

BENTLEY COMMUNITY SCHOOLS

STUDENT HANDBOOK

Barhitte Elementary School

Bentley Middle School

Bentley High School

BOLD Academy



Dr. Kristy Spann, Superintendent (810) 591-9120

Mrs. Debra Gooch, Barhitte Elementary Principal (810) 591-9661

Mr. Scott Bednarski, Middle School Principal (810) 591-9040

Justin Dickerson, High School Principal (810) 591-9046



Foreword

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain board policies and procedures. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District; it is not intended to be all-encompassing, nor does it create a contract between the school and parents or students. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. If a situation is not specifically addressed, the school will make decisions based upon staff discretion, applicable board policies, and state and federal statutes and regulations, consistent with the school's best interests. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the schools' rules as of May 1, 2022. If any of the policies or administrative guidelines referenced herein are revised after May 1, 2022, the language in the most current policy or administrative guidelines prevail.

Mission of the School

The mission of the Bentley Community School District is to address the needs of each child, both socially and academically, to ensure their personal growth. We will partner with stakeholders to instill a strong commitment to citizenship and pride in self and the community.

Bentley Community Schools Board of Education

Mrs. Amanda Mobley, President

Mrs. Cheryl Blosser, Vice President

Ms. Toby Bauldry, Secretary

Mr. Gary Wines, Treasurer

Mr. Kevin Burge, Trustee

Mrs. Dawn McDaniel, Trustee

Mrs. Marisa Downs, Trustee



TABLE OF CONTENTS

Foreword..... 2

Mission of the School..... 2

Bentley Community Schools Board of Education 2

Equal Education Opportunity..... 8

Parent and Family Engagement in Title I Programs..... 8

Barhitte Elementary 8

Bentley Middle School Title I Parent Policy 13

School Day..... 16

Student Rights and Responsibilities..... 16

Student Well-Being 16

Injury and Illness 17

Homebound Instruction..... 17

Section I: General Information..... 17

 Enrolling in the School 17

 Scheduling and Assignment 18

 Elementary 18

 Secondary..... 18

 Early Dismissal/Pick-Up..... 18

 Transfer out of the District..... 18

 Withdrawal from School 19

 Immunizations..... 19

 Emergency Medical Authorization..... 19

 Use of Medications 19

 Asthma Inhalers and Epi-Pens..... 20

 Nonprescription (Over the Counter) Medications..... 20

 Elementary (Grades K to 5) 20

 Secondary (Grades 7 to 12)..... 20

 Control of Casual Contact Communicable Diseases 20

 Control of Non-Casual Contact Communicable Diseases 20

 Individuals with Disabilities..... 21

 Limited English Proficiency 21

 Student Records..... 21

 Armed Forces Recruiting..... 23

 Student Fees, Fines and Supplies..... 24

 Student Fundraising 24

 Student Valuables 25

 Review of Instructional Materials and Activities 25

Meal Service.....	25
Fire, Lock-down and Tornado Drills	25
Emergency Closings and Delays	25
Preparedness for Toxic and Asbestos Hazards	26
Visitors	26
Use of the Library.....	26
Use of School Equipment and Facilities	26
Lost and Found.....	26
Student Sales.....	26
Use of Phones	27
District Cell Phone Policy	28
Advertising Outside Activities	28
Section II: Academics	29
Course Offerings	29
Field Trips.....	29
Grades	30
K-3 Reporting	30
4 th - 12 th Reporting.....	30
Grading Periods.....	30
Promotion, Placement and Retention	31
Elementary – Middle School	31
High School.....	31
Graduation Requirements	31
Homework.....	33
Dual Enrollment	33
Online and Blended Courses	33
Recognition of Academic Achievement	33
Computer Technology and Networks	33
Abuse of Network Resources	39
Unauthorized Printing.....	39
Student Assessment.....	39
Section III: Student Activities	40
School Sponsored Clubs and Activities	40
Nonschool Sponsored Clubs and Activities.....	41
Athletics	41
Student Employment	41
Section IV: Student Conduct	41
Attendance.....	41



School Attendance Policy.....	41
Exempt Absences	42
Verified Absences.....	42
Truancy.....	42
Suspension from School.....	42
Tardiness: Elementary Level	43
Tardiness: Secondary Level	43
Vacations during the School Year	43
Student Attendance at School Events.....	43
Code of Conduct.....	43
Expected Behaviors.....	43
Dress and Grooming.....	44
Barhitte Elementary School Dress Code	44
Middle School Dress Code	45
High School Dress Code	45
Gangs.....	46
Care of Property.....	46
Title IX Sexual Harassment.....	46
Student Discipline Code	47
Explanation of Codes Applying to the Student Discipline Code.....	47
Use of Drugs	47
Use of Breath-Test Instruments.....	47
Use of Tobacco	48
Student Disorder/Demonstration	48
Possession of a Weapon	48
Use of an Object as a Weapon	48
Knowledge of Dangerous Weapons or Threats of Violence	49
Purposely Setting a Fire	49
Physically Assaulting a Staff Member or Member of the District	49
Verbally Threatening a Staff Member/Student/Person Associated with the District	49
Extortion.....	49
Gambling	49
Falsification of School Work, Identification, Forgery	49
False Alarms, False Threats, Bomb Threats	49
Explosives.....	49
Trespassing.....	50
Theft	50
Disobedience.....	50



