.
- Appropriate persons if knowledge of the information is necessary to protect the health or safety of the student or other persons in an emergency. The District shall take the following factors into consideration in deciding whether the information should be released: the seriousness of the emergency; whether the information is needed to meet the emergency; whether the persons to whom the information will

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be released are in a position to deal with the emergency; and whether time is of the essence in dealing with the emergency.

Except for local school officials, all persons, agencies, or organizations requesting or accessing the records of a student shall be recorded on a form (including electronic forms) kept permanently along with the student's records if the request or access involved any information, which personally identified the student, except for court orders, which prohibit disclosure. The form must identify the requesting party, the legitimate interest the party had in making the request, the information released or made accessible, the date the request and/or release was made, and the name of the custodian who handled the request.

Statistical data from student records may be disclosed without consent of the parents(s)/guardians(s) for research, statistical summary, or planning purposes provided that the information released cannot be used to identify an individual student. The District shall exercise care in this regard; as statistically small populations within the District may be identifiable through seemingly innocuous data (ex. race and gender of a student may be sufficient to identify an individual in a District with low minority population).

**Disclosure with Written Consent**

The District may disclose information in a student's records or provide access to the records following written instructions signed and dated by the parent/guardian of the student specifying the records, the reasons, and the person(s) to whom the release is to be made. A copy of the parent/guardian's instructions shall be kept along with the record.

Whenever the District requests the consent to release certain records, the District shall inform the parent(s)/guardians(s) of the right to limit such consent to specific portions of information in the records.

**Disposition of Records**

The school shall maintain permanent records for an indefinite period of time. When the student graduates, supplementary records shall be destroyed or shall be transferred to the permanent record if they have permanent usefulness. Tentative records shall be destroyed when the use for which they were collected is ended.

However, tentative records may be placed in the supplementary classification if the continuing usefulness of the information is demonstrated and its validity verified.

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To eliminate unnecessary or outdated information, the custodian shall review a student's records when the student moves from elementary to middle school or junior high, from middle school or junior high to high school and upon high school graduation.

**District Discretion in Exceptional Circumstances**

If the District has special information that would indicate granting or denying access to student records in accordance with these rules would be harmful to the student, it may exercise discretion in granting or denying access in a manner other than provided herein.

**Notification**

The District shall disseminate to each student and family, at least annually, a statement of rights. Parents/guardians who are non-native speakers of English shall be provided a translation or otherwise contacted to inform them of these rights.

**Disposition**

Annual notice shall be given to parents/guardians and eligible students concerning the student's records. In addition, the District shall give annual public notice of the class of records the institution has designated as directory information. The appropriate forms for said notices are on file in the Principal's Office.

**PROCEDURES****Students Records (FERPA)**

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**Parental/Guardian Notice****Notification of Rights for Elementary and Secondary Schools**

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the Principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the 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 a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled.

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**Students Records (FERPA)**

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4. 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 are:

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

**Directory Information** The Board designates the following student record information as *directory information*:

- a student's name, address and telephone number;
- a student's photograph;
- a student's birth date and place of birth;
- a student's participation in School District related programs and extracurricular activities;
- a student's academic awards and honors;
- a student's height and weight, if a member of an athletic team;
- honors and awards received by a student; and
- a student's dates of attendance and date of graduation.

Such information may be released by the School District, upon request, unless a parent or adult student has made timely objection, in writing, in accordance with FERPA.



**PROCEDURES****Directory Information**

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In accordance with the Family Educational Rights and Privacy Act (FERPA) regulations, the District may make certain directory information available without parental/guardian or eligible student's consent if public notice of the categories of information designated as directory information has been given. After such public notice, parents/guardians have the right to object to the release of the information within a specified reasonable time.

Directory information for this District includes the following information about the student:

- Student's name
- Picture
- Major field of study
- Participation in recognized activities and sports
- Weight and height of members of an athletic team
- Grade placement
- Honors and awards received

**Armed Forces Recruiting**

Armed forces recruiting representatives and service academy recruiters are entitled to receive directory information for students in grades 9-12 that will include the following:

- Student's name
- Home address and telephone number (if listed)

Pursuant to Federal Law, a form will be sent to parents/guardians that allows them to opt out of the disclosure of directory information to military recruiters, and that informs the recipients that failure to complete and return the form will result in the disclosure of the information to military recruiters. Pursuant to Federal Law, high school principals may not exclude military recruiters from school campus if they do not similarly exclude prospective employers or post-secondary institutions.

**Notification**

The District shall inform students and their parent(s)/guardian(s) annually and upon initial enrollment of their rights under Law and Board Policy and Procedures with respect to directory information, and of the procedures for exercising those rights. This notice shall be modified to accommodate the needs of the disabled or those whose dominant language is other than English.

**Disclosure of Directory Information**

Student names and other directory information shall not be disclosed to businesses or organizations that plan to use the information for commercial purposes. Exceptions may be made where the purpose has been approved in advance by the Superintendent

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**PROCEDURES**

## Directory Information

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and/or where a parent(s)/guardian(s) have given, in writing, express permission for this information to be disclosed.

**Parental/Guardian Notice for Directory Information**

The Family Educational Rights and Privacy Act (FERPA), a Federal Law, requires that Wyandotte Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Wyandotte Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight/height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rights or publish yearbooks. In addition, two Federal Laws require school districts receiving federal assistance, to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone numbers – unless parents have advised the District that they do not want their student's information disclosed without prior written consent.

If you do not want Wyandotte Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two weeks of the start of school and/or receipt of this notice. Wyandotte Public Schools has designated the following information as directory information:

- Student's name
- Picture
- Major field of study
- Participation in recognized activities and sports
- Height and weight of members of an athletic team
- Grade placement
- Honors and awards received

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Records Retention

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**2000.03**

The Board of Education, recognizing that document retention is vital to the efficient operation of the School District, enacts the following Record Retention Procedures:

**Applicability**

These Record Retention Procedures shall apply to all employees, students, agents, independent contractors, and volunteers of the School District.

**Records**

Pursuant to Michigan law, a “public record” shall be defined as any record prepared, owned, used, in the possession of, and retained by a public body in the performance of an official function, from the time that it is created. Records exist in many formats, including, but not limited to paper, electronic, photographic, map, microfiche, tape, hard drive, diskette, zip drive, dvd, cd, transparencies, charts, graphs, voicemail, PDA data, and text messages/instant messages. Regardless of the format, all records shall be retained in accordance with these Record Retention Procedures.

**Email/Electronic Records**

Email/electronic records shall be treated no differently than hard copy records. Each individual who sends or receives email/electronic records is responsible for retaining each applicable email/electronic record in accordance with these Record Retention Procedures. Wherever possible, each individual shall create subfolders within their individual email/electronic record system to store those email/electronic records which qualify as a public record. Each individual is responsible for record retention and shall provide all email/electronic records which qualify as public records to the system administrator for storage upon terminating their relationship with the School District.

The Superintendent shall work in conjunction with the system administrator to determine the most cost effective and reliable method of ensuring electronic record retention in accordance with these Record Retention Procedures, and shall publish that method to all individuals to whom these Record Retention Procedures applies.

**Non-Records**

This Record Retention Procedures shall not apply to “non-records” as defined within \*General Schedule #1, available from the Michigan Department of History, Arts and Libraries website. “Non-records” include, but are not limited to, extra copies of documents retained only for convenience of reference, and letters of transmittal/routine correspondence that do not document significant activities of the School District. A more comprehensive list may be found within General Schedule #1. Each individual is solely responsible for ensuring that records in their possession are “non-records” rather than records subject to these Record Retention Procedures.

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**PROCEDURES****Records Retention**

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**Retention**

All public records shall be retained according to the schedules listed below. All retention requirements shall be treated as minimum retention periods. Retention for longer periods is authorized if the individual has reason to believe that a record may be required beyond the minimum retention period for the efficient operation of the School District.

Public records shall be retained in accordance with \*General Schedule #2 (Educational Bulletin #522), authored by the Michigan Department of History, Arts and Libraries. (General Schedule #2 is also available on the Michigan Department of History, Arts and Libraries website.) Documents not addressed within General Schedule #2 may not be disposed of without approval of the Michigan Department of History, Arts and Libraries.

One exception to the minimum retention period contained in General Schedule #2 shall be for records pertaining to collective bargaining and grievances, which shall not be destroyed or discarded without permission from the Superintendent or his/her designee. A second exception shall apply to public records contained within General Schedule #2 which are also addressed by State and Federal regulations and statutes which require record retention for a period longer than that which is required within General Schedule #2. Should there be a conflict between the retention period contained within a regulation or statute and those contained in General Schedule #2, individuals shall abide by the longer retention period. Further, individuals shall retain public records until the expiration of any applicable statutes of limitations.

Should an individual have questions regarding applicable retention periods, that individual shall address their question to the Superintendent, who shall determine whether to seek advice of legal counsel.

**Disposal**

Public records which have reached their minimum retention period contained within General Schedule #2 (or State and Federal regulations and states, whichever is longer), and which are no longer required for the efficient operation of the School District, may be disposed of. Disposal shall be made by a method which is guaranteed to ensure privacy of sensitive or confidential information. Special attention shall be made to records protected by FERPA, records containing private information, financial records, background checks, medical records, and those containing social security numbers. The Superintendent or his/her designee shall publish a document which prescribes the method of document disposal. No other method of disposal shall be utilized.

“Non-public records” may be destroyed at any time by any method. Please check with the FOIA Coordinator and Superintendent to assure the records are “non-public records”.

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**PROCEDURES**

## Records Retention

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**Litigation, Investigations, and Freedom of Information Act Requests**

No records that are the subject of litigation, a pending investigation request, or a pending FOIA request shall be destroyed without permission from the Superintendent, even if otherwise scheduled for destruction pursuant to these Procedures. Any individual with knowledge of pending litigation, a pending investigation, or a Freedom of Information Act request shall immediately inform the Superintendent. The Superintendent shall direct all relevant individuals to immediately cease disposal of all records relevant to the pending litigation, pending investigation, or Freedom of Information Act request. Should questions arise as to what records are relevant to the pending litigation, pending investigation, or Freedom of Information Act request, the Superintendent shall direct the immediate cessation of the disposal of all School District records. The moratorium on the disposal of all records relevant to the pending litigation, pending investigation, or Freedom of Information Act request shall remain in effect for the duration of the litigation, investigation, or until the Freedom of Information Act request has been fully processed.

**Failure to Adhere to these Record Retention Procedures**

Failure to adhere to these Record Retention Procedures may result in applicable discipline, up to and including discharge from employment, termination of the contractor status, termination of the volunteer relationship, or expulsion from school. Further, removal, mutilation, or destruction of public records may result in civil and criminal liability, up to and including a penalty of not more than two years in state prison or a fine of not more than \$1,000.

\*Both General Schedule #1 & #2 are available for review in the following locations:

- Superintendent's Office
- Business Manager's Office
- Human Resource Director's Office

**Student Surveys** Parents may inspect all materials used for any student survey, analysis or evaluation conducted by the School District in connection with a program that is funded by the United States Department of Education. The School District will not, without the consent of the parents of a student, require the student to participate in such a survey, analysis or evaluation that reveals or is intended to reveal information concerning the student's or the student's parents':

- political or religious affiliations, beliefs or practices;
- mental or psychological problems;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom the student or the student's parents have close family relationships;
- legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers;
- income, other than when required by law to determine eligibility for programs or financial assistance.

**2000.04****Extracurricular Activities**

The Board strongly encourages the participation of School District students in extracurricular activities. Such activities are intended to supplement the School District's curriculum and provide opportunities for student enrichment. While important, it must be emphasized that participation in extracurricular activities is a privilege; not a right.

**Athletics** The Superintendent, in consultation with the Board and selected School District personnel, will develop and administer a robust program of interscholastic athletics. The athletic program must, at all times, adhere to the principle that participants are students first and athletes second.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**

**2000.04**

**Athletic Academic Performance**

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The Board of Education believes athletic participation is an important part of a student's educational experience and encourages all students to participate in athletics. Students who are members of an athletic team are expected to maintain a high standard of academic performance because they represent the School District, community, and serve as role models for all students.

Participation in competitive sports should help increase a student's discipline, organization, and, therefore, success in academics, as well as teamwork, physical fitness, and other positive life skills.

In an effort to maintain a high standard of academic performance, the Wyandotte Board of Education has adopted the rules and requirements of the Michigan High School Athletic Association (MHSAA). In addition, the Superintendent shall implement Athletic Academic Performance Guidelines and Procedures that *exceed* the MHSAA rules and requirements for all students who choose to participate in athletics. These guidelines and procedures shall be reviewed annually for their effectiveness in maintaining a high standard of academic performance and adjusted as necessary to maintain this goal. The Superintendent shall keep the Board of Education apprised of these adjustments.

**Guidelines & Procedures**

Any student attending Roosevelt High School or Wilson Middle School, who meets MHSAA rules and requirements, Wyandotte's Athletic Academic Performance Guidelines and Procedures, District Athletic Code of Conduct rules, and specific athletic team requirements, is eligible to participate in District-sponsored athletic competition.

Wyandotte's Athletic Academic Performance Guidelines and Procedures are as follows:

Students who participate on District athletic teams are expected to maintain a high standard of academic performance. If an athlete is at risk for low academic performance, he/she will be placed on Academic Probation. This will occur if his/her most recent progress report or quarterly grade report indicates a GPA lower than 1.67 (C-) or s/he has an E in any subject area.

When an athlete is placed on Academic Probation:

- The student's teacher will be required to turn in weekly (Friday) academic progress reports to the Athletic Director.
- The Athletic Director, building principal, or counselor will confer with the student's teacher(s)/counselor to develop a plan for academic improvement.
- If the student has two (or more) E's in any courses for that week, s/he will be suspended immediately for one week (Monday-Sunday) from any athletic competition. The student will be expected to participate in practices. S/he may not dress for, but must attend scheduled competitions.

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**PROCEDURES****Athletic Academic Performance**

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- At the end of the week's suspension, s/he must have improved at least one of the E grades in order to be eligible for the next week's competition(s).
  - If a student is suspended for any 3 - one week periods (consecutive or not), s/he will be ineligible to practice or participate in games for the remainder of the current sport's athletic season.
  - In order to be eligible for participation in the next athletic season, based on the student's most recent quarterly grade report, the student must meet MHSAA rules and regulations, as well as Wyandotte's academic and team requirements.
  - If the next athletic season tryouts begin before a quarterly grade report and the student is ineligible to participate, and teachers verify that the student is performing at the required academic level, s/he may try out for the sport pending the quarterly grade report.
  - If a student on Academic Probation fails to improve his/her grades/GPA or his/her grades/GPA lowers over two full marking periods, the student will be removed from participation by the Athletic Director/Principal for the remainder of the athletic season. Once removed, in order for the student to be eligible for athletic participation again, s/he must improve their grades above Academic Probation requirements.

## PROCEDURES

Athletic Ticket and Pass – Roosevelt High School

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The tickets and passes listed below will be honored for admission to all Athletic Home contests at Roosevelt High School; tournaments excluded:

**ADMISSION:**

1. **Wyandotte Student Admission** - Wyandotte middle and high school students with school ID and Wyandotte elementary students will pay \$1 admission to individual athletic home contests; excluding tournaments. All middle and elementary school students must be accompanied by an adult.
2. **Single Admission** - For admittance to all home athletic contests; excluding tournaments (includes adults, visiting students, senior citizens, visiting elementary students, and Wyandotte high/middle school students without ID).

**PASSES:** May be purchased at the Athletic Office or at the gate.

1. **Downriver League Pass** - Issued to coaches and selected school personnel. (This pass will allow admittance for two, to athletic contests at schools in the Downriver League Conference). Tournaments excluded. Not for sale.
2. **Wyandotte Staff Pass** - Staff (and immediate family) with District ID will be allowed in to all home games at no charge, except for tournament games.
3. **Wyandotte Student Season Pass** - Will admit one student to all home athletic contests for entire school year; excluding tournaments.
4. **Adult Season Pass** - Will admit one adult to all home athletic contests for entire school year; excluding tournaments.
5. **Family Season Pass** - Will admit 2 parents and all school age children in family (high school graduates excluded) to all home athletic contests for entire school year; excluding tournaments. A pass for each family member will be issued.