Damaging Property	50
Persistent Absence or Tardiness	50
Unauthorized Use of School or Private Property	50
Refusing to Accept Discipline	51
Aiding or Abetting Violation of School Rules	51
Displays of Affection	51
Violation of Individual/Classroom Rules	51
Disruption of the Educational Process.....	51
Harassment	51
Hazing.....	53
Bullying and Other Aggressive Behavior – Policy 5517.01.....	53
Notification	54
Reporting.....	54
Implementation	54
Procedure.....	54
Non-Retaliation/False Reports.....	55
Definitions	56
Possession of a Fire Arm, Arson, and Criminal Sexual Conduct.....	57
Criminal Acts	57
Safety Concerns.....	57
Profanity.....	58
Discipline	58
Informal Discipline	58
Definitions	58
Formal Discipline.....	58
Building-Specific Discipline Plan: Barhitte Elementary School	59
Early Elementary Students (Grades K, 1, 2)	59
Upper Elementary Students (Grades 3 - 5)	60
Building-Specific Discipline Plan: Middle School Discipline Policy.....	61
Proactive Steps to Ensure a Positive and Safe Environment	61
School Discipline Plan and Consequences	62
Plan for Minor and Major Behaviors/Removal from Classroom	62
Building-Specific Discipline Plan: High School Discipline Plan	65
Discipline of Students with Disabilities	67
Due Process Rights	67
Long Term Suspension / Expulsion/ Hearing	69
Discipline of Students with Disabilities	69
Search and Seizure	69



Student Rights of Expression	70
Student Concerns, Suggestions, and Grievances	70
Section V: Transportation	70
Bus Transportation to School.....	70
Bus Conduct	71
Video-recording on School Buses	72
Penalties for Infractions	72
Self-Transportation to School	72

Equal Education Opportunity

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that they have been discriminated against on the basis of their race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer/Title IX Coordinator listed below:

Scott Bednarski
Middle School Principal
(810) 591-9040

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

Parent and Family Engagement in Title I Programs

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism.

The term "parents" and "families" is used in order to include children's primary caregivers, including those who are not their biological parents, such as foster caregivers, grandparents, and other family members. Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan can be found in Board [Policy 2112](#). As enacted for Title I programming, the respective Title I School-Wide Parent Involvement Policies are provided below.

Barhitte Elementary

Vision Statement: Learn today, Lead tomorrow

Mission Statement: The mission of the Bentley Community School District is to address the needs of each child, both socially and academically, to ensure their personal growth. We will partner with stakeholders to instill a strong commitment to citizenship and pride in self and the community

In accordance with the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) Parents, staff, and the building administrator have developed this Parent and Family Engagement Plan in accordance with the ESSA Section 1116 activities which are accomplished at Barhitte Elementary in the ways listed in each Section.

Policy Goal	School Plan to Meet Policy Goal
1116(b)(1) This Plan has been jointly developed and distributed to parents and family members in a language that can be understood. The Plan is updated	Parents and staff met to develop and revise the school-wide parent involvement policy. The policy is distributed to parents through the school handbook and discussed at the fall Parent-



periodically to meet the changing needs of parents and the school.	Teacher conferences. It is also available on our school website.
1116(c)(1) Convene an Annual Title I Parent Meeting at a time convenient to parents to inform parents of the Title I requirements and their right to be involved.	An annual meeting will be held for families of all students to learn and provide input into the Title I plan, inform families about programming and initiatives, seek input on perceived needs for parent/family education, review the School Parent/Family Engagement Plan, explain our Title I program, and provide information regarding ways families can be involved to help their child be successful. This meeting will occur in the first few months of school.
1116(c)(2) Offer flexible number of meetings at times convenient to parents and provide transportation, childcare, or home visits as it relates to parental involvement.	Parent meetings are held 3-4 times per school year at a time that meets the needs of the majority of the parents. The meetings are designed for parents and their children to interact and work on activities together. Parent-Teacher conferences are held in the fall and spring in the late afternoon and evening. Teachers also schedule meetings to accommodate parents before, during or after school either in person or by phone throughout the school year.
1116(c)(3) Involve parents in an organized, ongoing and timely way in the planning, reviewing, and improvement of Title I programs, including the development, review, and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan.	Barhitte staff conduct meetings with parents on various topics related to the Title I program including the review and improvement of the Parent and Family Engagement Plan and the Schoolwide Program Plan. Our school website also includes Title I information.
1116(c)(4)(A) Provide parents of Title I children timely information about the Title I Program.	Progress reports and report cards are supplied to parents once a quarter. Third through fifth grade parents can access their child's grades anytime through Parent-Vue. Parent and teacher communication regarding a child's progress takes place through face-to-face meetings, phone conversations, email or notes home. The school provides a kindergarten orientation in the fall. A Title I pamphlet is sent home to all students. IRIPs are developed within 30 school days, which are given and explained to parents at the fall PT conferences. Parents are also supplied with a link to resources to use for their child. Updated information regarding the child's progress toward their goals is given to parents in January and again at the end of the school year.



<p>1116(c)(4)(B) Provide parents of Title I children a description and explanation of the curriculum used at the school, the forms of academic assessment used to measure progress, and the achievement levels students are expected to meet.</p>	<p>Barhitte staff provide parents a pamphlet, which is tailored to each grade level outlining the curriculum, assessments we use and proficiency levels. Our standards based report cards help parents to understand grade level expectations and their child's progress. The District/School website will make the compact and the Parent Engagement Plan available for parents to read.</p>
<p>1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child's education, and to respond to any suggestions as soon as possible.</p>	<p>Barhitte staff members provide family engagement meetings three to four times a year. Title I meetings are held during flexible times. Parent-Teacher conferences are held two times a year. Telephone calls, emails and written correspondence takes place between parents and staff. An annual perception and Title I survey is given.</p>
<p>1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).</p>	<p>One parent meeting per school year will be designated to solicit parent suggestions and comments on the plan. A link on the school website will allow parents to leave suggestions and comments regarding the plan. The information from the website will be reviewed monthly with administrators responding via email, phone call or conference. A parent survey will be given at the Title I meetings to provide feedback on the Family Engagement meetings and the Title I program. Email/written correspondence takes place between parents, teachers and administration.</p>
<p>1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. 1116(d)(2)(A) Addresses the importance of communication between teachers and families on an ongoing basis at elementary schools through, at a minimum, parent teacher conferences, as it relates to an individual child's achievement. 1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards. 1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and</p>	<p>Barhitte school compacts will be annually developed and reviewed for the legislature requirements listed in the following ways:</p> <p>The Parent/Teacher/Student compact is developed jointly with parents and staff and reviewed annually. Revisions are made based on the second semester Parent Perception Survey results and additional suggestions provided by families.</p> <p>The compact is reviewed and given to all families at the Fall Parent Teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.</p> <p>The compact will be reviewed annually by the district.</p>



<p>instruction. 1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning. 1116(d) Describe specific ways students will be responsible for their learning. 1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. 1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact. 1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. 1116(f) Communicate information using family friendly language and format.</p>	
<p>1116(e)(1) Shall provide assistance to parents of students served by the school in understanding the State's academic content standards, the State and Local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children.</p>	<p>Parent meetings are held three to four times per year with one meeting dedicated to explaining state content standards, MSTEP proficiency levels and district level assessments. Title I staff share information about the Title I program, how students qualify, and the goals for exiting the program. A Title I brochure provides information on the title I programming, family engagement opportunities and school contact information. Title I staff conducts a Title informational meeting and are available during parent-teacher conferences.</p>
<p>1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.</p>	<p>Barhitte staff hosts parent meetings, which provide materials and training to parents to help them work with their children to improve their child's academic achievement. These meetings take place at a time that is flexible and meets the needs of most parents. Training on Parent-View and the district website takes place at the beginning of the year. Teacher websites offer and provide parents materials and age level appropriate websites to use with their children. Parents are provided a curriculum guide at the beginning of the year and it is also posted on the school website. Parents are given an opportunity to provide feedback on Title I services.</p>



<p>1116(e)(3) Shall educate staff in the value and utility of parents' contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.</p>	<p>To ensure that quality parent involvement is part of Barhitte Elementary School's professional development plan, ten to fifteen minutes is dedicated to discussion on how to best encourage parents' involvement, during staff meetings or designated district provided professional development days. The principal includes excerpts into her Weekly Communication to staff that gives suggestions on ways to increase parent involvement. Mentor/Mentee meetings include focal points related to parent involvement.</p>
<p>1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</p>	<p>Title I staff and administration communicate with local youth groups, organizations and special education to make sure that scheduling conflicts don't exist. Efforts are made to ensure that parents can attend all programs and won't have a conflict attending parent-teacher conferences for students who may be in all buildings. Our social workers inform and help parents with resources that will benefit their child.</p>
<p>1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.</p>	<p>Information is given to parents in a variety of ways including: written newsletters, emails, social media, school website and School Messenger calls. Jargon and use of acronyms are avoided. School and classroom newsletters are written in a parent friendly language. Daily/weekly take home folders are used. Services from the Genesee Intermediate School District are utilized to assist in translations. Phone lines and computers are available in classrooms for parents and teachers' communication needs. Conferences are always available upon request by a parent.</p>
<p>1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.</p>	<p>Parents are able to contact teachers and/or administrators to request reasonable support at any time by personal contact, note, email or phone call. Parents receive feedback within a 24-hour period during the workweek. Survey information or requests that come in through conversations or written correspondence are collected.</p>



1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Flexible meeting times are provided at parent request. Services and/or translations from the Genesee Intermediate School District are utilized. The building meets the requirements of the Americans with Disabilities Act. The school contacts the Michigan Department of Education for assistance regarding migratory needs.
---	--

**Bentley Middle School
Title I Parent Policy**

Policy Goal	School Plan to Meet Policy Goal
1118(c) (4) (c) Opportunities for parents to formulate questions, suggestions and participate in decision-making.	Bentley Middle School provides opportunities for parents to formulate questions, suggestions, and to participate in decision-making by providing parents with a written plan for discipline and procedures, in the form of a handbook. Bentley Middle School teachers send home an annual home survey, in an effort to have parents communicate special needs or concerns for their children in the upcoming year. Bentley Middle School parents are invited to attend semester meetings in an effort to review and improve policies. By using the online form, parents are able to submit questions and concerns to be discussed prior to those meetings.
1118 (c) (5) Process for Parents to submit comments on the plan if not satisfactory.	Bentley Middle School uses a four step system for parents to communicate concerns. First, parents call the building principal or submit a request for an appointment using the online form. Secondly, a meeting is set up with the building principal and any appropriate staff within one week. If a satisfactory answer is not reached, parents are asked to write a letter voicing their concerns. The letter is either disseminated to appropriate members of administration and staff by the building principal, or may be delivered to the building principal and superintendent within three business days of the meeting. Parents receive a phone call to set up a meeting with the superintendent within three business days. In the event that further discussion is needed, parents are encouraged to attend the monthly district board meeting to voice their concerns in open forum or to forward their concerns to the Board of Education.
1118 (d) (1) Jointly develop compact	The Bentley Middle School Parent Compact was collaboratively written between staff and parents at the Spring 2014 Title One Stakeholder meeting held at Bentley High School.
1118 (d) (2) (A) Compact Shared	Bentley Middle School conducts a beginning of the school year kick off where parents of the Middle School students receive a copy of the parent handbook and the Parent Compact. Each of the documents contain a parent signature area that parents are to return to school. Within the first marking

	period conferences, teaching staff explain the compact through one-on-one conferences during their regular conference time.
1118 (d) (2) (B) Frequent reporting on child's progress	In an effort to maintain positive parental contact, Bentley Middle School provides several different venues to provide parents with reports regarding their child's progress. At the beginning of each school year, parents receive passwords and accounts for ParentVue, a computer application that aligns the teacher grades with parent reports. Passwords and accounts are kept in the main office and are sent to parents at each report card marking. When Bentley Middle School students are not performing academically above a C-, or behavior issues arise, parents are contacted by phone by the appropriate staff member. When additional behavior intervention is needed, Bentley Middle School students will discuss with the interventionist or principal, and will make a phone call home to their parents explaining the issue and its outcome.
1118 (d) (2) (c) Reasonable access to staff, volunteering, observation in the classroom.	All parents that are interested in volunteering for Bentley Middle School programs are to fill out the district volunteer form. The form may be obtained in the Middle School office or the administration building. A criminal record check may be required. Upon completion of the volunteer form, parents can set meetings or schedule their time with the teacher and/or building's main office. Upon completion of the volunteer form and acceptance, volunteers will be given an identification badge to wear when they arrive at school for their program. The district website provides links to all staff contacts.
1118 (e)(1) Assist understanding of State content standards, achievement standards, assessments, Title 1, and how to monitor a child's progress.	Bentley Middle School parents receive a brochure from each curriculum designation and level which outlines, in common language, the expectations for our students. Bentley Middle School parents are encouraged to attend the annual district Title One Meeting.
1118(e)(2) Provide materials and training to parents.	Parents attend annual Title I meetings for training purposes. ParentVue training sessions take place during parent teacher conferences in the fall and spring. Teachers provide websites with direct links to resources available to parents.
1118 (e)(3) Educate staff on the value of parent involvement and how to reach out	Staff members participate in PLC's to discuss parent involvement. During staff meetings, staff members rotate and share out ideas regarding parental involvement. Guest speakers attend meetings to help staff members reach out to parents.