**EVENTS:**

1. The following freshman, junior varsity, and varsity sports will charge admission:
  - Football
  - Hockey
  - Volleyball
  - Wrestling
  - Girls Basketball
  - Boys Basketball
  - Girls Swimming
  - Boys Swimming

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Coaching Assignments and Expectations

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**2000.04**

The Wyandotte Board of Education believes that individual students will benefit through opportunities to grow physically and intellectually through their experience in self-discipline and their contribution to team effort made possible through competitive sports activities.

It is recognized that a well-organized and well-conducted athletic program significantly affects the morale of the student body and enhances good community-school relations. The following applies:

1. The athletic program is an integral part of the school program and comes under the authority of the principal working cooperatively with the Athletic Director.
2. Selection of coaches will comply with any Wyandotte Public Schools collective bargaining agreement language.
3. Administrators must receive approval from the Superintendent before accepting a coaching position.
4. Coaches shall be given a written annual evaluation of their coaching duties by the Athletic Director. All coaching positions are non-tenure.
5. Recommendations for coaching assignments shall be presented to the Board of Education at least 2 months prior to the coaching season or as soon as possible.
6. Persons having direct responsibility for the conduct of the athletic program shall conform in all ways to the general education program as laid down by the Board and administration, including but not limited to such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.
7. No coaches shall purchase additional athletic equipment or supplies from any fund without the specific advance approval of the athletic director, nor may they accept or use equipment or supplies offered as a gift without written authorization of the athletic director.
8. District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any league, association or conference.

## 2000.04

## Extracurricular Activities

***School District Clubs and Other Activities*** The Superintendent, in consultation with the Board and selected School District personnel, will develop and administer a program of curricular and extracurricular student clubs and other activities.

School District secondary students may also initiate clubs and other activities to be held on School District premises, subject to such rules and procedures as may be established by the Board, the Superintendent or District personnel consistent with the federal Equal Access Act. The School District will not discriminate among such student-initiated clubs and activities based on the religious, political or philosophical content of their meetings, provided the following conditions are met:

- Club meetings and events may not take place during instructional time.
- Club meetings and events must, in fact, be student initiated and student participation must be voluntary.
- Club meetings and events will not be sponsored by the School District and are not to be sponsored by School District employees or agents.
- School District employees and agents may be present in only a supervisory capacity. They may not otherwise participate in club meetings and events.
- Persons not affiliated with the School District may not direct, conduct, control or regularly attend club meetings and events.
- Club meetings and events must not materially or substantially interfere with the orderly conduct of School District educational programs or activities.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Fund-Raising

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**2000.04**

The Board of Education recognizes that the solicitation of funds for the purpose of fund-raising, must be limited to prevent the disruption of the educational process and that financial controls be established to ensure proper usage/disbursement of all fund-raising monies.

All fund-raising activities and solicitations, must be approved by the Superintendent and/or his/her designee and shall be used for the exclusive, sole interest of students, field trips, or other approved activities which directly supports the curriculum and students.

The revenue from vending machines within a school district-owned building will be considered the same as a fund-raiser for a school and must be used for approved activities which directly support the curriculum and students.

All fund-raising monies from students and/or vending machines must be accounted for within the school's internal accounts and will be subjected to annual review by the District's Business Office. If a fund-raising activity is sponsored by a school-related parent organization, this activity must be approved by the Superintendent and/or his/her designee and all monies accounted for within the organization's accounts which are annually reviewed by the District's Business Office.

**PROCEDURES****Organization of Student Clubs**

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**ORGANIZATION**

School clubs will be organized and sanctioned if:

- a. A demand for the club is present as evidenced by sufficient student interest.
- b. Prior to a faculty or adult sponsor being approved to serve as an advisor, the sponsor/advisor will be required to submit to the Principal a willingness to direct the club.
- c. The school club serves a need of the student population whether it be educational service to the school or community or recreational.
- d. It has the approval of the Building Principal.

**OPERATION**

- a. All clubs will submit their rules and bylaws to the Principal. These rules and bylaws will include the club's goals and objectives, method of electing officers, finances, etc.
- b. All financial transactions of the organization must be handled through the school internal accounting system.
- c. Events should be scheduled for the year and placed on the school calendar.
- d. A student may earn a varsity letter by participating in a club or other school organized activity/program which represents the District in performances or competitions through criteria determined by the teacher/sponsor, and approved by the Principal (Drama, DECA, Quiz Bowl, etc.).

**PROCEDURES****Overnight Outings by School Sponsored Clubs**

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Overnight outings by school sponsored clubs may be permitted providing the following guidelines are met:

1. The activity is appropriately chaperoned.
2. The overnight accommodations have been approved in advance by the supervising principal.
3. Written parental approval for participation in the overnight activity has been received.
4. The activity has a demonstrated relationship to an appropriate educational objective.
5. The activity does not seriously or regularly interfere with other elements of the regular school program of the participants.

In determining the adequacy of adult supervision, such factors as the number of students participating, the nature and place of the outing, whether the group includes both male and female students and the age and maturity of the students must be considered. What is adequate in one instance may be inadequate in other instances. In each case, the Principal must exercise sound judgment in recommending approval. All non-school employee chaperones will submit to a criminal background check prior to chaperoning an overnight trip.

While participating in an overnight outing, all students will be expected to follow the Student Code of Conduct. If individual students violate the Student Code of Conduct or indicate through their actions that they are unable to accept the responsibility for self-discipline to the extent required for successful overnight outings, they may be immediately sent home, at their parents/guardians expense, and may be barred from future such outings. In the event any group of students indicates that it is not clearly prepared to accept the responsibility for self-discipline to the extent required by these procedures, that group may be barred from planning and participating in future overnight outings.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
School-Based Support Organizations

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**2000.04**

The Board of Education appreciates the efforts of all school-based organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the Board.

School-based support organizations, such as Parent Teacher Organizations and Booster Clubs, should be formed to promote and assist in the educational enhancement of a specific building/program for the improvement of student education and/or the support and financing of a program.

Each support organization shall work within the appropriate school setting and in cooperation with the principal and/or appropriate staff member.

Only one parent organization will be recognized per elementary school and only parents or guardians of children within the elementary school may be members. It is recommended that support organizations have a limited number of fundraisers per year; excessive fund raising within a school is discouraged.

The Board will recognize support organizations if they submit by the end of October, annually, to the Superintendent and/or his/her designee, the following:

- Updated list of officers,
- Adopted set of bylaws,
- Stated purpose,
- Yearly financial statement and verification that the organization's financial books and records have been reviewed by the District Business Office and/or an independent auditor,
- List of planned activities for the school year, and
- Other pertinent information the Board deems necessary.

In planning activities or projects, the following must be considered:

- All activities, events, projects, or fundraisers must be pre-approved by the Superintendent and/or his/her designee.
- All materials to be distributed and events scheduled must be reviewed/approved by the Superintendent and/or his/her designee.
- Funds raised by support organizations shall be expended for the benefit of the students and given to the District as donations and/or gifts.
- Fund raising projects for special trips or projects will not be started until final approval of the trip/project.

**Effective Date: September 6, 2015**



**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
School-Based Support Organizations

**2000.04**

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The Board relies upon approved support organizations to operate in a manner consistent with public expectations for the schools, and reserves the right to withdraw approval from organizations that violate District Policy and/or Procedures.

## Student Participation Eligibility in Extra-curricular Activities and Athletics

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The Board of Education believes participation in extra-curricular activities and athletics is an important part of a student's educational experience and encourages all students to participate in extra-curricular activities and/or athletics. Participation in these activities is a privilege, not a right. As such, participation is governed by all District Policies and Procedures including the Student Code of Conduct.

Students participating in the District's athletic offerings must meet the requirements of these Procedures; the Athletic Academic Performance Procedures; as well as, the rules and requirements of the Michigan High School Athletic Association.

If a student is enrolled as a full-time student attending Wyandotte Public Schools, s/he is eligible to participate in any extra-curricular activity or athletic team at their academic level, as long as they meet the individual participation requirements of the extra-curricular activity or athletic team, as well as any other related District Policy or Procedures.

Senior level students, who were enrolled as full-time students the previous year/semester, continue to be eligible for participation in extra-curricular activities or athletics teams as long as they maintain at least a 4-class schedule and meet all other eligibility requirements.

Wyandotte's resident home-schooled students, who are being educated in a non-traditional school setting and have met the reporting requirements of the State of Michigan, are welcome to enroll as part-time students. They are only eligible to take non-essential curricular offerings.

Resident home-school students may participate in any extra-curricular activities and athletics, at their academic level, as long as they meet the following criteria, as well as individual participation requirements of the extra-curricular activity or athletic team:

1. Must be enrolled in at least 4 non-essential curricular course offerings.
2. Must be passing 3 of the 4 classes.

For resident home-schooled students who take fewer than 4 non-essential curricular course offerings, they will only be permitted to participate in co-curricular or extra-curricular activities that are *directly* related to the class or classes s/he is enrolled in and if they meet the individual participation requirements of the specific co-curricular or extra-curricular activity. They must be passing the class or classes in order to participate.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Varsity Letters

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**2000.04**

It is important for students to identify with, be loyal to, and have pride in their high school. The status of earning a “varsity letter” should be attainable by all students. To that end, high school students may earn varsity letters through athletics, academics, music, or extracurricular activities.

- 1. Athletic Varsity Letter.** A student may earn a varsity letter by participating in a varsity sport (or 3<sup>rd</sup> or 4<sup>th</sup> year junior varsity) through criteria determined by the coach, and approved by the Athletic Director. In the event an athlete earns a letter in a second sport in a particular year, or a second letter in the same sport in a different year, s/he will be awarded a certificate. Non-varsity athletes will be presented with certificates and/or numerals for their participation in a particular sport for their 1<sup>st</sup> and/or 2<sup>nd</sup> year of participation.
- 2. Academics.** A student may earn a varsity letter by earning a 3.3 GPA or higher for both semesters of a school year. A bronze medal will be awarded for the second year of two semesters of at least a 3.3 GPA; a silver medal will be awarded for the third year of two semesters of at least a 3.3 GPA; a gold medal will be awarded to seniors at the end of their senior year for seven semesters of at least a 3.3 GPA.
- 3. Music.** A student may earn a varsity letter by participating in the music activities of the District - vocal and/or instrumental programs - through criteria determined by the teacher, and approved by the Principal (e.g., 2 years of marching band).
- 4. Activities.** A student may earn a varsity letter by participating in a “club sport” or other school activity/program, which represents the District in performances or competitions through criteria determined by the teacher/sponsor, and approved by the Principal (e.g., Drama/Theatre, DECA, Quiz Bowl, etc.).

## 2000

## STUDENTS

### 2000.05

### Communication

**Closed Forum** The School District is a closed forum, dedicated to the education of School District students based on the School District's curriculum. Where deemed necessary, the School District reserves the right to prohibit communication, by students or others, while observing all applicable legal requirements.

**Student Publications** The School District supports and encourages student publications that are part of the School District's curriculum, including school newspapers, yearbooks and similar publications.

## 2000.05

## Communication

***Distribution and Posting of Materials*** The posting and distribution of materials on School District premises is prohibited, unless the materials are generated by the School District itself or provide factual information about School District academic or extracurricular activities. All postings and materials to be distributed require the prior written approval of the building administrator, or his/her designee.

The Superintendent, in consultation with building administrators, may develop and implement procedures for the posting and distribution of other information. In all cases, the School District prohibits the posting or distribution of literature that:

- Is libelous, defamatory, obscene, lewd, vulgar, or profane;
- Violates federal, state or local laws;
- Advocates the use or availability of any substance or material that may reasonably be believed to constitute a direct and substantial danger to the health or welfare of students, such as tobacco, alcohol or illegal drugs;
- Incites violence;
- Interferes with or advocates interference with the rights of any individual or the orderly operation of the schools and their programs;
- Is primarily of a commercial nature, including but not limited to material that primarily seeks to advertise products or services; or
- The primary purpose of which is fundraising, except as approved in advance by the Superintendent.

2000

## STUDENTS

2000.06

### Behavior

**Introduction** The Board of Education is committed to providing a school environment in which students may receive and staff may deliver educational services without disruption or interference. Expectations for students are based on principles of civility, mutual respect, and otherwise doing what is necessary to be a functioning member of a school community. These expectations apply to conduct on School District premises, while en route to and from school, while in attendance at school functions, as well as when off-campus, to the extent the off-campus behavior is likely to or does substantially disrupt District academic or extracurricular activities or programs.

## 2000.06

## Behavior

**Student Code of Conduct** The Superintendent, in consultation with the Board and other School District personnel, will develop and implement a legally compliant Student Code of Conduct. The Student Code of Conduct will apply to student behavior on school premises, while en-route to and from school, at School District related events, as well as to off-campus behavior, to the extent the behavior is likely to or does substantially disrupt District academic or extracurricular activities or programs.

As permitted by the Revised School Code, the Board delegates to the Superintendent and building principals the authority to impose student discipline as follows:

- Principals are delegated the authority to suspend a student from school for misconduct for a period not to exceed ten (10) school days. The Student Code of Conduct to be developed by the Superintendent is to include the due process protections that will apply in connection with such suspensions. The Superintendent is delegated the authority to hear and decide appeals from student discipline imposed by building principals.
- The Superintendent is delegated the authority to suspend or expel a student from school for violations of the Student Code of Conduct or law after following the due process procedures to be included within the Student Code of Conduct.

**Appeals.** A student who has been suspended for more than ten (10) school days or expelled by action of the Superintendent may submit a written appeal to the Board. The Board will decide, in each instance, whether or not it will consider the appeal.

**In the event** the Board decides to permit an appeal to proceed, an appeal hearing will be scheduled before the Board or a committee of the Board. During the appeal hearing, no further testimony or new evidence will be permitted. The Superintendent will share the results of the hearing at his/her level. The student, parent(s) or guardian(s) or a legal representative will have an opportunity to address the Board or the committee and explain why, in their opinion, the disciplinary action is unjust. The Board or committee may ask questions of either the Superintendent or the student and will render a written decision on the appeal within fourteen (14) school days.

The Superintendent may also develop and implement an Athletic and Extracurricular Code of Conduct. The Code will be developed on the foundational basis that participation in athletics and extracurricular activities is a privilege; not a right.

The Superintendent will post the School District's Student Code of Conduct and Athletic and Extracurricular Code of Conduct on the School District's web site and take other reasonable measures to assure that students and parents are aware of their existence.

**Attendance** Regular school attendance is expected of all students. The Superintendent shall develop and implement regulations to promote regular school attendance.

**Student Appearance** Students' dress and grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate or compromise reasonable standards of health, safety and decency.



## PROCEDURES

## Student Code of Conduct

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STUDENT CODE OF CONDUCT

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The School District must balance the interests of students and the community in a safe and conducive educational environment with its duty to provide educational services to student who engage in misconduct and behaviors that interfere with the safety and the delivery of educational services. Board of Education Policy and this Student Code of Conduct are intended to strike that balance. However, these documents do not limit the School District's lawful authority.

**Interscholastic Athletics.** Student participation in interscholastic athletics is a privilege; not a right. Student athletes are subject to the Student Code of Conduct at all times, as well as the additional disciplinary rules that govern participants who represent the School District as members of an athletic team. These rules will be set forth in the Athletic and Extracurricular Code of Conduct (See Athletic Code of Conduct & Athletic Performance Procedures 2000.061). An athletic responsibility acknowledgment form is required to be signed by the student and his/her parent and returned to the school before the student may participate.

**Transportation.**

*Student Drivers.* Student drivers must be licensed and receive written permission from the School District in order to park their vehicle on School District property or use their vehicle during the school day. Student drivers must register with the school and park only in designated areas.

*School Transportation.* A student who is transported by the School District or transported to a School District-related event must abide by the driver's direction and the Student Code of Conduct. Violators face the loss of transportation privileges, as well as possible disciplinary action. Examples of misconduct that may lead to temporary or permanent suspension of transportation privileges or other possible disciplinary action include, but are not limited to: insubordination, smoking, fighting, profane or foul language and destruction of property.

**Student Dress and Appearance.** The style and manner in which a student dresses while he/she attends school and school-related functions is largely the responsibility of the student and his/her parent. The District, however, maintains the right to impose reasonable restrictions on dress, where: the style of dress or grooming is reasonably considered disruptive; or, the style of dress or grooming is reasonably considered detrimental to the School District's mission and/or the health, safety or welfare of the student or other persons with whom he/she attends school (See Student Dress Code Procedures 2000.062).

**Police Investigations and Arrests.** The School District cooperates with local police authorities in the interest of the welfare of all citizens and the school community.

## PROCEDURES

## Student Code of Conduct

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Parents/guardians will be notified if police arrest or wish to question their student in school. The timing of parental notification will depend on the circumstances, taken as a whole.

**Search and Seizure.** From time to time, school property, such as lockers desks and technology devices, is assigned to a student. Students do not acquire a reasonable expectation of privacy in such property. The School District reserves the unrestricted right to search and seize property assigned to a student at any time, for any reason, with or without notice to the student. The privacy rights of students shall be respected regarding any items found during a search that are not illegal or otherwise against School District policy or these administrative procedures.

The School District makes parking available to students who are licensed drivers. This privilege is conditioned on the student's consent, in advance, to the search of their vehicles by School District personnel at any time, for any reason, with or without notice to the student.

School District personnel may, to the full extent permitted by law, search and seize students and their personal effects. Illegal items and items inappropriate in the educational environment may be confiscated by School District personnel and, when appropriate, delivered to police authorities or parents.

**Student Bullying and Cyberbullying.** The Board of Education has adopted a policy on bullying and cyberbullying. The Policy is intended to protect students from bullying, including cyberbullying, regardless of the subject matter or motivation for the behavior. In order to implement the bullying policy, the School District has developed the following complaint procedure:

*Complaint Procedure.* A student who believes that he/she has been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal. A student's parent or guardian must also report any such incident(s) on behalf of the student. Upon receipt of a report (complaint), the principal or his/her designee (the investigator) will conduct a prompt investigation. At the request or with the permission of the complainant, the investigator may first attempt to resolve the matter informally. Informal steps will not, however, cause a substantial delay in the investigation. The complainant may, at any time, request that the matter move to a formal investigation. Where the bullying activity is alleged to have been based on the protected classifications of race, color, sex, national origin or disability, the incident(s) instead investigated by the School District's designated Coordinator pursuant to Board of Education Policy.

## PROCEDURES

Student Code of Conduct

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*Step 1: Formal Investigation*

The investigator will interview the complainant and document the interview. Generally, the complainant will be asked: to reduce the complaint to writing; to provide the names and contact information, if known, of any persons who witnessed and may be able to substantiate the allegations of the complaint; and, to produce any documents or other things supporting the complaint. The complainant will be directed not to discuss the complaint with other students while the investigation is pending.

The investigator will interview the accused and document the interview. Generally, the accused will be asked: to reduce his/her response to writing; and, to produce any documents or other things supporting his/her response. The investigator should not disclose the identity of the complainant unless this is necessary to enable the accused student to respond to the allegations. The accused will be directed not to contact the complainant, if the complainant's identity is known or suspected, or retaliate or threaten to retaliate in any way against the complainant or any potential witnesses.

In the event of a significant discrepancy between the complainant and the accused, the investigator will interview other persons reasonably necessary to resolve the discrepancy.

*Step 2: Decision*

**Complaint Found Valid.** If the investigator concludes that the complaint is valid (i.e., bullying or cyberbullying in violation of School District policy has occurred), the following actions will be taken: the parent or guardian of both the complainant and the accused will be notified of the results of the investigation; the results of the investigation will be reported to the Superintendent; the Superintendent will consider whether restorative practices may be appropriate and, if so, invite the complainant and the accused to participate in a restorative practices team meeting; the Superintendent, or his/her designee, will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the Student Code of Conduct; and, the Superintendent, or his/her designee, will determine whether relief to the complainant is feasible and available.

**Complaint Found Not Valid.** If the investigator concludes that the complaint is not valid (i.e., no bullying or cyberbullying in violation of School District Policy has occurred, or can be substantiated), the following actions will be taken: the parent or guardian of both the complainant and the accused will be notified of the results of the investigation; the complainant and the accused will be

## PROCEDURES

## Student Code of Conduct

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reminded the School District prohibits retaliation or threats of retaliatory action; the results of the investigation will be reported to the Superintendent; and, any references to the complaint will be removed from the education records of the accused. The investigator will retain the investigative file for at least three years.

Annual Report. The Superintendent will prepare an annual written report to the Board, including all verified incidents of bullying or cyberbullying and the resulting consequences that were imposed.

**Student Code of Conduct**

*Preamble.* The School District's Student Code of Conduct balances the School District's obligation to maintain safety and a conducive educational environment with the School District's obligation to teach appropriate behavior to students who engage in misconduct and inappropriate behavior.

The Student Code of Conduct establishes the rules governing the most serious and obvious types of student misconduct. The prohibited acts listed in this Student Code of Conduct are not to be considered as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with violations of a school building's individual rules and regulations, or other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

The Student Code of Conduct does not include the School District's attendance and tardiness policies, the School District's requirements for credit and graduation, or the School District's authority to regulate the participation of students in extracurricular and athletic activities.

Each prohibited act listed in the Student Code of Conduct references the discipline which may be imposed for a violation. The School District will also consider restorative practices as an addition or alternative to discipline. The discipline for violating some prohibited acts ranges from administrative intervention to expulsion; for other prohibited acts, the penalty ranges from suspension to expulsion; and for violation of the most serious prohibited acts, the penalty is expulsion. In cases where the stated penalty is not expulsion but is set forth in terms of a range, the actual penalty imposed will depend upon the nature and severity of the offense, the particular facts involved, the age of the student, the student's prior behavioral record, the persistent and/or chronic nature of the misconduct, the recommendation of school personnel, and all other circumstances deemed relevant.

A student violating any of the prohibited acts listed in this Student Code of Conduct will be disciplined in accordance with the Code of Conduct. Additionally, a student who

## PROCEDURES

## Student Code of Conduct

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engages in a prohibited act which violates law, may be referred to the appropriate police authority.

The prohibited acts and penalties listed below are applicable when a student:

1. engages in a prohibited act on school property;
2. engages in a prohibited act in a motor vehicle being used for a school-related purpose;
3. engages in a prohibited act at a school-related activity, function or event;
4. engages in a prohibited act en route to or from school;
5. engages in a prohibited act involving another student who is en route to or from school;
6. engages in a prohibited act off school premises, which act, in the judgment of the building administrator, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees and/or would substantially interfere with the proper functioning of the educational process; or
7. engages in a prohibited act when the student was not enrolled in the School District or was enrolled in another school district, if the act of misconduct would constitute a sufficient basis for suspension or expulsion had it occurred while the student was attending school in the School District.

**Presumption Against Long-Term Suspension or Expulsion and Consideration of Individual Factors.** Consistent with Michigan law, the School District adopts a rebuttable presumption students should not be disciplined by the imposition of long-term suspension (i.e., more than 10 school days) or expelled (i.e., more than 60 school days) unless the School District has determined, in its sole discretion, the presumption has been rebutted by considering each of the following seven factors:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student is disabled within the meaning of IDEA or ADA/Section 504;
4. The seriousness of the student's misconduct or behavior;

## PROCEDURES

Student Code of Conduct

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5. Whether the student's misconduct or behavior threatened the safety of any pupil or staff member;
6. Whether restorative practices will be used to address the student's misconduct or behavior; and,
7. Whether less severe discipline would properly address the student's misconduct or behavior.

This rebuttable presumption does not apply to short-term suspensions (i.e., 10 school days or fewer) or to a student who possesses a firearm in a weapons free school zone. However, with respect to all out-of-school suspensions and expulsion (short-term or long-term), the School District administrator implementing the suspension, shall consider and document consideration of the seven factors listed above on a form approved by the Superintendent.

**Restorative Practices.** Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c(2) of the Revised School Code or in a similar manner, depending on the circumstances as a whole in the sole discretion of the School District administrator assigned to handle the misconduct or behavior.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment, bullying and cyberbullying.

**Definitions of Discipline**

*Administrative Intervention* - Disciplinary action which does not result in a student being suspended from school including, but not limited to, restorative practices. Administrative intervention may include the removal of a student from a class period, in-school suspension, a reprimand, detention and/or work assignment before or after school, additional classroom assignments and revocation of the privilege of attending after school functions and activities, events, etc.

*Suspension* - Exclusion of a student from school for 60 school days or fewer or exclusion of a student from school which exclusion will terminate upon the fulfillment of a specific set of conditions.

**PROCEDURES****Student Code of Conduct**

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*Expulsion* - Exclusion of the student from the School District for 60 school days or more or permanent exclusion.

**Prohibited Acts****1. Failure to Cooperate**

A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules, and no student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

Penalty - administrative intervention to permanent expulsion.

**2. False Allegations**

A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

Penalty - administrative intervention to permanent expulsion

**3. Failure to Comply with Directions of School Personnel**

A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers or persons acting as a chaperone or in a supervisory capacity.

Penalty - administrative intervention to permanent expulsion.

**4. Falsification of Records**

A student shall not use the name of another person or falsify times, dates, grades, addresses or other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on School District forms or records.

Penalty - administrative intervention to permanent expulsion.



**PROCEDURES****Student Code of Conduct**

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**5. Scholastic Dishonesty**

A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as the student's own original work.

Penalty - administrative intervention to permanent expulsion.

**6. Copyrighted Material**

A student shall not unlawfully duplicate, reproduce, retain or use copyrighted material.

Penalty - administrative intervention to permanent expulsion.

**7. Improper Communications**

A student shall not make threatening, annoying, nuisance, vulgar and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers or visitors to the school building. The prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

Penalty - administrative intervention to permanent expulsion.

**8. Indecency**

A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety.

Penalty - administrative intervention to permanent expulsion.



**PROCEDURES****Student Code of Conduct**

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**9. Disruption of School**

A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall he or she engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.

While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.

- Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;
- Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;
- Preventing, attempting to prevent, or interfering with, the convening or continued functioning of any class, activity, meeting or assembly;
- Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety and welfare of others on school property or at a school sponsored activity.

Penalty - administrative intervention to permanent expulsion.

**10. Discriminatory Harassment**

A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats or insults, etc.).

Penalty - administrative intervention to permanent expulsion.

## PROCEDURES

Student Code of Conduct

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## 11. Violations of Building's Rules and Regulations

A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

Penalty - administrative intervention to permanent expulsion.

## 12. Bullying and Hazing

Students are prohibited from engaging in conduct, whether written, verbal or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing.

"Hazing," for the purpose of this Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

Penalty - administrative intervention to permanent expulsion.

## 13. Dress

A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others or disruptive to the educational process as outlined in the Student Dress Code Procedures (see Student Dress Code Procedures 2000.062)

Penalty - administrative intervention to expulsion.

## 14. Smoking/Tobacco

A student shall not smoke, chew or otherwise use tobacco. A student shall not, while on school property, have in his/her possession or under his/her control, tobacco in any form.

Penalty - administrative intervention to permanent expulsion.

## 15. Trespassing, Loitering

A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

Penalty - administrative intervention to permanent expulsion.

## PROCEDURES

Student Code of Conduct

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## 16. Suspended Student on School Property or Attending School Activities

A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator.

A student, while suspended, shall not participate in, or attend any school related activity, function or event, held on or off school property, without the prior permission of a building administrator.

Penalty - administrative intervention to permanent expulsion.

## 17. False Alarms

A student shall not knowingly cause a false fire alarm, or make a false fire, bomb or catastrophe report.

Penalty – administrative intervention to permanent expulsion.

## 18. Electronic Communication Devices and Laser Pointers

Districtwide. Student are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, office and other locations where students and staff have a reasonable expectation of privacy.

## High School

Student Discretion. Students are expected to use good judgment when using or possessing active electronic communication devices in hallways during passing time, in the parking lot, cafeteria during lunch and extra-curricular activities.

Staff Discretion. Students may not use or possess active electronic communication devices without explicit staff permission.

Middle and Elementary School. Students may not use or possess active electronic communication devices without staff permission.

Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration.

Penalty - administrative intervention to permanent expulsion.

**PROCEDURES**Student Code of Conduct

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**19. Damage of Property or Theft/Possession**

A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of, school property or the property of another person.

Penalty – administrative intervention to permanent expulsion.

**20. Coercion, Extortion or Blackmail**

A student shall not commit or attempt to commit extortion, coercion or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

Penalty – administrative intervention to permanent expulsion.

**21. Arson**

A student shall not burn, or attempt to burn, any tangible property or intentionally set a fire on school property or cause or attempt to cause an explosion on school property.

Penalty – administrative intervention to expulsion.

This section is supplemental to, and does not limit or supersede, sections 19, 23, and 33.

**22. Fireworks, Explosives, Chemical Substances**

A student shall not possess, handle or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person.

Penalty – administrative intervention to permanent expulsion.

**23. Criminal Acts**

A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

Penalty – administrative intervention to permanent expulsion.

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Student Code of Conduct

24. Alcohol/Chemical Substances

A student shall not manufacture, sell, handle, possess, use, deliver, transmit or be under any degree of influence (legal intoxication not required) of any alcoholic beverages or intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

Penalty – administrative intervention to permanent expulsion.

25. Look-A-Like Weapons

A student shall not possess, handle or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

Penalty - administrative intervention to permanent expulsion.

26. Weapons and Dangerous Instruments

A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, blackjack, baton, martial arts device, paint ball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

Penalty – administrative intervention to permanent expulsion.

27. Personal Protection Devices

A student shall not possess, handle or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

Penalty- administrative intervention to permanent expulsion.

28. Drugs, Narcotic Drugs and Counterfeit Substances

A student shall not manufacture, sell, possess, use, deliver, transfer or be under the influence (legal intoxication not required) of any drug, narcotic drug, marijuana, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance or a controlled substance analogue intended for human consumption.

## PROCEDURES

Student Code of Conduct

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A student shall not sell, deliver or transfer, or attempt to sell, deliver or transfer, any prescription or non-prescription drug, medicine, vitamin or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies), nor shall a student use or possess these substances for an improper purpose.

A student shall not sell or represent a legal substance as an illegal or controlled substance (e.g., selling NODOZ as "Speed" or "Crack") or sell, manufacture, possess, use, deliver or transfer "designer" drugs).

Penalty – administrative intervention to permanent expulsion.

29. Fighting, Assault and/or Battery on Another Person

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to a school employee, (including substitute and student teachers), student, volunteer, chaperone or other person (e.g., fighting).

Penalty – administrative intervention to permanent expulsion.

30. Violation of Acceptable Use Policy

A student shall not violate or attempt to violate School District policies, administrative regulations and directives concerning School District or personal computers, networks and telephone systems. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

Penalty - administrative intervention to permanent expulsion.

31. Gang Insignia/Activity

A student shall not wear or possess any clothing, jewelry, symbol or other object that may reasonably be perceived by any student, teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gesture, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity, including, but not limited to: a) soliciting others for membership in any gang or gang related activity, b) requesting any person to pay protection or otherwise intimidating or threatening any person, c)

## PROCEDURES

## Student Code of Conduct

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committing any other illegal act or violation of School District rules or policies, or d) inciting other students to act with physical violence on any person. The term "gang" means a group of two or more persons whose purpose or activities include the commission of illegal acts or violations of this Code of Conduct, School District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

Penalty - administrative intervention to permanent expulsion.

### 32. Dangerous Weapons

A student shall not possess a dangerous weapon in a weapon free school zone.

Penalty- administrative intervention to permanent expulsion

A dangerous weapon, for purpose of this section only, means a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocketknife opened by a mechanical device, iron bar or brass knuckles. The word "firearm," for purposes of this section only, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by action of any explosive; or any destructive device which includes any explosive, incendiary or poison gas (i) bomb (ii) grenade (iii) rocket having a propellant charge of more than four (4) ounces (iv) missile having an explosive or incendiary charge of more than one-quarter (1/4) ounce or (v) mine. A "weapon free school zone" means school property, which includes a building, playing field or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school or vehicle used by a school to transport students to and from school property.

This section is supplemental to, and does not limit or supersede, section 26.

### 33. Arson Prohibited by Law

A student shall not commit an act of arson, prohibited by MCL 750.71 through MCL 750.80.

Penalty – administrative intervention to permanent expulsion.

This section is supplemental to, and does not limit or supersede, sections 19, 21, 22, and 23.

**PROCEDURES****Student Code of Conduct**

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**34. Criminal Sexual Conduct**

A student shall not commit criminal sexual conduct, as defined by MCL 750.520 b-e and g.

Penalty – administrative intervention to permanent expulsion.