1118(e)(4) Coordinate with other programs	<p>Parent teacher conferences are scheduled to accommodate families.</p> <p>Events are scheduled accordingly so they will not interfere with other community events.</p> <p>Service Day activities connect to various organizations in the community.</p> <p>Emergency Food Pantry is in place with assistance from the Food Bank of Eastern Michigan.</p> <p>Stakeholder meetings provide parents with information regarding instructional material utilized during classroom instruction.</p>
1118 (e)(5) Provide information in a language and format they can understand.	<p>User-friendly language is used in all communication resources.</p> <p>Information is shared through social media resources, such as Facebook and Twitter, through a school account.</p> <p>Information is available through online sources, as well as paper copies, when sharing with district members.</p>
1118(e)(14) Provide other reasonable support	<p>Parents reach out to the school for support, such as child care assistance.</p> <p>Building transition meetings are held in June and August.</p>
1118 (f) Provide opportunities to participate for parents who are:	<p>Limited English:</p> <ul style="list-style-type: none"> • An ELL facilitator is provided to translate information. • Visuals, such as graphs and charts, are provided to represent information. • The Genesee Intermediate School District offers support resources as needed. <p>Disabled: Building is ADA compliant.</p> <ul style="list-style-type: none"> • The sign language teacher provides interpreting at school events and performances. • Verbal communication of information is provided. • Newsletters are shared online. <p>Migratory:</p> <ul style="list-style-type: none"> • We currently do not have any migratory students. If so, we would contact the Michigan Department of Education for assistance.



	Other Parent Involvement <ul style="list-style-type: none"> • Parents have the opportunity to chaperone field trips. • Parents are involved with the Service Day for our Community. • Parents have the opportunity to complete surveys periodically throughout the school year. • Band Boosters meet periodically throughout the school year.
--	--

School Day

BARHITTE ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
8:25 a.m. – 3150 p.m.	7:30 a.m. - 2:15 p.m.	7:30 a.m. - 2:15 p.m.

Student Rights and Responsibilities

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment if they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of their behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times, it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish their educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the school administrator.

Adult students (age eighteen (18) or older) must follow all school rules.

If residing at home, adult students should include their parents in their educational program.

Student Well-Being

Student safety is a responsibility of the students and staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, they must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the school office.

Injury and Illness

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the school's emergency procedures including the completion of an accident report.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether the student should remain in school or go home. Students with potential communicable diseases or conditions that may affect other students may be immediately sent home. No student will be released from school without proper parental permission.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school principal regarding procedures for such instruction. The building administrator and the special education coordinator must approve applications. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this state, parent, student, or other caregiver. A physician must certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

SECTION I: GENERAL INFORMATION

Enrolling in the School

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- an official birth certificate or similar document,
- court papers allocating parental rights and responsibilities, or custody (if appropriate),
- official proof of residency, and
- official proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. The building secretary will assist in obtaining the transcript, if not presented at the time of enrollment.

Homeless students who meet the federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children regarding enrollment procedures.



New students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting them self in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

Scheduling and Assignment

Elementary

The principal will assign each student to the appropriate classroom and program. Any questions or concerns about the assignment should be discussed with the principal.

Secondary

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the building administrator or designee. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students are expected to follow their schedules. Any variation should be approved with a pass or schedule change.

Foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students.

Early Dismissal/Pick-Up

A form of identification will be requested when signing out students.

Students will only be released to persons listed on the emergency card. Adding someone additional must be done in person—we will not add a person over the phone. If the person is not listed on the emergency card, we will not release the student.

If a student leaves early, it will be unexcused unless documentation is provided by a physician, a lawyer, or other similar professional.

We have a closed campus and cannot allow parents (or adult students) to call and sign them out for lunch. This has become a major safety issue and our main goal is to keep our students safe.

Transfer out of the District

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from Bentley Community Schools, the parent must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records may not be released if the transfer is not properly completed. Parents are encouraged to contact the Principal's Office for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.

Withdrawal from School

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of their parents.

Immunizations

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

Emergency Medical Authorization

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by their parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

Use of Medications

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.
- C. All medications must be registered with the principal's office.
- D. Medication that is brought to the office will be properly secured. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions. Parents should bring the medicine directly to the school office.
- E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.
- F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting them self on time and for taking the prescribed medication.
- G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

Asthma Inhalers and Epi-Pens

Students, with appropriate written permission from the physician and parent, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually.

Nonprescription (Over the Counter) Medications

Elementary (Grades K to 5)

The same guidelines apply to nonprescription medications as for prescription medications, stated in the preceding section.

Secondary (Grades 7 to 12)

Parents may authorize the school to administer a nonprescription medication using a form that is available at the school office. A physician does not have to authorize such medication. The parent may also authorize on the form that their child may self-administer the medication.

If a student is found using or possessing a nonprescription medication without parent authorization, they will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until written authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

Control of Casual Contact Communicable Diseases

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

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

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

Control of Non-Casual Contact Communicable Diseases

In the case of non-casual contact communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have their status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

Individuals with Disabilities

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against because of /a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the special education coordinator or principal to inquire about evaluation procedures and programs.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District. Parents should contact the English language program coordinator, Elizabeth Buckhold, at (810) 591-9123 or ebuckhold@bentleyschools.org to inquire about evaluation procedures and programs offered by the District.

Student Records

The School District maintains many student records including both directory information and confidential information.

Neither the Board nor its employees shall permit the release of the social security number of a student, or other individual except as authorized by law (see [policy 8350](#)). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. Student's name
- B. Address
- C. Phone number
- D. Date and place of birth
- E. Major field of study
- F. Participation in officially recognized activities and sports
- G. Height and weight, if member of an athletic team
- H. Dates of attendance
- I. Date of graduation
- J. Awards received
- K. Honor rolls
- L. Scholarships



- M. Phone numbers for inclusion in school or PTO directories
- N. School photographs or videos of students participating in school activities, events or programs
- O. E-mail address

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes and for inclusion in internal e-mail address books. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's education technology.

Parents and eligible students may refuse to allow the District to disclose any or all such "directory information" upon written notification to the District within ten (10) days after receipt of the District's public notice.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. For further information about the items included within the category of directory information and instructions on how to prohibit its release, you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found at www.bentleyschools.org in the section regarding Board of Education Board Bylaws and Policies, Student Records [Policy 8330](#).

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records, please provide a written notice identifying requested student records to the building secretary. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or their parents;
- mental or psychological problems of the student or their family;
- sex behavior or attitudes;

- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or their parents; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation. Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW 20202-4605
Washington, D.C.
www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and PPRA@ED.Gov.

Armed Forces Recruiting

The school must provide at least the same access to the high school campus and to student directory information as is provided to other entities offering educational or employment opportunities to those students. “Armed forces” means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request (Form 8330 F13) to the Board that indicates that the student or the parent or legal guardian does not want the student’s directory information to be accessible to official recruiting representatives, then the school officials of the school shall not allow that access to the student’s directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to

refuse disclosure to any or all “directory information” including in the armed forces of the United States and the service academies of the armed forces of the United States.

Annually, the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.

Student Fees, Fines and Supplies

Bentley Community Schools charges seniors a fee to cover the cost of cap/gown, diploma cover and yearbook. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or their family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See [policy 6152](#))

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Student Fundraising

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers:

- A. Crowdfunding activities are governed by [Policy](#) and [Administrative Guideline 6605](#).
- B. Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.
- C. Students must not participate in a fund-raising activity for a group in which they are not members without the approval of the building administrator.
- D. Students may not participate in fund-raising activities off school property without proper supervision by approved staff or other adults.
- E. Students may not engage in house-to-house canvassing for any fund-raising activity.
- F. Students who engage in fund raisers that require them to exert them self physically beyond their normal pattern of activity, such as "runs for", will be monitored by a staff member in order to prevent a student from over-extending them self to the point of potential harm.
- G. Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the school administration.

Student Valuables

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

Review of Instructional Materials and Activities

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

Meal Service

The Board believes the development of healthy behaviors and habits regarding eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. Parents interested in being involved should contact Jean Kish at jkish@bentleyschools.org

The school participates in the National School Lunch Program and makes lunches available to students for free. A la carte items are available. Students may also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal.

In order to make all meals available for all students for free, each student must complete the application for the school's Free and Reduced-Priced Meal program, whether they believe they are eligible or not. These applications are distributed to all students each year. If you have questions, please contact the building secretary or the Food Services Director.

Fire, Lock-down and Tornado Drills

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of lights and sound.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signals for tornadoes is a message via the public announcement system.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is a message via the public announcement system.

Emergency Closings and Delays

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify families in the following ways:

Parents and students are responsible for knowing about emergency closings and delays.

A School Messenger call will be sent to all families alerting them of the closing or delay. If you do not currently receive these calls, please contact your student's office to make sure you are on the phone list.

A posting will be immediately made on our website, Facebook and Twitter.



The following news station will broadcast closing information for Bentley:

- WEYI: TV25/CW46
- WJRT: TV12
- WNEM: TV5
- WSMH: Fox 66

Preparedness for Toxic and Asbestos Hazards

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the school District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Board offices upon request.

Visitors

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

Use of the Library

The library is available to students throughout the school day at Barhitte Elementary School. Books on the shelves may be checked out for a period of seven-fourteen days. To check out any other materials, contact the building administrator.

In order to avoid late fees, all materials checked out of the library must be returned to the library within two weeks or as determined by the school administrator.

Use of School Equipment and Facilities

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use. Student supervision is necessary including when using the gym, weight room, track, etc.

Lost and Found

Each school has a lost and found area. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of each semester.

Student Sales

No student is permitted to sell any item or service in school without the approval of the building administrator. Violation of this may lead to disciplinary action.

Use of Phones

Office telephones are not to use used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

Telephones are available in the school for students to use during office hours only and when they are not in class. Students are not to use telephones to call parents to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

District Cell Phone Policy

BARHITTE ELEMENTARY

Cell phones are discouraged at the elementary level and are not allowed to be used on any school property including buses. Cell phones may be confiscated by a staff member and would have to be picked up in the office by a parent or guardian.

MIDDLE and HIGH SCHOOL

Students will only be able to use their cellphones at school during non-instructional time.

If a student is using a cell phone inappropriately and/or outside of the classroom, the phone will be confiscated and delivered to the office. Rules governing continued violations of electronic use agreement will apply as outlined in the student handbook.

1st Offense

- Cell phones are held in the office until the end of the day.
- Students will sign for the cell phone at the end of the day in the office.

2nd Offense

- Cell phones are held in the office until the end of the day.
- A parent or guardian will be called informing them of the second offense.
- Students will sign for the cell phone at the end of the day.

3rd Offense

- Cell phone held in office until a parent or guardian comes to pick it up.
- A parent or guardian will sign for the cell phone after meeting with the student and principal.
- Additional offenses will be considered an act of insubordination.

There are specific times when possessing an electronic device jeopardizes safety and violates state regulations. All electronic devices possessed by a student may be collected by staff during emergency situations, during state testing, and at other times as deemed appropriate by the administrators.

Advertising Outside Activities

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

Each school has a central bulletin board located in the main office which may be used to posting notices after receiving permission from the principal.