This section is supplemental to and does not limit, sections 7-11, 20, 22, 23 and 29

**35. Misconduct Prior to Enrollment**

An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was (a) a resident of another district, (b) enrolled in another school, (c) outside of school hours, or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

Penalty – administrative intervention to permanent expulsion

**36. Technology Misuse**

Any violation of the Personal Electronic Devices Procedures (Section 2000.067) and Electronic Communications Procedures (Section 2000.066).

Penalty - Temporary to permanent loss of privilege; warning up through expulsion.

**37. Vehicle Use – Inappropriate**

Inappropriate use of District vehicles (golf carts), hazardous driving, unauthorized parking, violation of other vehicle or traffic regulations on school grounds or at school-sponsored activities or trips.

Penalty – May lose privilege of use or parking; car may be towed. Detention up through expulsion.



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Student Code of Conduct

38. Closed Campus Violation

Leaving school property without proper dismissal from the school's Attendance Office.

Penalty – Counted as unexcused absence. See Attendance – Grades K – 8 Procedures (Section 2000.063) or Attendance – Roosevelt High School Procedures (Section 2000.064).

**Due Process - Procedures for Discipline**

*Introduction*

These procedures govern the suspension, expulsion or permanent expulsion of a student from the School District's regular educational program.

If a student charged with violation of this Code of Conduct has been returned to the regular school program pending a decision by a School District administrator, the reinstatement does not limit or prejudice the School District's right to suspend or expel the student following a decision by a superior administrator or the Board of Education.

The initial judgment that a student has engaged in a prohibited act under this Student Code of Conduct shall be made by the building administrator.

**Short-Term Suspension (i.e., Ten School Days or Fewer)**

*Step One.* As a general rule, prior to any out-of-school suspension, the building administrator will:

inform the student of the misconduct or behavior for which discipline is being considered and, if the student denies the misconduct or behavior, an explanation of the evidence the administrator possesses;

provide the student an opportunity to explain his/her version of the facts; and,

consider each of seven individual factors listed on page 5 of this Code of Conduct.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the building administrator may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in subparagraph a, above.

## PROCEDURES

## Student Code of Conduct

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If, after following this procedure, the administrator determines that the student has engaged in a prohibited act under the Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days.

The principal, or his/her designee, shall inform (in person or by phone) the student's parent of the suspension and of the reasons and conditions of the suspension. A School District "Student Suspension Notice" is to be completed, with copies going to the parent and the student's file. A building administrator's decision to impose a penalty of up to ten (10) school days is final and not subject to further review or appeal.

**Due Process - Long-Term Suspension (i.e., Eleven or More School Days), Expulsion (60 or More School Days) and Permanent Expulsion.**

*Step One.* If the building administrator decides that a suspension for eleven (11) or more school days or expulsion is warranted, the student and the parent(s) or guardian shall be notified in writing of:

the charges against the student;

the recommended disciplinary action;

the fact that a hearing will be held before the Superintendent or his/her designee; and

the time, place, location and procedures to be followed at the hearing.

The written notice will also document the building administrator's consideration of the individual factors listed on page 5 of this Code of Conduct and consideration of restorative practices.

If the building administrator decides that the student's presence in school would present a danger to the student, or to other students, school personnel or the educational process, then the student will be suspended pending the decision of the Superintendent. If the building administrator determines that the student would not present a danger as described above, the student may be returned to school pending the decision of the Superintendent. If the student is suspended pending a decision of the Superintendent or designee, the hearing will commence within ten (10) school days following the initial suspension of the student. If the student is not suspended pending the decision of the Superintendent, then the Superintendent or designee will schedule the hearing to be held within fifteen (15) school days following the completion of the building principal's investigation of the charges. The timelines for commencement of the hearing may be enlarged upon the request of the administrator, student, parent(s) or guardian.

## PROCEDURES

## Student Code of Conduct

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*Step Two.* A hearing before the Superintendent or his/her designee will be held for the purpose of determining the truth or falsity of the charges against the student and, if the charges are found to be true, the consideration of the individual factors listed on page 4 of this Code of Conduct, the consideration of restorative practices and the appropriate disciplinary measures to be imposed.

The student and/or his/her parent(s) or guardian may notify the School District that they waive their right to a hearing. In such cases, the principal's recommended disciplinary penalty will ordinarily be imposed, provided, however, that if the recommended penalty is expulsion or permanent expulsion, the Superintendent will nevertheless make the final decision.

The Superintendent or designee may amend the principal's charges upon motion of the building administrator, student, parent(s) or guardian, or amend the charges upon his/her own motion to conform to the evidence presented at the hearing. Additionally, the Superintendent or designee may impose a greater or lesser penalty than that imposed or recommended by the building administrator.

*Step Three.* The Superintendent's decision shall be given orally to the student and parent(s) or guardian not later than five (5) school days after the close of the hearing. A written decision shall be mailed at that same time. These timelines, however, may be enlarged by the Superintendent or designee due to extenuating circumstances.

*Step Four.* A decision by the Superintendent to permanently expel a student may be appealed to the Board of Education by filing a written notice with the Superintendent within five (5) school days of the decision. The appeal will be heard in closed session, as elected by the parent.

An appeal to the Board of Education will not involve further testimony or new evidence. During the appeal hearing, the Superintendent will share the results of the hearing at his/her level and make a recommendation to the Board of Education. The student, parent or a legal representative will have an opportunity to address the Board of Education. The Board of Education may ask questions of the Superintendent, the parent or the student and will render a written decision on the appeal within fifteen (15) school days.

**Inconsistency with Law, Board Policy or Administrative Procedures**

This Student Code of Conduct is intended to be consistent with Michigan law the Policies of the Board of Education and Administrative Regulations promulgated by the Superintendent. If there are any inconsistencies, they should be resolved with the understanding Michigan law supersedes both the Policies of the Board of Education and Administrative Regulations and Board Policy supersedes Administrative Regulations.

**PROCEDURES**

**Athletic Code of Conduct & Academic Performance**

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The Board of Education believes athletic participation is an important part of a student's educational experience and encourages all students to participate in athletics. Students who are members of an athletic team are expected to maintain a high standard of academic performance because they represent the School District, community and serve as role models for all students.

Participation in competitive sports should help increase a student's discipline, organization and therefore, success in academics as well as teamwork, physical fitness and other positive life skills.

In an effort to maintain a high standard of academic performance, the Wyandotte Board of Education has adopted the rules and requirements of the Michigan High School Athletic Association (MHSAA). In addition, the Superintendent shall implement Athletic Academic Performance Guidelines and Procedures that exceed the MHSAA rules and requirements for all students who choose to participate in athletics. These guidelines and procedures shall be reviewed for their effectiveness in maintaining a high standard of academic performance and adjusted as necessary to maintain this goal. The Superintendent shall keep the Board of Education apprised of these adjustments.

**Guidelines & Procedures**

Any student attending Roosevelt High School or Wilson Middle School who meets MHSAA rules and requirements, Wyandotte's Athletic Academic Performance Guidelines and Procedures, District Athletic Code of Conduct rules and specific athletic team requirements is eligible to participate in District sponsored athletic competition.

Wyandotte's Athletic Academic Performance Guidelines and Procedures are as follows:

Students who participate on District athletic teams are expected to maintain a high standard of academic performance. If an athlete is at risk for low academic performance, he/she will be placed on academic probation. This will occur if his/her most recent progress report or quarterly grade report indicates a GPA lower than 1.67 (C-) or he/she has an E in any subject area.

Coaches have the prerogative to establish a higher required Academic Guide Line for their teams. These rules must be clearly communicated to the student/athlete and signed by the student/athlete and the parent.

When an athlete is placed on Academic Probation:

- The student's teacher will be required to turn in weekly (Friday) academic progress reports to the Athletic Director.
- It is the student's responsibility to confer with their teacher(s)/counselor to develop a plan for academic improvement.
- If the student has one or more E's in any courses at the time of Progress Report or Quarterly grades he/she will be given one week to bring those grades up. The student will be expected to participate in

**PROCEDURES****Athletic Code of Conduct & Academic Performance**

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practices; he/she may not dress, but must attend scheduled competitions. If grades are not improved at that time he/she will be suspended from all Athletic Events until the grades improve.

- In order to be eligible for participation in the next athletic season based on the student's most recent quarterly grade report, the student must meet MHSAA rules and regulations, as well as Wyandotte's academic and team requirements.
- If the next athletic season tryouts begin before a quarterly grade report and the student is ineligible to participate and teachers verify that the student is performing at the required academic level he/she may tryout for the sport pending the quarterly grade report.

## PROCEDURES

### Athletic Code of Conduct & Academic Performance

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#### Philosophy

Roosevelt High School administrators and coaches believe that those students who are selected for the privilege of membership on teams should conduct themselves as responsible representatives of their schools. In order to insure this conduct, the Athletic Director and Coaches will enforce this Athletic Code. As recognized representatives of their schools, members of Roosevelt High School teams must demonstrate the character and behavior outlined in the Code. Behavior of team members is to be monitored by coaches and school administrators in or out of season, in or out of uniform and whether on campus or off.

All members of athletic teams have specific responsibilities. Participation in athletics is a privilege. Therefore athletes must follow some general rules and regulations. If any athlete is in violation of these specific rules and regulations, action will be taken.

#### Section I.

An athlete at Roosevelt High School will be subject to disciplinary action if he or she commits any of the following violations:

- Falsification of a signature on the athletic permit card or physical form. (If falsification is by a parent or another student, the athlete will be held responsible).
- Theft or vandalism of any school property or teammate's property.
- Use of or possession of tobacco (all forms), alcohol, marijuana or any illegal drugs or related paraphernalia or look alike or abuse of prescription/non-prescription drugs.
- If any police report is filed that violates the aforementioned violations.
- Reported inappropriate/negative use of Social Media.

Each coach has the prerogative to establish additional training rules pertaining to the activity supervised as well as rules which may include attendance at practice, detentions, curfew, dress and general conduct of participants during practices, contests and trips and will be handled by the coach. These rules are also to be clearly communicated to the student/athlete and must be approved by the Athletic Director.

#### Section II.

Any violation of the stated policy while the athlete is enrolled at Roosevelt High School will result in the following action:

##### 1<sup>st</sup> Offense:

1. Suspension from all athletic contests for one (1) week of the season with the student expected to participate in all practice sessions during that time. Parents will also be notified by the Athletic Director ASAP. Scrimmages are not considered contests. If less than one (1) week remains, the punishment will carry over to the next season.
2. If drugs or alcohol are involved the athlete must enlist in a counseling program through the school or community. In order to be eligible the athlete must have proof that he/she is enlisted in said program.

PROCEDURES

Athletic Code of Conduct & Academic Performance

3. The athlete may not practice until his/her coach has received notification from the Athletic Director that a preliminary contact has occurred. Voluntary admission of an infraction of a training rule regarding substance abuse will not result in a one (1) week suspension, but will count as a first offense. In such cases, a mandatory conference with the Counselor and/or the Athletic Director is still required. (The purpose of this provision is to allow an athlete to seek help)
4. The voluntary admission may not be used by a student if the school is already aware of the rule infraction. This provision may be used only one time by any athlete.

**2<sup>nd</sup> Offense:**

1. After confirmation of the second violation the athlete shall be dismissed for the remainder of that season.
2. The athlete may not try out or practice until his/her coach has received notification from the Athletic Director.

**3<sup>rd</sup> Offense:**

1. After confirmation of a third violation the athlete shall lose interscholastic eligibility for one calendar year from infraction.

\*More severe penalties than those set forth in the above guidelines may be imposed in extenuating circumstances.

These sanctions apply to all athletes whether or not they are actively engaged in their sport(s) at the time of violation. The penalties shall be cumulative beginning with the student athlete's signing this code and continuing throughout the school year and does not supersede Roosevelt High School disciplinary policies which also apply where applicable. An athlete's eligibility can be renewed for the following school year for the first day of season practice through the appeal process.

**Appeal Process:**

The Athletic Director is the first level of any appeal involving interscholastic sports. When necessary an appeal committee consisting of the Athletic Director and 2 representatives from the coaching staff (who do not coach the athlete in question) will convene for further review. The decisions of the coaches will stand until the appeal is reviewed.

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**Tear Off and Return This Section Only and Return to Athletic Office**

Athlete's Name (Please Print): \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

I understand and agree to abide by all the provisions of the Athlete's Behavior Code of Conduct.

Athlete's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I understand and agree to support all the provisions of the Athlete's Behavior Code of Conduct.

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## PROCEDURES

Student Dress Code

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The intent of the Board of Education in enacting a student dress code is to promote a good academic environment, maintain discipline, and prevent disruption of the educational process.

While the Board of Education recognizes that each student's mode of dress and grooming may be a manifestation of personal style and individual taste, any type of dress or hairstyle that is disruptive, distracting, unsanitary or unsafe is prohibited.

**GUIDELINES:**

1. Clean clothing shall be worn.
2. Bare midriffs, halter or tank tops, strapless or spaghetti strapped tops, bare backed tops, swimwear, pajama tops or bottoms (including flannels), pants length excessively touching the floor, mesh (see through) clothing, frayed clothing, holes ripped in clothing, are considered improper for the classroom. Clothing must cover from the shoulders to fingertips (fingers should not touch skin).
  - a. All apparel must **FIT** properly – no low cut or excessively tight shirts, pants or skirts that exposes or draws unusual attention to breasts, buttocks or genitals – no spandex. Undergarments shall not be visible. No showing of cleavage is allowed. The waistline of pants **will** be worn on the waist/hips.
  - b. Jewelry and accessories are permissible as long as it is not excessive and does not distract from the educational process. **Prohibited items include but not limited** to dog collars, heavy chains, wallet chains, pierced jewelry that connects one body part to another, or any other jewelry or accessories that pose a safety concern.
3. Hats, except as necessary to fulfill religious obligations, bandanas, jackets, coats and outer wear shall not be brought into the classroom, or worn during school hours, except for students entering or exiting the building.
4. Apparel, jewelry, accessories, notebooks or grooming, which, by virtue of color, arrangement, trademark, insignia, logo, symbol, slogan, or other attribute, denotes membership in gangs which advocate drug use, violence, disruptive or criminal behavior is prohibited.
5. It is the Procedures and obligation of the School Board to encourage a drug-free environment in the school setting, to reduce the pressures to use drugs, and to promote respect for rules and laws prohibiting drugs. Drug use among students creates a climate that is destructive to learning and disrupts the maintenance of an orderly and safe school conducive to learning. Therefore, garments, buttons and patches which advocate or promote the use of tobacco, alcohol, or illegal drugs are prohibited.



**PROCEDURES****Student Dress Code**

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6. Students shall not wear clothing, patches, or buttons which contain profane, provocative, vulgar or obscene suggestions, including, but not limited to, descriptions or representations of sexual acts, excretory functions, nudity, swear words, expletives, offensive language or symbols (including symbols/groups advocating violence against people due to gender, race, religion or ethnicity).
7. For safety/health reasons, students are required to wear shoes/soled footwear. Accessories unsafe for the person, damaging to floors/furniture, or too noisy shall be avoided.
8. Students shall not wear hairstyles, clothing or other apparel which substantially or materially interferes with school operations and/or activities; disrupts classwork/educational process; creates disorder; hinders discipline; impinges on the rights of students or employees; or constitutes a threat to health or safety.

Interpretation and enforcement of this code remains with the individual school authorities. The administrative staff retains primary responsibility for enforcement while the remainder of staff bears responsibility for reporting apparent violations. Nothing shall prohibit any staff member from notifying students of apparent violations and requesting compliance. Proper dress relative to age of student (elementary) should be taken into consideration.

School authorities may exercise discretion to apply dress code standards to meet fads which may interfere with the operation of school or impinge upon general health, safety and welfare of students and school employees.

**PENALTIES**

If a student violates the dress code, the student will be given an opportunity to correct the attire or hairstyle which violates the dress code. A student who continues to violate the dress code will be subject to appropriate disciplinary measures, including suspension from school, in accordance with the Code of Conduct.

**PROCEDURES**Attendance – Grades K - 8

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**Philosophy**

Good attendance and punctuality are necessary for children to maximize their educational opportunities. Elementary and middle school years are important for students because they learn and master basic skills, develop work attitudes, self-discipline, as well as other group norms that help them pursue lifelong education.

These Procedures do not specify certain penalties for violations because of the age of the students. The purpose is to work with parents and their children to comply with the law and become educated. To this purpose, administrative guidelines that establish the definition for an absence and a tardy shall be consistent between grade levels and buildings.

**(K-5) Elementary School Procedures**

After individual classroom teachers have exhausted ideas to motivate students to attend, and or arrive on time, the principal will become involved.