SECTION II: ACADEMICS

Course Offerings

BARHITTE ELEMENTARY		
K-5 Classrooms		
All students will receive coursework in the following: English Language Arts, math, social studies, science, health, art, character education, gym, music, AND STEM.		
MIDDLE SCHOOL		
Advisory	Health	Social Emotional Learning
Art	Intermediate band	Social Studies 6, 7, 8
Beginning Band	Math 6, 7, 8	Spanish*
Choir	Algebra	STEM
Communications	Physical Education 6, 7, 8	Technology
English Language Arts (ELA) 6, 7, 8	Science 6, 7, 8	
HIGH SCHOOL		
Algebra	Child/Abnormal Psychology**	Psychology
Algebra II	Choir	Probability and Statistics
American Sign Language**	Computer Science	Public Speaking
Anatomy & Physiology	Computer Technology	Physics
AP Calculus	Consumer Math	Student Success Center
AP Environmental Science**	Criminal Justice**	Sociology
AP Psychology**	English 9, 10, 11,12	Spanish
Art	Geometry	Study Skills
Astronomy/Meteorology**	Government/Economics	Theater
Band	Leadership	Trig/Pre-Calc
Black History/Global Issues**	Marketing	Wars/Holocaust**
Bigger, Faster, Stronger	Modern American History	We the People**
Biology	Physical Education/Health	World History
Chemistry	Physical Science	Yearbook

*High school credit may be available

**GenNET Course

Note: Due to scheduling and enrollment, not all classes may be offered during each semester/school year.

CAREER-TECH CENTER: Selected junior and senior students are afforded an opportunity to further their vocational training through the cooperative efforts of the constituent districts of the Genesee County Intermediate School District.

Michigan Virtual High School and dual enrollment courses are also available to eligible high school students.

Field Trips

Field trips are academic activities that are held off grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parental consent.

Attendance rules apply to all field trips.

Grades

K-3 Reporting

Students in kindergarten through third grade will receive a standards-based report card every marking period and a progress report is sent mid-marking period. For each benchmark, students will receive one of the following marks:

3= SECURE (Meets Expectations)

2= PROGRESSING (Shows some understanding)

1= AREA OF CONCERN (Shows little or no understanding of the concept)

4th - 12th Reporting

Bentley Community Schools has a standard grading procedure, as well as additional notations that may indicate work-in-progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how their grade will be determined, they should ask the teacher.

The school uses the following grading system:

PROFICIENCY	MARK
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
0-59%	E
Passing	P
No Credit	NC
Incomplete	I
Satisfactory	S
Satisfactory -	S-
Unsatisfactory	U

Honors or advanced placement courses are weighted when calculating grade point average such that an A=5 points; B=4 points; C=3 points; D=2 points.

Grading Periods

Fourth and Fifth grade students will receive a standards-based report card every marking period and a progress report is sent mid-marking period. All other students shall receive a report card at the end of each semester indicating grades for

each course for that portion of the term. Report cards will be printed at the end of a marking period by parent request only.

When a student appears to be at risk of failure, notification will be provided to the parents, so they can talk with the teacher about what actions can be taken to improve poor grades. Parents can access student grades daily online through Parent Vue.

Promotion, Placement and Retention

Elementary – Middle School

Promotion to the next grade (or level) is based on the following criteria:

- current level of achievement;
- emotional, physical, and/or social maturity; and
- potential for success at the next level.

High School

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student's responsibility to keep in contact with their counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Principal's Office and a counselor will be pleased to answer any questions. Progress can also be monitored at home by accessing Parent Vue to review students' grades.

The following number of earned credits designate the grade in which the student will be registered:

- Freshman = 0 to 6 Credits
- Sophomore = 6 Credits to 12 Credits
- Junior = 12 Credits to 18 Credits
- Senior = 18 or more Credits

Graduation Requirements

It shall be the policy of the 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 annually notify each of its students and a parent or legal guardian of each of its students that all students are entitled to a personal curriculum (PC). The PC is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the Michigan Merit Curriculum (MMC) requirements and students who need to individualize learning requirements to meet the MMC requirements. The PC is an option any student or family can explore as a way to modify certain graduation requirements and earn a diploma. To explore this option, select "Personal Curriculum" from the Bentley High School page on the district website or ask to speak with the guidance counselor.

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 (MDE), and as provided by State law.

Credit may be earned by traditional course work; demonstrating mastery of subject area content expectations or guidelines for the credit; related course work in which content standards are embedded; non-traditional course work; independent teacher-guided study; testing out; dual enrollment; advanced placement courses; international baccalaureate or other “early college” programs; Michigan Department of Education (MDE)-approved formal career and technical (CTE) program or curriculum; or online classes.

Special education students who properly complete the programs specified in their I.E.P., meet the requirements for a high school diploma, and have received the recommendation of the I.E.P.C. may participate in graduation activities as recommended by the student's I.E.P.C. Reasonable accommodation shall be made for students with disabilities, as defined under State or Federal law, to assist them in taking any required tests or assessments for graduation.

All students are required to take all state-mandated tests. For subject areas and courses in which a final examination is used as the assessment for successful attainment of the subject area content, a grade of C+ or better is required.

The Board shall grant credit toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided they completes the same content requirements as the high school subject area, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

For elective courses which are not State-mandated curriculum requirements, the Board shall grant credit to any high school student who is not enrolled in the course, but has exhibited a reasonable level of knowledge of the subject matter of the course by achieving C+ or better in the final exam for the course, or, if there is no final exam, through the basic assessment used for the course, which may consist of a portfolio, paper, project, presentation, or other established means.

Such credit shall be counted toward the required number of credits needed for graduation. Mastery credits shall be counted toward any subject area requirement and any course sequence requirement. Once mastery credit is earned in a subject area, a student may not receive further credit for a lower sequence course in the same subject area.

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.

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student’s experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school 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.

The student must meet these requirements:

- A. Each graduate must earn four (4) credits in English, one-half (1/2) credit or one (1) semester of Speech could be used to satisfy a part of this requirement.
- B. Each graduate must earn four (4) credits of Mathematics including Algebra I, Algebra II, Geometry and one elective. One math credit must be earned in the senior year.