The parent(s) or legal guardian will be contacted for one or more conferences with the teacher and/or principal.

If, after counseling session(s) with the principal and/or attendance officer and/or social worker and with the parents(s)/legal guardian, absenteeism and/or tardiness of the student is still unacceptable, the case will be turned over to the civil authorities.

The Principal is given the discretionary authority to apply the most appropriate decision for each individual situation.

**(Grades 6-8) Middle School Procedures**

When students reach their preadolescent stage and begin middle school, they have more responsibility and independence to manage. Parents will be involved with problematic behavior, but initial warnings will be directed to the students. Students must learn that there are consequences for inappropriate behavior and/or not complying with rules/laws.

**PROCEDURES**

Attendance – Grades K - 8

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**Disciplinary Action:**

**Excessive Tardies (four or more)**

- Minimum: Parent Notification and/or Detention  
In-House Suspension (up to 3 days)  
Suspension (up to 5 days)
- Maximum: Suspension (10 days) and/or referral to civil authorities

**Skipping**

- Minimum: Parent Notification and/or Detention  
In-House Suspension (up to 3 days)  
Suspension (up to 5 days)
- Maximum: Suspension (10 days) and/or referral to civil authorities

**Truancy**

- Minimum: Parent Notification and/or Detention  
In-House Suspension (up to 3 days)  
Suspension (up to 5 days)
- Maximum: Suspension (10 days) and/or referral to civil authorities

## PROCEDURES

Attendance – Roosevelt High School

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The administration and faculty of Roosevelt High School believe that attendance and participation are an essential part of the learning process and are considered necessary to academic achievement. In addition, regular and punctual attendance is an important trait of responsibility and self-discipline for students to develop. Consistent attendance will result in greater academic success for students.

Michigan Compulsory Educational Law states that students must attend school until they are sixteen (16) years of age. The law provides that, "every parent, guardian, or other person in this State, having control and charge of any child between the ages of six (6) and sixteen (16) years, shall send that child to school during the entire school year. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled" (MCL § 380.1561). Wyandotte Public Schools, of course, also believes it is very important for students to be in regular attendance throughout high school.

Because regular and consistent attendance is such an important factor in students' academic success, a student's failure to satisfy Roosevelt High School's attendance requirements of 90% of the number of school days **WILL RESULT IN NOT EARNING CLASS CREDIT** and possible exclusion from school. **THIS REQUIREMENT ALLOWS FOR A MAXIMUM OF TEN (10) ABSENCES IN A CLASS, PER SEMESTER.**

Students who reach the age of majority (age 18) are legally able to make their own educational decisions. This includes matters relating to attendance. However, as long as the student is a legal dependent of his/her parent/guardian, the parent/guardian still maintains full right of access to all educational information.

The Wyandotte Board of Education and the Roosevelt High School Staff expect every student to attend every assigned class during the school day. Should a student not be in class, s/he will be charged with an absence. The Roosevelt High School Staff will record four (4) types of absences as follows:

1. **EXCUSED ABSENCE:** An absence that has been reported to the Attendance Office as excused by a parent or guardian prior to or within 24 hours after the absence.

Following are reasons for an absence to be excused:

- a) Illness, injury, dental or medical service or quarantine of the student
- b) Serious illness of a family member
- c) Death in the family
- d) Funerals
- e) Required court appearance
- f) Religious observance
- g) Parent/Guardian verified family emergencies

## PROCEDURES

Attendance – Roosevelt High School

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- h) Excused tardies
- i) Visit school clinic

2. **UNEXCUSED ABSENCE:** An absence that was not excused by a parent or guardian prior to or within 24 hours after the absence. Examples include but are not limited to:
  - Truancy-day/hour
  - Late return from lunch
  - Unexcused tardy, etc.
3. **SCHOOL-RELATED ABSENCE:** An absence caused by the student participating in co-curricular activities, field trips or other school activities. School related absences will not be counted as part of the total allowed absences per class, per semester.
4. **SUSPENSION:** An absence from school that occurs because of administrative discipline. Suspension absences will not be counted as part of the total allowed absences per class, per semester.

**ATTENDANCE PROCESS**

- A. **Daily Recordkeeping:** Teachers will daily/hourly record attendance information in Zangle.
- B. **Daily report:** Whenever a student is reported absent from one or more classes during a school day, a computer generated phone call will be made to the parent or guardian.
- C. **Parent Connect:** Parents will have 24/7 access to their student's daily attendance through Parent Connect. Parents are encouraged to regularly check for unexcused absences and hourly tardies.
- D. **Eight (8) absences:** Should a student accumulate a total of eight (8) excused and/or unexcused absences in a class per semester, the student's counselor will send a letter home to inform the parent or guardian.
- E. **Ten (10) absences:** After a student's tenth (10<sup>th</sup>) excused or unexcused absence per semester in a class, the classroom teacher will notify the Assistant Principal of the attendance problem. The Assistant Principal will begin the review process.
- F. **Review Process:**
  - **Attendance Review Approval (ARA):** If a parent or guardian previously excused the student's absences, the student is granted an ARA and continues in class. Should more excused absences occur, the parent must request an Extenuating Circumstances Appeal.
  - **Attendance Review Denial (ARD):** If the student has ten (10) absences, either some or all of which are unexcused absences, the student will be issued an ARD.

## PROCEDURES

## Attendance – Roosevelt High School

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The student will remain in class, but will not earn credit. If the appeal is denied, the parent may request an Extenuating Circumstances Appeal.

- G. Students unable to earn credit:** Students, who can no longer earn credit in a class, have the following options available:
- If the student remains in class, is in attendance, and completes all the required assignments/work/classroom rules, s/he will receive a “W” noted on their grade report. The “W” means no credit is issued and the course **will not** be included in the student’s computed GPA.
  - If a student fails to be in attendance, or fails to complete all of the required assignments/work/classroom rules, or is dropped from class, s/he will receive an “E” grade that will be included in the student’s computed GPA.
- H. Appeal due to extenuating circumstances:** A parent or guardian who wishes to process an **Extenuating Circumstances Appeal** must make an appointment with an Assistant Principal and make the appeal in person. The Assistant Principal will notify the parent/guardian of the disposition of the appeal within three (3) working days.
- I. Make-up Work:** Class assignments that are missing because of any absence must be made up within 48 hours of return to school, or at the teacher’s discretion.
- J. Attendance Drop:** If a student, sixteen (16) years of age or older, who can no longer earn course credit, is absent from class three (3) or more times, s/he will be dropped from the class. If s/he is dropped from three (3) or more classes (due to attendance), from which s/he can no longer earn course credit, s/he will be dropped from school. When a student is dropped from school, due to attendance, s/he will be ineligible to participate in extra-curricular activities or be in school or on school property during normal school hours.
- K. Tardiness:** A student who reports to class more than ten (10) minutes late is considered absent. When a student is considered absent because of tardiness, s/he is still required to go to class.

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**STUDENTS**

**2000.06**

**Behavior**

***Other Student Behavior*** Michigan law requires that the Board adopt policies concerning bullying, "verbal assault" and locker searches. The Board adopts the following policies, which the Superintendent is to incorporate into the Student Code of Conduct.

**Student Bullying****Policy Statement**

The Board of Education recognizes that bullying of students, including cyberbullying, significantly interferes with the learning process. Through this Policy, the Board prohibits bullying "at school", as defined below, as well as off-campus conduct that could likely lead to a material or substantial disruption of the school learning environment for one or more students.

This Policy is intended to protect all students from bullying, including cyberbullying, regardless of the subject matter or motivation for the behavior. The Board, through this Policy, also prohibits retaliation or false accusations against a target of bullying, as well as a witness or another person with reliable information about an act of bullying. The identity of an individual who reports an act of bullying shall remain confidential.

In order that this Policy be properly implemented, the Board directs that:

**Implementation**

*Responsible School Official.* The Principal of each school building is primarily responsible for implementing this Policy for the school to which he or she is assigned.

*Publication.* The Superintendent shall revise the District's Student Code of Conduct, consistent with this Policy, to specifically prohibit bullying and cyberbullying, as defined below. The Superintendent is directed to post this Policy on the District's website.

*Reporting.* The Superintendent shall report to the Board of Education, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

*Administrative Regulations.* The Superintendent shall promulgate such administrative regulations as he/she may deem necessary for the implementation of this Policy. The regulations shall include all of the following:

- a procedure for an individual to report an act of bullying;
- a procedure for the prompt investigation of a report of an act of bullying by the building principal or his/her designee;



- a procedure for providing notification to the parent or guardian of both the claimed victim of an act of bullying and the parent or guardian of the alleged perpetrator;
- a procedure to protect the confidentiality of a person making a report of bullying;
- a procedure for documenting any prohibited bullying incident that is reported; and
- the procedure for the Superintendent to report to the Board of Education, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

**Definitions.** The following definitions shall apply for purposes of this Policy:

*Bullying* means any written, verbal or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more District students, either directly or indirectly, by doing any of the following:

- (i) substantially interfering with educational opportunities, benefits or programs;
- (ii) adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) causing substantial disruption in, or substantial interference with, the orderly operation of the school.

*At school* means in a classroom, anywhere else on school premises, on a school bus or other school-related vehicle and at a school-sponsored activity or event, whether or not the activity or event is held on school premises. "At school" includes the off-premises use of a telecommunications access device or telecommunications service provider if the device or service provider is owned by or under the control of the District.

*Cyberbullying* means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- (i) substantially interfering with educational opportunities, benefits or programs;

- (ii) adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) causing substantial disruption in, or substantial interference with, the orderly operation of the school.

**Accountability.** Each student in the School District is accountable for his/her own behavior, based on age-appropriate expectations. The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents/guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. Respect for all students is part of a safe and healthy learning environment. Each student is expected to demonstrate respect through their interactions with the give-and-take of friendships, group cooperation, social interaction, compromise and acceptance of differences among other students and staff.

**Retaliation.** Retaliation against a target of bullying, a witness, another person with reliable information about an act of bullying or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of the Board policy and independent of whether a complaint is found to have been substantiated. Suspected reprisal or retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated.

Retaliation and intentionally false reports may result in disciplinary action.

The Superintendent is directed to implement this Policy and is authorized and directed to promulgate such administrative procedures as may be deemed necessary.

**PROCEDURES****Discriminatory Harassment of Students**

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Federal and/or Michigan Law prohibits illegal discriminatory harassment based on sex, race, color, national origin, age, religion, height, weight, marital status or disability. Furthermore, the District will not tolerate illegal harassment of students within these protected classes by District Board of Education members, other District employees, students, parents, invitees, guests, volunteers, etc. These Procedures identify illegal harassment, subject to Federal and Michigan law, and establishes a process for investigating and resolving complaints of harassment made by District students.

Generally, illegal harassment occurs when a District student is subjected to unwelcome verbal or physical communication or conduct relating to his or her sex, race, color, national origin, age, religion, height, weight, marital status, transgender, gender or disability, when:

- Submission to the conduct or communication is made an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the District;
- Submission to, or rejection of, the conduct or communication is used as a basis for a decision to exclude, expel or limit the student's conditions or privileges in the District;
- Such conduct or communication interferes with the student's education; creates a hostile or offensive educational environment; or, otherwise adversely affects the student's educational opportunities.

**Investigative Procedures**

Any District employee, parent, or student who believes a District student has suffered illegal discriminatory harassment shall report the incident(s) to the building Principal or Assistant Principal. The District's Superintendent, or his/her designee, will investigate and resolve any such complaint. The District will appoint a non-District employee to investigate complaints of illegal discriminatory harassment against the Superintendent or Board of Education members. The District will not retaliate against any person because s/he made a good faith complaint of illegal discriminatory harassment.

The person conducting the investigation will ascertain the basis of the complaint, including permitting the complainant to identify witnesses and potentially relevant documents. In the same fashion, the investigator will ascertain the position of the person about whom the complaint has been made. This part of the investigation should be completed within 10 school days, absent unusual circumstances.

The investigator will, based on his/her investigation, determine whether illegal discriminatory harassment occurred. This determination will be based on the totality of the circumstances including, but not limited to, factors such as:

**PROCEDURES****Discriminatory Harassment of Students**

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- The relationship between the parties;
- Surrounding circumstances;
- The nature of the behavior;
- How often the conduct occurred;
- The identity of the alleged perpetrator in relation to the alleged victim;
- The location of the alleged discrimination;
- The ages of the parties;
- The context in which the alleged incidents occurred; and
- Past incidents or past or continuing patterns of behavior involving the parties.

The investigator will also dispose of the complaint. This disposition may include:

- Actions to prevent the recurrence of illegal discriminatory harassment, or the fact and circumstances that led to the complaint;
- Reasonable and appropriate sanctions or discipline against any person the investigator concludes committed illegal discriminatory harassment; and
- A reasonable and appropriate remedy for any victim of illegal discriminatory harassment.

The investigator may also make an interim disposition pending the completion of the investigation and final disposition. The investigator should dispose of the complaint within 20 school days from the date it was presented, absent unusual circumstances.

The investigator will communicate the disposition of the complaint to the complainant and other involved parties on a need to know basis. The investigator's disposition will be final. However, any affected party dissatisfied with the investigator's disposition may pursue available legal remedies.

Complaints concerning illegal discriminatory harassment based on race, color, national origin, religion, sex, age, or disability may be filed with:

The Office for Civil Rights  
United States Department of Education  
600 Superior Avenue East  
Bank One Center, Suite 750  
Cleveland, Ohio, 44114

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**2000**

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**STUDENTS**

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**2000.06****Behavior**

**Verbal Assault** A verbal assault is a communication or series of communications that does or is intended to put a reasonable person in fear of harm to him/herself or his/her property. The Superintendent will address verbal assault within the Student Code of Conduct.

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## STUDENTS

### 2000.06

### Behavior

**Locker Searches** Lockers provided to students are the property of the School District and students and others have no expectation of privacy with respect to the lockers or their contents. School District principals and their designees may search student lockers at any time for any reason and may request the assistance of local law enforcement personnel. When conducting locker searches, School District personnel will respect the privacy rights of students regarding items found that are not illegal or possession of which is not in violation of School District policy.

***Personal Electronic Devices*** The School District reserves the right to prohibit the possession or use of personal electronic devices on School District property or at School District-related functions. For purposes of this Policy, "personal electronic device" means a privately owned device that is used for audio, video or text communications.

Students are permitted to use personal electronic devices only as follows:

- Before and after the regular school day.
- During the student's scheduled lunch time.
- As directed by a teacher or other professional staff member for educational purposes.

Students may possess personal electronic devices on their person but the devices must be powered off and kept out of sight in backpacks/purses or lockers except during the times, above.

The Superintendent may develop procedures to further control student possession and use of personal electronic devices.

**PROCEDURES**Electronic Communications

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The Wyandotte Board of Education authorizes the Superintendent to develop services linking computers within and between buildings in the District and to provide access to the Internet for staff and students. All computer network implementation shall be in line with Board of Education Policies and Procedures, as well as the District's educational goals. Use of the computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the District. The District's general rules for behavior and acceptable use shall apply when using any computer equipment.

Pursuant to State statute, when the School District library offers use of the Internet or a computer to the public, access to minors is restricted by the District by utilizing a system (filter) that is designed to prevent a minor from viewing obscene matter or sexually explicit matter that is harmful to minors. Said system shall be in place throughout the rest of the District to filter obscene or sexually explicit matter that could be harmful to minors.

Further, in compliance with the Children's Internet Protection Act, the Superintendent shall delegate to each building Principal, the task of designing and implementing a program intended to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

**Personal Network Access Accounts:**

The Board of Education authorizes the Superintendent to provide personal accounts for staff and students access to the District network and the internet, including, but not limited to, electronic mail, individual network server space, network drop boxes, content management systems and file server space for developing and publishing materials on the World Wide Web or other networked computer media. (Student approval for usage of these accounts must be authorized by the building principal).

Access to digital communications enables staff and students to facilitate learning and enhance educational exchange. The District expects that faculty will blend thoughtful use of digital communication throughout the curriculum while also providing guidance and instruction to students in its use as stated in the Michigan Educational Technology Standards. Participation in any type of collaborative media tool for the purpose of student learning will be governed by District Policies and Procedures. Otherwise, participation in collaborative media tools while on school computers is strictly prohibited.