- C. Each graduate must earn three (3) credits of Science, including Biology and (Chemistry or Physics). It is recommended that college preparatory students complete four (4) credits.
- D. Each graduate must earn three (3) credits of Social Science-9th grade World History, American History, and American Government/Economics are required.
- E. Each graduate must earn two (2) years of World Language, fine or performing arts, vocational education or Business Education or any combination thereof.
- F. Each graduate must earn one (1) year of Physical Education/Health.
- G. All students are required to earn two (2) credits of World Language and one credit in Visual, Performing or Applied Arts.
- H. Students must have an on-line learning experience during high school.

Homework

The assignment of homework can be expected. Student grades may reflect the completion of all work, including outside assignments.

Dual Enrollment

Any student in 9-12th grade may enroll in a postsecondary (dual) enrollment program providing they meet the requirements established by law and by the District. Any interested student should contact the guidance counselor at the high school to obtain necessary information.

Online and Blended Courses

Students at Bentley Community Schools will have opportunities to participate in a variety of online, blended, and videoconferencing courses. Courses are typically available through GenNET, Canvas/Accelerate, Michigan Virtual High School, and by Bentley teachers.

Recognition of Academic Achievement

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the building principal or designee.

Computer Technology and Networks

The use of District technology resources are governed by Administrative Guideline 7540.03 – Student Technology Acceptable Use and Safety, which is provided here in its entirety.

Students shall use District Technology Resources (see definition Bylaw 0100) for educational purposes only. District Technology Resources shall not be used for personal, non-school related purposes. Use of District Technology Resources is a privilege, not a right. When using District Technology Resources, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Students found to have engaged in unauthorized or inappropriate use of District Technology Resources, including any violation of these guidelines, may have their privilege limited or revoked, and may face further disciplinary action consistent with the Student Handbook, and/or civil or criminal liability. Prior to accessing or using District Technology Resources, students and parents of minor students must sign the Student Technology Acceptable Use and Safety Agreement (Form 7540.03 F1). Parents should discuss their values with their children and



encourage students to make decisions regarding their use of District Technology Resources that is in accord with their personal and family values, in addition to the Board of Education's standards.

This guideline also governs students' use of their personal communication devices (see definition Bylaw 0100) when they are connected to District Technology Resources, or when used while the student is on Board-owned property or at a Board-sponsored activity.

Below is a non-exhaustive list of unauthorized uses and prohibited behaviors. This guideline further provides a general overview of the responsibilities users assume when using District Technology Resources.

- A. All use of District Technology Resources must be consistent with the educational mission and goals of the District.
- B. Students may only access and use District Technology Resources by using their assigned account. Use of another person's account/e-mail address is prohibited. Students may not allow other users to utilize their account/email address and should not share their password with other users. Students may not go beyond their authorized access. Students should take steps to prevent unauthorized access to their accounts by logging off or "locking" their computers/laptops/tablets/personal communication devices when leaving them unattended.
- C. No user may have access to another's private files. Any attempt by users to access another user's or the District's non-public files, or phone or e-mail messages is considered theft. Any attempts to gain access to unauthorized resources or information either on the District's computer or telephone systems or any systems to which the District has access are prohibited. Similarly, students may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the District's Network.
- D. Students may not intentionally disable any security features used on District Technology Resources.
- E. Students may not use District Technology Resources or their personal communication devices to engage in vandalism, "hacking", or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography, including sexting; fraud; sale of illegal substances and goods).
 - 1. Slander and libel - In short, slander is "oral communication of false statements injurious to a person's reputation," and libel is "a false publication in writing, printing, or typewriting or in signs or pictures that maliciously damages a person's reputation or the act or an instance of presenting such a statement to the public." (The American Heritage Dictionary of the English Language. Third Edition is licensed from Houghton Mifflin Company. Copyright © 1992 by Houghton Mifflin Company. All rights reserved.) Students shall not knowingly or recklessly post false or defamatory information about a person or organization. Students are reminded that material distributed over the Internet is "public" to a degree no other school publication or utterance is. As such, any remark may be seen by literally millions of people and harmful and false statements will be viewed in that light.
 - 2. Students shall not use District Technology Resources to transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex, sexual orientation or transgender identity, age, disability, religion, or political beliefs. Sending, sharing, viewing, or possessing pictures, text messages, e-mails, or other materials of a sexual nature (i.e. sexting) in electronic or any other form, including the contents of a personal communication device or other electronic equipment is grounds for discipline. Such actions will be reported to local law enforcement and child services as required by law.



3. Vandalism and Hacking – Deliberate attempts to damage the hardware, software, or information residing in District Technology Resources or any computer system attached through the Internet is strictly prohibited. In particular, malicious use of District Technology Resources to develop programs that harass other users or infiltrate a computer/laptop/tablet or computer system and/or damage the software components of a computer or computing system is prohibited.
 - a. Attempts to violate the integrity of private accounts, files or programs, the deliberate infecting of the network or computers, laptops, tablets, etc., attached to the network with a "virus", attempts at hacking into any internal or external computer systems using any method will not be tolerated.
 - b. Students may not engage in vandalism or use District Technology Resources or their personal communication devices in such a way that would disrupt others' use of District Technology Resources.
 - c. Vandalism is defined as any malicious or intentional attempt to harm, steal, or destroy data of another user, school networks, or technology hardware. This includes but is not limited to uploading or creation of computer viruses, installing unapproved software, changing equipment configurations, deliberately destroying or stealing hardware and its components, or seeking to circumvent or bypass network security and/or the Board's technology protection measures. Students also must avoid intentionally wasting limited resources. Students must immediately notify the teacher, building principal, or Superintendent if they identify a possible security problem. Students should not go looking for security problems, because this may be construed as an unlawful attempt to gain access.
4. Students shall not use District Technology Resources to access, process, distribute, display or print prohibited material at any time, for any purpose. Students may only access, process, distribute, display or print restricted material, and/or limited access material as authorized below.
 - a. Prohibited material includes material that constitutes child pornography and material that is obscene, objectionable, inappropriate and/or harmful to minors, as defined by the Children's Internet Protection Act. As such, the following material is prohibited: material that appeals to a prurient or unhealthy interest in nudity, sex, and excretion; material that depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Prohibited material also includes material that appeals to a prurient or unhealthy interest in, or depicts, describes, or represents in a patently offensive way, violence, death, or bodily functions; material designated as for "adults" only; and material that promotes or advocates illegal activities.
 - b. Restricted material may not be accessed by elementary or middle school students at any time, for any purpose. Restricted material may be accessed by high school students in the context of specific learning activities that have been approved by a teacher or staff member for legitimate research purposes. Materials that may arguably fall within the description provided for prohibited material that has clear educational relevance, such as material with literary, artistic, political, or scientific value, will be considered to be restricted. In addition, restricted material includes materials that promote or advocate the use of alcohol and tobacco, hate and discrimination, satanic and cult group membership, school cheating, and weapons. Sites that contain personal advertisements or facilitate making online connections with other people are restricted unless such sites have been specifically approved by the Superintendent.