Personal accounts and all use of District computer resources are considered a privilege, not a right, and are subject to the District's Policies and Procedures. Digital communications and stored material may be monitored or read by school officials. Electronic mail in personal accounts will not generally be inspected by school officials



**PROCEDURES****Electronic Communications**

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without the consent of the sender or a recipient, except as required to investigate complaints which allege a violation of the District's Policies and Procedures. Student electronic mail and electronic storage space which does not contain material made public by the student shall be subject to the District's Student Code of Conduct and regulations/laws regarding student records.

**Computer Network**

A fee may be charged by the District to defray the cost of personal accounts.

NOTE: If use of a personal account is a requirement of employment and/or for a core curricular class, no fees may be charged of a staff member or students.

**System Integrity**

The Superintendent shall designate the District Director of Technology to implement the District's rules and regulations and to provide computer support for students and staff. The Superintendent, in concert with the Director of Technology, shall employ hardware and software security to ensure the integrity of the network against viruses (and other related problems) and to prevent unauthorized access to District and school records.

**Network Use**

The Superintendent shall develop rules and procedures for Acceptable Use shall see to it that rules are published annually for students, parents and staff. All District Policies and Procedures that regulate communication and student code of conduct shall be in effect as well as the following:

- Users may not use District equipment to perform or solicit the performance of any activity which is prohibited by law.
- Users may not use the system to transmit or publish information that violates or infringes upon the rights of any other person, or information that is abusive, obscene, or sexually offensive.
- The District computer equipment shall not be used for commercial purposes by any user, or for advertisement or solicitation without prior written approval from the Superintendent.
- Except with prior authorization from the Director of Technology or the owner of the record in question, users may not access or attempt to access the records or files of other users or of the District, nor delete, alter, or otherwise interfere with the integrity of network data or resources.
- Users may not use the electronic mail facility to send unsolicited, unnecessary, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance.
- Users may not use the network facility to access or bring into the school environment materials/documents which are inconsistent with the educational goals of the District, including but not limited to materials which are defamatory,

**PROCEDURES****Electronic Communications**

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abusive, obscene, profane, sexually explicit, threatening, racially offensive, illegal, or which aids or advocates illegal activity.

- Users will be required to maintain their personal accounts (deleting unnecessary e-mail, etc.).
- Users will abide by all Copyright regulations with respect to software installation, transferring/forwarding of copyrighted materials from the internet, or when using materials from the internet which are copyrighted.

**PROCEDURES****Personal Electronic Devices**

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The School District reserves the right to prohibit the possession or use of personal electronic devices on School District property or at School District-related functions. For purposes of these Procedures, "personal electronic device" means a privately owned device that is used for audio, video or text communications.

Students are permitted to use personal electronic devices (PED) as follows:

- Before and after the regular school day.
- As directed by a teacher or other professional staff member for educational purposes.

Students may possess personal electronic devices on their person but the devices must be powered off and kept out of sight in backpacks/purses or lockers except during the times as specified per building level in the "Personal Electronic Devices Procedures".

The Superintendent may develop procedures to further control student possession and use of personal electronic devices.

**All Schools**

Student use of Personal Electronic Devices (PED) in instructional areas will be at the discretion of the teacher supervising that classroom or area.

Possession of a PED by a student is a privilege which may be forfeited by any student who fails to abide by the terms of these procedures, or otherwise engages in misuse of this privilege.

Students found in violation of these Procedures will have their PED immediately confiscated and discipline will be administered. Discipline ranges from parent contact through suspension, as determined by administration. Refusal to hand over device or cell phone to school staff can result in an immediate suspension.

Cell phones are the responsibility of the student. It is in the student's best interest to treat his or her belongings with respect and protect them to prevent theft or damage. At no time shall the District be responsible for the loss, theft, or damage to Personal Electronic Devices.

**Prohibited activities**

- Devices that are capable of capturing images, electronic or otherwise, are prohibited from use in bathrooms or locker rooms, even at another school district.
- Certain behaviors related to cell phone use are unacceptable at all times, not only during the school day, but in general society as well. These behaviors include, but

**PROCEDURES****Personal Electronic Devices**

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are not limited to, threats, photos without permission, sexting, plagiarism, cheating, and copyright violation. These behaviors can all result in disciplinary consequences as well as potential legal charges.

**Elementary/Middle School**

A student may possess a PED in school, on school property, at after-school activities and at school-related functions, provided that during school hours the PED remains off and stored out of sight in backpacks/purses or lockers.

**High School**

Students may use PEDs before and after school, during their lunch break, in between classes, during after school activities (e.g. extra-curricular activities), and/or at school-related functions. (Students will be considered "in class" once the bell rings.) This use is acceptable as long as it does not create a distraction, disruption or otherwise interfere with the educational environment.

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## STUDENTS

### 2000.07

### Health and Safety

***Programs and Activities*** School District personnel will take reasonable precautions to preserve the health, safety and welfare of students participating in School District related programs and activities.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Volunteer

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**2000.07**

It shall be the Procedures of the School District of the City of Wyandotte to encourage the use of citizen volunteers to extend the range of opportunity the District makes available to the children of this community. Volunteers may be utilized in a variety of ways, such as (but not limited to): classroom volunteers (tutors, room-parents, etc.), building/program volunteers (absence calls, RISO copying, media center, clinic, etc.), extracurricular sponsors (safeties, student clubs, class sponsors) and coaches.

In utilizing volunteers within the Wyandotte Public Schools, the following criteria will be followed:

1. The building/program administrator will be responsible for submitting appropriate information to the Human Resources Office for a criminal background check through the Michigan State Police I-CHAT system.
2. The use of volunteers shall respect the integrity of Board-employee negotiated contracts.
3. Court-ordered community service volunteers will not be permitted to serve their community service time for the School District.
4. All volunteers will work under the direct supervision of a teacher/staff member/head coach and/or the building/program administrator.
5. The assignment of a volunteer to an extracurricular activity or coaching assignment shall be without Tenure and will be evaluated annually.

***Health Concerns Raised by Parents or Guardians*** Parents and guardians are responsible for informing the School District of health and safety concerns particular to their children and cooperating with the School District to address those concerns. The Superintendent will develop and implement procedures for addressing the health and safety concerns of students with disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973.

***Immunization*** Except as otherwise specifically provided by law, the Board requires that all students be properly immunized, not later than the first day of school.

## 2000

## STUDENTS

### 2000.07

### Health and Safety

**Medication** The Superintendent will develop procedures concerning student medications. The procedures will address the possession, storage and accessing of student medications, as well as the administration of prescription medications to students while at school.



**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Medication

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**2000.07**

It is the Procedures of the School District of the City of Wyandotte to follow Michigan School Code Law (Section 380.1178a) regarding the administration of medication to students by school personnel. Specifics are as follows:

**Administering Medication to Pupils at School**

The following definition of “medication” is adopted for use in this District: medication, includes prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, injection, applied as drops to eyes or nose, and medications applied to the skin.

- The pupil’s parent/guardian will give the school written permission and request to administer medication(s) to their pupil.
- Written instructions from a physician, which include the name of the pupil, name of the medication, dosage of the medication, route of administration, and time the medication is to be administered to the pupil shall accompany the request and be kept on record by the school.
- Parental or guardian/permission and a physician’s instructions for administration shall be renewed every school year.
- The Building Administrator will designate an individual(s) responsible for administering medications to pupils at that school.
- One adult in the presence of a second adult must administer medications, except where the individual administering the medication is a licensed registered professional nurse (as described in MCL 380.1178), or when an emergency threatens the life or health of the pupil.
- Each building shall have a plan for handling medical emergencies.
- Students with disabilities who have an Individualized Educational Program (IEP) or Section 504 Plan shall be included under the Policy and Procedures that govern the administration of medications. Note: The Policy and Procedures should not violate either the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

**Self-Administration/Self-Possession of Medications**

The following definition of “self-administration/self- possession” is adopted for use in this District: Self-administration means that the pupil is able to consume or apply prescription and non-prescription medication in the manner directed by the physician without additional assistance or direction. Self-possession means that the pupil may carry medication on his/her person to allow for immediate and self-determined administration.

**Effective Date: September 6, 2015**

**PROCEDURES****Medication**

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- A pupil whose parent/guardian and physician provide written permission will be able to self-administer and self-possess his/her own medications.
  - A medication that a pupil possesses must be labeled and prepared by a pharmacy or pharmaceutical company and include the dosage and frequency of administration.
  - A pupil's use cannot be denied if the conditions of written permission and physician direction are met. A Building Administrator may discontinue a pupil's right to self-administration and self-possession if there is misuse by the pupil. The denial shall follow a consultation with the parent/guardian.
  - A pupil who is in possession of an inhaler under the above conditions shall have each of his/her teachers notified of this by the Building Administrator.

**School Staff Training**

- All individuals designated to administer medication are encouraged to receive in-service training on all District Policies and Procedures related to this responsibility. A licensed registered professional nurse, physician, or physician's assistant who has knowledge of local school medication Policies and Procedures must train school staff.

**Storage and Access to Medications in School**

- All medication shall be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company with the pupil's name, the name of the medication, dosage, and the frequency of administration.
- Medications shall be stored in a school location that is kept locked.
- Emergency medications may be stored in an area readily accessible to the individual designated to administer them.
- All controlled-substance<sup>1</sup> medications will be counted and recorded upon receipt from parent/guardian. The medication shall be recounted on a regular basis (monthly or bi-weekly) and this count reconciled with the medication administration log/record.

**Record-Keeping Related to Medication in Schools**

- A log of medication administration shall be kept in a school office and filed in a pupil's permanent record at the end of each school year (see sample Medication Administration Daily Log).
- The individual pupil log shall be kept until one year after the pupil's graduation from high school.

Compliance with these Procedures is mandatory. Students who violate these Procedures will be disciplined in accordance with the District's **Student Code of Conduct**. Detailed procedures shall be developed in accordance with these Procedures, Michigan School Code and Michigan Public Health Code.

<sup>1</sup>Controlled-substance is defined as drug regulated by the Federal Controlled Substances Acts, including opiates, depressants, stimulants, and hallucinogens.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Medication

**2000.07**

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**Procedural Guidelines for Medication**

**Administration of Medication to Pupils in School**

- A Building administrator may set a reasonable designated time for the administration of medications. The parent/guardian shall be informed of this designated time and communicate this to the physician when s/he writes medication administration instructions. The school may request that the physician send a written explanation with the medication administration instructions to the school if an exception to the school's designated time is necessary.
- A Building Administrator shall request that a pharmacy supply the oral medication in the exact dosage prescribed so that the individual administering medications is not responsible for dividing/splitting pills.
- Any adverse reaction to medication, as described on the physician's written instructions, shall be reported to the pupil's parent/guardian immediately.
- Any errors made in the administration of medication shall be reported to the Building Administrator immediately, and a written report completed and entered into the pupil's school record. The Building Administrator is responsible for reporting the medication error to the pupil's parent/guardian immediately.
- When it is necessary for a pupil to have medication administered while on a school-sponsored field trip or off-site activity, the individual designated to administer medication must carry the medication until administered. The medication may be placed in a sealed envelope with a Xeroxed copy of the directions for administering the medication securely attached or carried in its original container. Administration of this medication will be recorded in the Medication Administration Daily Log upon return from the trip/activity.

**Training of School Staff in Administration of Medications**

- In-service training is recommended to be of an appropriate length for the types of medication being dispensed with actual "hands-on" practice in identifying and dispensing medications.
- Individuals, with the exception of a licensed registered professional nurse, who are responsible for administering any medications that must be given by injection, by nebulizer, or administered rectally, vaginally, or into the bladder, must receive one-on-one training by a licensed health professional.
- Documentation that school personnel have completed in-service training shall be maintained by the school and made available, upon request, to a pupil's parent/guardian, physician, licensed registered professional nurse, or by a School District official.

**Effective Date: September 6, 2015**

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Medication

**2000.07**

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**Storage and Access to Medications**

- Elementary students: it is recommended that medication be brought to school by the pupil's parent or guardian. Middle or high school students: students may bring the medicine to the school office; however, parents must sign a form giving permission. This form must also indicate the number of pills being sent. Parents will be contacted immediately if there is a discrepancy between the number sent and counted.
- No changes to medication dosage or time of administration will be made except by instruction from a physician.
- Parental or guardian request/permission and a physician's instructions for administration of medication shall be renewed every school year.
- Expiration dates on prescription medication, epi-pens, and inhalers shall be checked at least twice each school year.
- Medication left over at the end of the school year, or after a pupil has left the District, shall be picked up by the parent/guardian. If this is not done, the individual who administers the medication will dispose of the medication and record this disposal on the Medication Administration Daily Log. This procedure shall be witnessed and initialed by a second adult.

**Record-Keeping for Medications**

- The Medication Administration Daily Log shall include the pupil's name and the name and dosage of the medication. The individual giving the medication shall record the date and time of administration of the medication. The Log shall be signed and witnessed by a second adult.
- If an error is made in recording, the individual who administered the medication shall cross out, initial the error, and make the correction in the Log.

***Performance Enhancing Substances*** Students are prohibited from using or being in the possession of any performance-enhancing substances, including, but not limited to, those that may be listed by the National Collegiate Athletic Association, the Michigan High School Athletic Association or the Michigan Department of Community Health.

## 2000

## STUDENTS

### 2000.07

### Health and Safety

***Seclusion and Restraint*** The Board fully embraces the Michigan State Board of Education policy on Positive Behavior Support and the prohibition against seclusion and restraint as disciplinary measures. The Superintendent will assure that all staff receive training on the use of Positive Behavior Support and the very limited circumstances in which seclusion and restraint are permitted.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Emergency Use of Seclusion & Restraint

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**2000.07**

The Policy for the Emergency Use of Seclusion and Restraint was approved by the Michigan Department of Education, State Board of Education on March 14, 2017. This State Policy was approved as Procedures by the Wyandotte School Board on August 22, 2017.

**Effective Date: August 22, 2017**

## Policy for the Emergency Use of Seclusion and Restraint

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Approved by the State Board of Education March 14, 2017



Michigan Department of Education  
Office of Special Education





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Richard Zeile, Co-President  
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### **Michigan Department of Education (MDE)**

Office of Special Education

P.O. Box 30008

Lansing, MI 48909

888-320-8384

MDE website ([www.michigan.gov/mde](http://www.michigan.gov/mde))

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# Policy for the Emergency Use of Seclusion and Restraint

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## **I. Introduction**

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In 2006, the Michigan Department of Education, State Board of Education adopted "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint." In December 2016, the State of Michigan adopted new laws restricting the use of seclusion and restraint in schools. MCL 380.1307 now states:

It is the intent of the legislature that sections 1307 to 1307h [MCL 380.1307 to 380.1307h] shall provide for a uniform policy regarding the use of seclusion and restraint in the public schools that accomplishes the following objectives:

- Promotes the care, safety, welfare, and security of the school community and the dignity of each pupil.
- Encourages the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.
- Ensures that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation, and reporting by trained personnel.
- Clearly defines the terms "seclusion," "restraint," "emergency seclusion," and "emergency physical restraint," and clearly states the procedures for the use of emergency seclusion and emergency physical restraint.

Sections 1307 to 1307h do not limit any right or remedy of an individual under state or federal law.

MCL 380.1307a states:

the department shall develop a state policy regarding the use of seclusion and restraint in the public schools that includes all of the elements under sections 1307b to 1307h [MCL 380.1307b to 380.1307h], along with guidelines as the department considers appropriate. Not later than the beginning of the 2017–2018 school year, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement a local policy that is consistent with the state policy under this section. A person who fails to comply with this section or who fails to comply with any of the requirements of the state policy developed under this section is considered to have failed to comply with and to have violated this act [the revised school code].

Each school district and public school academy in Michigan or an intermediate school district program in which pupils are enrolled shall report to the Michigan Department of Education on the use of seclusion and restraint periodically. The department will develop guidelines that outline the process for reporting redacted, aggregated data regarding the use of seclusion and restraint compiled by school districts, public school academies and intermediate school districts.

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## **II. Positive Behavioral Interventions and Supports (PBIS)**

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PBIS is a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all pupils. PBIS emphasizes four integrated elements:

- a) socially valued and measurable outcomes;
- b) empirically validated and practical practices;
- c) systems that efficiently and effectively support implementation of these practices; and
- d) continuous collection and use of data for decision-making.

As a multi-tiered behavioral framework, PBIS emphasizes a model for both prevention and intervention. PBIS has demonstrated through research: improvement in overall school climate and safety, an increase in perceived school safety, and reductions in problem behavior and bullying behaviors. Effective implementation of PBIS has been shown to reduce office discipline referrals and school suspensions. There is a correlation between the use of PBIS and improvement in social skills and emerging evidence linking PBIS to improved academic outcomes.

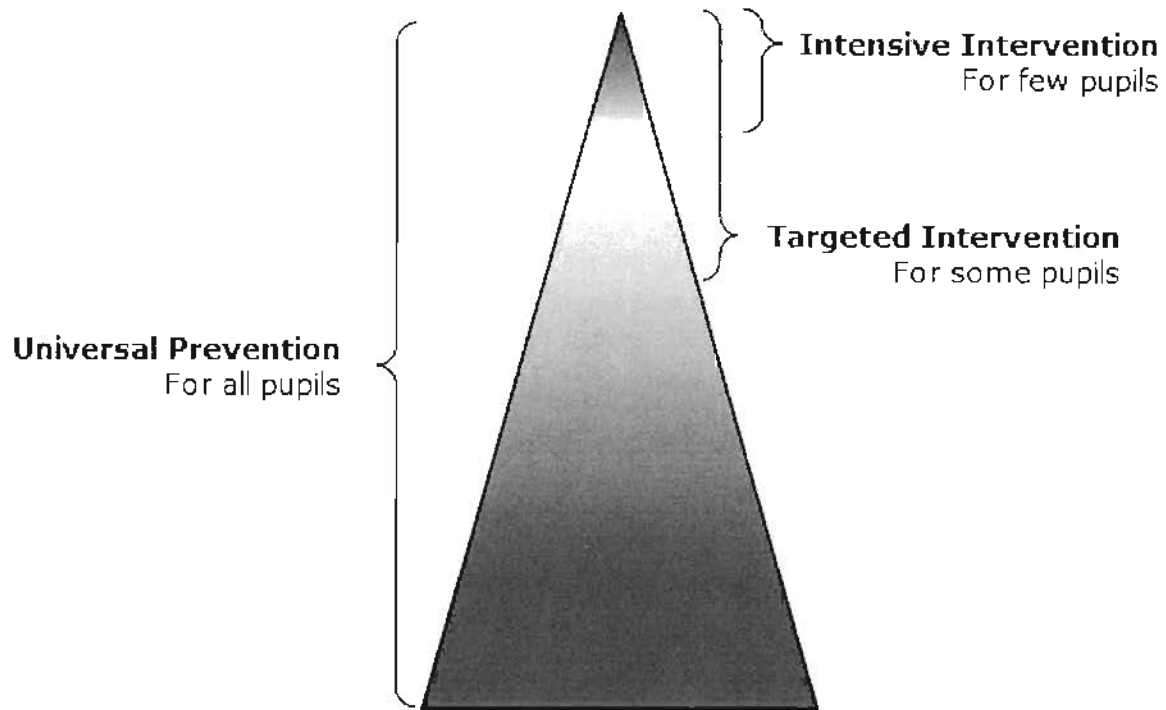
PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels. These supports include:

- a) team-based leadership;
- b) data-based decision-making;
- c) continuous monitoring of pupil behavior;
- d) regular universal screening; and
- e) effective ongoing professional development.

PBIS is not a packaged curriculum but an approach to behavior support that defines core elements that can be achieved through a variety of strategies. Schools implementing PBIS invest in prevention efforts to reduce the need for seclusion and restraint procedures. Schools teach, practice, and reinforce behaviors that result in

positive pupil academic and social outcomes. Through systematic behavior monitoring, pupils requiring additional assistance are quickly identified and provided the appropriate resources to experience success in school.

### Multi-Tiered System of Support



Tier	Core Elements
Tier 1 Universal prevention All pupils (100 percent of pupil population)	<ol style="list-style-type: none"> <li>1. Behavioral expectations defined, explicitly taught, and practiced.</li> <li>2. Environments structured to promote success.</li> <li>3. Continuum of strategies identified to acknowledge desired behaviors and correct undesired behaviors.</li> <li>4. Ongoing collection and use of data for problem solving and decision making.</li> </ol>
Tier 2 Targeted Interventions (5–15 percent of pupil population)	<ol style="list-style-type: none"> <li>1. Universal screening to identify pupils requiring additional supports.</li> <li>2. Ongoing progress monitoring for at-risk pupils.</li> <li>3. Targeted supports, including increasing: structure and predictability, contingent adult feedback, and home/school communication.</li> <li>4. Ongoing collection and use of data for problem solving and decision making.</li> </ol>

Tier	Core Elements
Tier 3 Intensive Interventions (1–5 percent of pupil population)	<ol style="list-style-type: none"> <li>1. Individualized evaluation/functional behavioral assessment.</li> <li>2. Data driven individualized intervention plan incorporating pupil’s strengths and needs.</li> <li>3. Collaborative (school-home-community), team-based, person-centered planning.</li> <li>4. Ongoing collection and use of data for problem solving and decision making.</li> </ol>

### III. Training

#### A. Training Framework

1. In accordance with department guidelines, a school district, intermediate school district, or public school academy shall implement a comprehensive training framework that includes:
  - a. awareness training for all school personnel who have regular contact with pupils, and
  - b. comprehensive training for key identified personnel as described in section B: Training Components for Key Identified Personnel below.
2. The school district, intermediate school district, or public school academy must ensure that substitute teachers are informed of and understand the procedures regarding use of emergency seclusion and emergency physical restraint. This requirement may be satisfied using online training and an online acknowledgment of understanding developed or approved by the department and completed by the substitute teacher.

#### B. Training Components for Key Identified Personnel

1. A school district, intermediate school district, or public school academy shall identify sufficient key personnel to ensure that trained personnel are generally available for an emergency situation. Before using emergency seclusion or emergency physical restraint with pupils, key identified personnel who may have to respond to an emergency situation shall be trained in all of the following (a) to (p) and should be trained in (q) through (t):
  - a. proactive practices and strategies that ensure the dignity of pupils;
  - b. de-escalation techniques;
  - c. techniques to identify pupil behaviors that may trigger emergency situations;

- d. related safety considerations, including information regarding the increased risk of injury to pupils and school personnel when seclusion or restraint is used;
- e. instruction in the use of emergency seclusion and emergency physical restraint;
- f. identification of events and environmental factors that may trigger emergency situations;
- g. instruction on the state policy on the use of seclusion and restraint;
- h. description and identification of dangerous behaviors;
- i. methods for evaluating the risk of harm to determine whether the use of emergency seclusion or emergency physical restraint is warranted;
- j. types of seclusion;
- k. types of restraint;
- l. the risk of using seclusion or restraint in consideration of a pupil's known and unknown or mental health conditions or psychological limitations;
- m. the effects of seclusion and restraint on all pupils.
- n. how to monitor for and identify physical signs of distress and the implications for pupils generally and for pupils with particular physical or mental health conditions or psychological limitations;
- o. how to obtain appropriate medical assistance;
- p. cardiopulmonary resuscitation and first aid;
- q. conflict resolution;
- r. mediation;
- s. social skills training; and
- t. positive behavioral intervention and support strategies.

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## **IV. Emergency Seclusion**

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Seclusion is intended for the purposes of emergency situations only, in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

Emergency seclusion may not be used in place of appropriate less restrictive interventions.

### **A. Definition of Seclusion**

1. "Seclusion" means the confinement of a pupil in a room or other space from which the pupil is physically prevented from leaving. Seclusion does not include the general confinement of pupils if that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire

prevention code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of pupils.

## **B. Definition of Emergency Seclusion**

1. "Emergency seclusion" is defined in MCL 380.1307h(e) as "a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others."
2. "To qualify as emergency seclusion, there must be continuous observation by school personnel of the pupil in seclusion, and the room or area used for confinement must comply with state and local fire and building codes; must not be locked; must not prevent the pupil from exiting the area if school personnel become incapacitated or leave that area; and must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the pupil and others, in accordance with department guidelines."

## **C. Limitations in Use**

1. Emergency seclusion is not permitted:
  - a. for the confinement of preschool children or of pupils who are severely self-injurious or suicidal;
  - b. if the seclusion is used:
    - i. for the convenience of school personnel;
    - ii. as a substitute for an educational program;
    - iii. as a form of discipline or punishment;
    - iv. as a substitute for less restrictive alternatives;
    - v. as a substitute for adequate staffing; or
    - vi. as a substitute for school personnel training in positive behavioral intervention and support;
  - c. as prohibited under MCL 380.1307b; or
  - d. when contraindicated based on (as documented in a record or records made available to the school) a pupil's:
    - i. disability;
    - ii. health care needs; or
    - iii. medical or psychiatric condition.

## **D. General Procedures for Emergency Seclusion**

1. Emergency seclusion shall be performed in a manner that, based on research and evidence, is:
  - a. safe;
  - b. appropriate; and
  - c. proportionate to and sensitive to the student's:
    - i. severity of behavior;
    - ii. chronological and developmental age;



- iii. physical size;
  - iv. gender;
  - v. physical condition;
  - vi. medical condition;
  - vii. psychiatric condition; and
  - viii. personal history, including any history of physical or sexual abuse or other trauma.
2. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
3. Time and Duration – Emergency seclusion should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than:
- a. 15 minutes for an elementary school pupil or
  - b. 20 minutes for a middle school or high school pupil.
- If an emergency seclusion lasts longer than 15 minutes for an elementary school pupil or 20 minutes for a middle school or high school pupil, all of the following are required:
- a. additional support (which may include a change of staff, introducing a nurse or specialist, or additional key identified personnel); and
  - b. documentation to explain the extension beyond the time limit.
4. School Personnel Requirements – While using emergency seclusion, school personnel must do all of the following:
- a. involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil;
  - b. continually observe the pupil in emergency seclusion for indications of physical distress and seek medical assistance if there is a concern; and
  - c. document observations.
5. Documentation and Reporting – Each use of seclusion and the reason for each use shall be:
- a. documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately; and
  - b. documented in a written report for each use of seclusion (including multiple uses within a given day) with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.

6. Debrief – After any use of seclusion, school personnel must make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on forms developed by the department.
7. Reoccurring Behavior – If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel are encouraged to do all of the following:
  - a. conduct a functional behavioral assessment;
  - b. develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of seclusion;
  - c. develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least:
    - i. the parent or guardian;
    - ii. the pupil (if appropriate);
    - iii. the individuals responsible for implementation of the positive behavioral intervention and support plan; and
    - iv. individuals knowledgeable in positive behavioral intervention and support.
8. Emergency Intervention Plan – If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil. The emergency intervention plan should be developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency seclusion, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of seclusion. The emergency intervention plan should be developed and implemented by taking the following documented steps:
  - a. describe in detail the emergency intervention procedures;
  - b. describe in detail the legal limits on the use of emergency seclusion, including examples of legally permissible and prohibited use;
  - c. make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion;
  - d. conduct a peer review by knowledgeable school personnel; and
  - e. provide the parent or guardian with all of the following, in writing and orally:

- i. a detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation;
- ii. an explanation of what constitutes an emergency situation as defined in MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition;
- iii. a detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion;
- iv. a detailed explanation of the legal limits on the use of emergency seclusion, including examples of legally permissible and prohibited use;
- v. a description of possible discomforts or risks; and
- vi. answers to any questions.

A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion could be used.

Emergency seclusion must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate educational program. The development of an emergency intervention plan shall be solely for the purpose of protecting the health, safety, and dignity of the pupil and does not expand the legally permissible use of emergency seclusion or emergency physical restraint.

9. Data Collection – The school district, public school academy, or intermediate school district shall collect and report data regarding the use of seclusion.

The data should:

- a. be analyzed to determine the efficacy of the school's schoolwide system of behavioral support;
- b. be analyzed in the context of attendance, suspension, expulsion, and dropout data;
- c. be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of seclusion;
- d. be analyzed on a schedule determined by the MDE; and
- e. be electronically reported to the MDE.
- f. include a list of appropriately-trained key identified personnel and their levels of education; training; and knowledge. This request for information that is currently reported to the Center for Education Performance and Information (CEPI) satisfies this requirement.

## **E. Prohibited Practices**

1. The following practices are prohibited for school personnel in the public schools of this state under all circumstances, including emergency situations:
  - a. Corporal punishment, as defined in MCL 380.1312.
  - b. The deprivation of basic needs.
  - c. Child abuse.
  - d. Seclusion, other than emergency seclusion.
  - e. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil.
  - f. Mechanical restraint.
  - g. Chemical restraint.
  - h. Any restraint that negatively impacts breathing.
    - i. Any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe.
    - ii. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.
  - i. Prone restraint.
  - j. Physical restraint, other than emergency physical restraint.
  - k. Any other type of restraint.

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## **V. Emergency Physical Restraint**

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Physical restraint is intended for the purposes of emergency situations only, in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

Emergency physical restraint may not be used in place of appropriate less restrictive interventions.

### **A. Definition of Restraint**

1. "Restraint" means an action that prevents or significantly restricts a pupil's movement.
  - a. "Physical restraint" means restraint involving direct physical contact.
  - b. "Chemical restraint" means the administration of medication for the purpose of restraint.
  - c. "Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

2. Restraint does not include:
  - a. the brief holding of a pupil in order to calm or comfort;
  - b. the minimum contact necessary to physically escort a pupil from one area to another;
  - c. the minimum contact necessary to assist a pupil in completing a task or response if the pupil does not resist or resistance is minimal in intensity or duration; or
  - d. the holding of a pupil for a brief time in order to prevent an impulsive behavior that threatens the pupil's immediate safety, such as running in front of a car.
3. Restraint does not include:
  - a. the administration of medication prescribed by and administered in accordance with the directions of a physician;
  - b. an adaptive or protective device recommended by a physician or therapist when it is used as recommended; or
  - c. safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation.
4. Restraint does not include necessary actions taken:
  - a. to break up a fight;
  - b. to stop a physical assault, as defined in MCL 380.1310(b); or
  - c. to take a weapon from a pupil.

Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

## **B. Definition of Emergency Physical Restraint**

"Emergency physical restraint" is defined in MCL 380.1307h(d) as "a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others."

## **C. Limitations in Use**

1. Emergency physical restraint is not permitted:
  - a. if the physical restraint is used:
    - i. for the convenience of school personnel;
    - ii. as a substitute for an educational program;
    - iii. as a form of discipline/punishment;
    - iv. as a substitute for less restrictive alternatives;
    - v. as a substitute for adequate staffing; or
    - vi. as a substitute for school personnel training in positive behavioral intervention and support;
  - b. as prohibited under MCL 380.1307b; or

- c. when contraindicated based on (as documented in a record or records made available to the school) a pupil's:
  - i. disability;
  - ii. health care needs; or
  - iii. medical or psychiatric condition.

#### **D. General Procedures for Emergency Restraint**

1. Emergency physical restraint shall be performed in a manner that, based on research and evidence, is:
  - a. safe;
  - b. appropriate; and
  - c. proportionate to and sensitive to the pupil's:
    - i. severity of behavior;
    - ii. chronological and developmental age;
    - iii. physical size;
    - iv. gender;
    - v. physical condition;
    - vi. medical condition;
    - vii. psychiatric condition; and
    - viii. personal history, including any history of physical or sexual abuse or other trauma.
2. School personnel shall call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
3. Time and Duration – Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended and generally no longer than 10 minutes. If an emergency physical restraint lasts longer than 10 minutes, all of the following are required:
  - a. additional support (which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel); and
  - b. documentation to explain the extension beyond the time limit.
4. School Personnel Requirements – while using emergency physical restraint, school personnel must do all of the following:
  - a. involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil;

- b. continually observe the pupil in emergency physical restraint for indications of physical distress and seek medical assistance if there is a concern;
  - c. document observations;
  - d. ensure to the extent practicable, in light of the ongoing emergency situation, that the emergency physical restraint does not interfere with the pupil's ability to communicate using the pupil's primary mode of communication; and
  - e. ensure that at all times during the use of emergency physical restraint there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.
- 5. Documentation and Reporting – Each use of restraint and the reason for each use shall be:
  - a. documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately; and
  - b. documented in a written report for each use of restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.
- 6. Debrief - After any use of restraint, school personnel must make reasonable efforts to debrief and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on forms developed by the department.
- 7. Reoccurring Behavior – If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency physical restraint, school personnel are encouraged to do all of the following:
  - a. conduct a functional behavioral assessment;
  - b. develop or revise a positive behavioral intervention and support plan to facilitate the elimination of the use of restraint;
  - c. develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least:
    - i. the parent or guardian;
    - ii. the pupil (if appropriate);
    - iii. the individuals responsible for implementation of the positive behavioral intervention and support plan; and
    - iv. individuals knowledgeable in positive behavioral intervention and support.

8. Emergency Intervention Plan – If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency physical restraint, school personnel should develop a written emergency intervention plan to protect the health, safety, and dignity of the pupil. The emergency intervention plan should be developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency physical restraint, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of restraint. The emergency intervention plan should be developed and implemented by taking all of the following documented steps:
- a. describe in detail the emergency intervention procedures;
  - b. describe in detail the legal limits on the use of emergency physical restraint, including examples of legally permissible and prohibited use;
  - c. make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency physical restraint;
  - d. conduct a peer review by knowledgeable school personnel; and
  - e. provide the parent or guardian with all of the following, in writing and orally:
    - i. a detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation;
    - ii. an explanation of what constitutes an emergency situation as defined in MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition;
    - iii. a detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency physical restraint;
    - iv. a detailed explanation of the legal limits on the use of emergency physical restraint, including examples of legally permissible and prohibited use;
    - v. a description of possible discomforts or risks; and
    - vi. answers to any questions.

A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency physical restraint could be used.

Emergency physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of



school personnel, as discipline or punishment, or as a substitute for an appropriate educational program. The development of an emergency intervention plan shall be solely for the purpose of protecting the health, safety, and dignity of the pupil and does not expand the legally permissible use of emergency physical restraint.

9. Data Collection – The school district, public school academy, or intermediate school district shall collect and report data regarding the use of restraint. The data should:
  - a. be analyzed to determine the efficacy of the school's school-wide system of behavioral support;
  - b. be analyzed in the context of attendance, suspension, expulsion, and dropout data;
  - c. be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of restraint;
  - d. be analyzed on a schedule determined by the MDE; and
  - e. be reported to the MDE.
  - f. include a list of appropriately-trained key identified personnel and their levels of education; training; and knowledge. This request for information that is currently reported to the Center for Education Performance and Information (CEPI) satisfies this requirement.

## **E. Prohibited Practices**

1. The following practices are prohibited for school personnel in the public schools of this state under all circumstances, including emergency situations:
  - a. Corporal punishment, as defined in MCL 380.1312.
  - b. The deprivation of basic needs.
  - c. Child abuse.
  - d. Seclusion, other than emergency seclusion.
  - e. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil.
  - f. Mechanical restraint.
  - g. Chemical restraint.
  - h. Any restraint that negatively impacts breathing.
    - i. Any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe.
    - ii. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.
  - i. Prone restraint.

- j. Physical restraint, other than emergency physical restraint.
- k. Any other type of restraint.

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## Appendix A: Key Terms

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**Chemical Restraint** means the administration of medication for the purpose of restraint.

**De-Escalation Techniques** means evidence- and research-based strategically employed verbal or nonverbal interventions used to reduce the intensity of threatening behavior before, during, and after a crisis situation occurs.

**Documentation** means documentation developed by the department that is uniform across the state.

**Emergency Situation** means a situation in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others. An emergency situation requires an immediate intervention.

**Functional Behavioral Assessment** means an evidence- and research-based systematic process for identifying the events that trigger and maintain problem behavior in an educational setting. A functional behavioral assessment shall describe specific problematic behaviors, report the frequency of the behaviors, assess environmental and other setting conditions where problematic behaviors occur, and identify the factors that are maintaining the behaviors over time.

**Key Identified Personnel** means those individuals who have received the mandatory training described in MCL 380.1307g(b)(i) to (xvi).

**Mechanical Restraint** means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.

**Physical Restraint** means restraint involving direct physical contact.

**Positive Behavioral Intervention and Support** means a framework to assist school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum of intensifying supports based on pupil need that unites examination of the function of the problem behavior and the teaching of alternative skill repertoires to enhance academic and social behavior outcomes for all pupils.

**Positive Behavioral Intervention and Support Plan** means a pupil-specific support plan composed of individualized, functional behavioral assessment-based intervention strategies, including, as appropriate to the pupil, guidance or

instruction for the pupil to use new skills as a replacement for problem behaviors, some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and procedures for monitoring, evaluating, and modifying the plan as necessary.

**Prone Restraint** means the restraint of an individual facedown.

**Regularly and Continuously Work Under Contract** means that term as defined in MCL 380.1230.

**Restraint** means an action that prevents or significantly restricts a pupil's movement. Restraint does not include the brief holding of a pupil in order to calm or comfort, the minimum contact necessary to physically escort a pupil from one area to another, the minimum contact necessary to assist a pupil in completing a task or response if the pupil does not resist or resistance is minimal in intensity or duration, or the holding of a pupil for a brief time in order to prevent an impulsive behavior that threatens the pupil's immediate safety, such as running in front of a car. Restraint does not include the administration of medication prescribed by and administered in accordance with the directions of a physician, an adaptive or protective device recommended by a physician or therapist when it is used as recommended, or safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation. Restraint does not include necessary actions taken to break up a fight, to stop a physical assault, as defined in MCL 380.1310, or to take a weapon from a pupil. Restraint does not include actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action.

**Restraint That Negatively Impacts Breathing** means any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach.

**School Personnel** includes all individuals employed in a public school or assigned to regularly and continuously work under contract or under agreement in a public school, or public school personnel providing service at a nonpublic school.

**Seclusion** means the confinement of a pupil in a room or other space from which the pupil is physically prevented from leaving. Seclusion does not include the general confinement of pupils if that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire prevention code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of pupil.

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## **Appendix B: Michigan State Board of Education Positive Behavior Support Policy**

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The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote prosocial behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and prosocial behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a school-wide positive behavior support strategy.

**Adopted September 12, 2006**

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## **Appendix C: The Revised School Code (Excerpt)**

### **Act 451 of 1976**

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**380.1312 "Corporal punishment" defined; infliction of corporal punishment by employee, volunteer, or contractor; exercise of necessary reasonable physical force; liability; violation; deference given to reasonable good-faith judgments; development, implementation, and enforcement of code of student conduct; model list of alternatives to use of corporal punishment; authority permitting corporal punishment void.**

Sec. 1312.

- (1) As used in this section, "corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.
- (2) Corporal punishment does not include physical pain caused by reasonable physical activities associated with athletic training.
- (3) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy shall not inflict or cause to be inflicted corporal punishment upon any pupil under any circumstances.
- (4) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary for 1 or more of the following:
  - (a) To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.
  - (b) For self-defense or the defense of another.
  - (c) To prevent a pupil from inflicting harm on himself or herself.
  - (d) To quell a disturbance that threatens physical injury to any person.

- (e) To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.
  - (f) To protect property.
- (5) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy who exercises necessary reasonable physical force upon a pupil, or upon another person of school age in a school-related setting, as described in subsection (4) is not liable in a civil action for damages arising from the use of that physical force and is presumed not to have violated subsection (3) by the use of that physical force. This subsection does not alter or limit a person's immunity from liability provided under 1964 PA 170, MCL 691.1401 to 691.1415.
- (6) A person who willfully or through gross negligence violates subsection (3) or who willfully or through gross negligence violates subsection (4) may be appropriately disciplined by his or her school board or public school academy. This subsection does not limit a school board's or public school academy's authority to discipline an employee for a violation of its own policies.
- (7) In determining whether an employee, volunteer, or contractor has acted in accordance with subsection (4), deference shall be given to reasonable good-faith judgments made by that person.
- (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.
- (9) The department shall develop a model list of alternatives to the use of corporal punishment. This model list shall be developed in consultation with organizations that represent the interests of teachers, school employees, school boards, school administrators, pupils, parents, and child advocates, plus any other organization that the state board of education may wish to consult. The department shall send this model list to each school district, public school academy, and intermediate school district in the state and to each nonpublic school in the state that requests it. A local or intermediate school board or public school academy shall approve and cause to be distributed to each employee, volunteer, and contractor a list of alternatives to the use of corporal punishment. Upon request, the department of

education shall provide assistance to schools in the development of programs and materials to implement this section.

- (10) Any resolution, bylaw, rule, policy, ordinance, or other authority permitting corporal punishment is void.

**History:** 1976, Act 451, Imd. Eff. Jan. 13, 1977 ;-- Am. 1988, Act 521, Eff. Mar. 30, 1989 ;-- Am. 1992, Act 6, Imd. Eff. Mar. 10, 1992 ;-- Am. 1995, Act 289, Eff. July 1, 1996 ;-- Am. 2000, Act 461, Imd. Eff. Jan. 10, 2001

**Popular Name:** Act 451

## 2000

## STUDENTS

### 2000.07

### Health and Safety

**Wellness** The Board of Education recognizes that student wellness is integral to learning, growth and development. The School District will promote proper nutrition and nutrition education, as well as regular physical activity, as steps toward student wellness. The Superintendent or his/her designee will develop administrative procedures to implement this policy.



**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**

**2000.07**

**Dietary Adjustments for Students**

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The Wyandotte Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meals will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with this disability.

The licensed physician's statement shall specifically describe:

- a. The nature of the student's disability;
- b. The reason the disability prevents the student from eating the regular school meals;
- c. Foods to be omitted from the student's diet;
- d. The specific diet prescription along with the substitutions(s) needed.

The District, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based on the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "Health Plan" shall be developed and implemented when needed for identified students in which necessary accommodations are made to ensure full participation of identified student in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

The Superintendent shall prepare administrative guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and medically approved instructions for the administration of medications.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
Head Lice

**2000.07**

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The School District of the City of Wyandotte understands the importance of its role in controlling communicable disease. Therefore, students with active head lice will have a parent/guardian notified. Prior to re-admittance, the student will need to be treated and show proof that all live lice have been removed. Students excluded for lice are expected to return to school within 48 hours, lice free.

Please refer to the District Head Lice Manual at <http://www.wyandotte.org/parents-and-community/health--safety/forms/lice-information> on our District Website.

**PROCEDURES**Nutrition and Wellness

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Even though families are the primary teachers for their children, the present and future health, safety, and well-being of students are also the concern of the School District. Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially. The School District has a duty to help prevent unnecessary injury, disease, and chronic health conditions that can lead to disability or early death, and to teach students to take responsibility for their own health by adopting health-enhancing attitudes, behaviors and lifestyles.

1. The School District shall encourage students to make nutritious food choices.
2. Every year, all PreK-12 students shall have the opportunity to participate in supervised physical activities, either organized or unstructured, intended to maintain physical fitness and to understand the short- and long-term benefits of a physically active and healthy lifestyle.
3. Healthy lifestyle choices and nutrition education topics shall be integrated into and throughout the curriculum when appropriate.
4. Food and beverages that compete with the District's Procedures of promoting a healthy school environment shall be discouraged.
5. The District shall monitor food service distributors and snack vendors to ensure that they provide predominately healthy food and beverage choices that comply with the District's Procedures in all venues.
6. The District shall encourage healthy fundraisers as alternatives to fund-raising that involve selling food items of limited nutritional value.
7. Vending sales of soft drinks, artificially-sweetened drinks and candy will not be permitted on school grounds prior to the start of the school day or throughout the instructional day, but may be permitted at special events that begin after the conclusion of the instructional day.
8. In order to send consistent messages to students, all adults in the school environment are encouraged to make healthy food choices and healthy lifestyle choices, and engage in physical activity.

## 2000

## STUDENTS

### 2000.07

### Health and Safety

**Epinephrine Auto-Injectors (Epi-Pens)** The District will acquire, purchase and maintain at least two (2) functioning epinephrine auto-injectors (epi-pens) for and at each school building it operates. Properly trained district personnel or authorized contractors will administer an epi-pen injection to any individual on school grounds who is believed to be having an anaphylactic reaction or any student who has a prescription on file at the school. The District will notify the parent(s) or legal guardian of any student to whom the District administers an epi-pen injection on school grounds or at a school-related activity.

The Superintendent shall promulgate administrative regulations for implementing this policy, which regulations are to incorporate by reference, the Michigan Department of Education's Medication Administration Guidelines.

**PROCEDURES****Epinephrine Auto-Injectors (EPI-PENS)**

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The School District will acquire, purchase and maintain at least two functioning epinephrine auto-injectors (epi-pens) for and at each school building it operates. Properly trained District personnel or authorized contractors will administer an epi-pen injection to any individual, on school grounds, that is believed to be having an anaphylactic reaction or any student who has a prescription on file at the school. The District will notify the parent(s) or legal guardian of any student to whom the District administers an epi-pen injection on school grounds or at a school-related activity.

The purpose of these Procedures is to comply with 2013 PA 187 (PA 187). These Procedures are not intended, and should not be construed, to create or grant any rights or remedies to any person. The Superintendent will promulgate administrative regulations for implementing these Procedures consistent with the requirements of PA 187, which regulations will incorporate, by reference, the Michigan Department of Education's Medication Administration Guidelines.

**WYANDOTTE PUBLIC SCHOOLS**  
**PROCEDURES**  
**Epinephrine Auto-Injectors (EPI-PENS)**

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**2000.07**

**Introduction**

These Administrative Procedures are promulgated to implement District Policy – Epinephrine Auto-Injectors (Epi-Pens). These Procedures should be implemented in a manner that is not inconsistent with 2013 PA 187 (PA 187) and the Michigan Department of Education's (MDE) Guidelines for Administering Medications to Pupils at School (the Guidelines). Any inconsistency between this procedure and PA 187 or the Guidelines must be resolved in favor of PA 187 or the Guidelines.

**Student Possession and Use of Epi-Pens or Inhalers**

A student will be permitted to, and will not be prohibited from, using an epi-pen or inhaler on school premises or at school activities, programs and events if the following three conditions are met:

1. The student has permission to use the epi-pen or inhaler from his or her physician and, if the student is a minor, from his or her parent(s) or legal guardian.
2. The building administrator has received a copy of the necessary written permissions.
3. The school has on file a written emergency care plan (or IEPT Report or 504 Plan that includes a written emergency care plan, however designated) prepared or approved by a licensed physician in collaboration with the student and the student's parent(s) that is updated as necessary to account for any change in the student's circumstances.

The building administrator will notify each teacher of each student in his or her classroom who is permitted to use an epi-pen or inhaler pursuant to this regulation.

**District Acquisition and Maintenance of Epi-Pen Injectors**

The District will acquire and deliver at least two functioning epi-pens to each school building. The building administrator is responsible for maintaining the epi-pens at his or her building, making them readily accessible to designated staff members and notifying his or her supervisor if he or she believes the necessary number of epi-pens is not available or functional. The building administrator may request, but may not require, the parent(s) or legal guardian of a student to provide extra epi-pens or inhalers for the school. The District is required to attempt to secure funding for required epi-pens from alternative sources before submitting an application for reimbursement to the MDE.

**Training and Designation**

The District is responsible for training a sufficient number of staff members in each school to properly administer epi-pens, as follows: at least one staff member if the instructional and administrative staff is less than 10; and, at least two staff members if the instructional and administrative staff is more than 10. All training will be conducted, evaluated and approved by a licensed registered professional nurse. The building

**Effective Date: September 6, 2015**

**PROCEDURES****Epinephrine Auto-Injectors (EPI-PENS)**

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administrator is authorized to authorize the necessary number of staff members to administer epi-pen injections on school grounds. The building administrator is also responsible for informing other school personnel which staff members have been authorized to administer epi-pen injections on school grounds and for notifying his or her supervisor if there are an insufficient number of trained or authorized staff members in the building.

**Administration of Epi-Pen Injectors**

Authorized staff members who have been trained in accordance with these regulations are required to administer an epi-pen injection to any person on school grounds that is believed to be having an anaphylactic reaction. An anaphylactic reaction is a severe, potentially life-threatening allergic reaction that may occur within seconds or minutes of exposure to an allergen. Common allergens that cause anaphylactic reactions in school include, but are not limited to, peanuts and tree nuts and venom from bee stings. All administrators and teachers are required to notify an authorized staff member in the event he or she believes an individual on school grounds is having an anaphylactic reaction.

**Reporting**

The building administrator is required to notify the parent of any student who receives an epi-pen injection at school and his or her supervisor. The District is required to report to MDE, annually: the number of epi-pen injections to students at school each year; the number of epi-pen injections to students who were not known to have allergies; and, the number of students who were administered epi-pens from the School District's stock of epi-pens.