- c. Limited access material is material that is generally considered to be non-educational or entertainment. Limited access material may be accessed in the context of specific learning activities that are directed by a teacher or during periods that a school may designate as "open access" time. Limited access material includes such material as electronic commerce, games, jokes, recreation, entertainment, sports, and investment.
 - d. If a student inadvertently accesses material that is considered prohibited or restricted, they should immediately disclose the inadvertent access to the teacher or building principal. This will protect the student against an allegation that they intentionally violated the provision.
 - e. The determination of whether material is prohibited, restricted, or limited access shall be based on the content of the material and the intended use of the material, not on the protective actions of the technology protection measures.
5. Unauthorized Use of Software or Other Intellectual Property from Any Source – All communications and information accessible via the Internet should be assumed to be private property (i.e., copyrighted and/or trademarked). Laws and ethics require proper handling of intellectual property. All copyright issues regarding software, information, and attributions/acknowledgement of authorship must be respected.
- a. Software is intellectual property, and, with the exception of freeware, is illegal to use without legitimate license or permission from its creator or licensor. All software loaded on District computers must be approved by the Technology Director, and the District must own, maintain, and retain the licenses for all copyrighted software loaded on District computers. Students are prohibited from using District Technology Resources for the purpose of illegally copying another person's software. Illegal peer-to-peer file trafficking of copyrighted works is prohibited.
 - b. Online articles, blog posts, podcasts, videos, and wiki entries are also intellectual property. Students should treat information found electronically in the same way they treat information found in printed sources – i.e., properly citing sources of information and refraining from plagiarism. Rules against plagiarism will be enforced.
- F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- G. District Technology Resources may not be used for private gain or commercial purposes (e.g., purchasing or offering for sale personal products or services by students), advertising, or political lobbying.
- H. Use of District Technology Resources to engage in cyberbullying is prohibited. "Cyberbullying" involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others. [Bill Belsey (<http://www.cyberbullying.org>)] Cyberbullying may occur through e-mail, instant messaging (IM), chat room/Bash Boards, small text-messages (SMS), websites, voting booths.
- 1. Cyberbullying includes, but is not limited to the following:
 - 2. posting slurs or rumors or other disparaging remarks about a student on a website or on weblog;
 - 3. sending e-mail or instant messages that are mean or threatening, or so numerous as to negatively impact the victim's use of that method of communication and/or drive up the victim's cell phone bill;
 - 4. using a camera phone to take and send embarrassing and/or sexually explicit photographs/recordings of students;
 - 5. posting misleading or fake photographs of students on websites.



- I. Students are expected to abide by the following generally-accepted rules of online etiquette:
1. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through or utilizing District Technology Resources. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive or disrespectful language in communications made through or utilizing District Technology Resources.
 2. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending him/her messages, the student must stop.
 4. Do not post information that, if acted upon, could cause damage or a danger of disruption.
 5. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. This prohibition includes, but is not limited to, disclosing personal identification information on commercial websites.
 6. Do not transmit pictures or other information that could be used to establish your identity without prior approval of a teacher.
 7. Never agree to get together with someone you "meet" on-line without parent approval and participation.
 8. Check e-mail frequently and delete e-mail promptly.
 9. Students should promptly disclose to a teacher or administrator any messages they receive that are inappropriate or make them feel uncomfortable, especially any e-mail that contains sexually explicit content (e.g. pornography). Students should not delete such messages until instructed to do so by an administrator.
- J. Downloading of files onto school-owned equipment or contracted online educational services is prohibited, without prior approval from the Superintendent. If a student transfers files from information services and electronic bulletin board services, the student must check the file with a virus-detection program before opening the file for use. Only public domain software may be downloaded. If a student transfers a file or installs a software program that infects District Technology Resources with a virus and causes damage, the student will be liable for any and all repair costs to make the District Technology Resources once again fully operational.
- K. Students must secure prior approval from a teacher or the principal before joining a Listserv (electronic mailing lists) and should not post personal messages on bulletin boards or "Listservs."
- L. Students may use real-time electronic communication, such as chat or instant messaging, only under the direct supervision of a teacher or in moderated environments that have been established to support educational activities and have been approved by the Board, Superintendent, or building principal. Students may only use their school- assigned accounts/email addresses when accessing, using or participating in real-time electronic communications for education purposes.



- M. Users have no right or expectation to privacy when using the District Technology Resources. The Board reserves the right to access and inspect any facet of its Technology Resources, including, but not limited to, computers, laptops, tablets, and other devices, networks or Internet connections, online educational services, or apps, e-mail or other messaging or communication systems or any other electronic media within its technology systems or that otherwise constitutes its property and any data, information, e-mail, communication, transmission, upload, download, message or material of any nature or medium that may be contained therein. A student's use of District Technology Resources constitutes their waiver of any right to privacy in anything they create, store, send, transmit, upload, download or receive on or through the Technology Resources and related storage medium and equipment. Routine maintenance and monitoring, utilizing both technology monitoring systems and staff monitoring, may lead to discovery that a user has violated Board policy and/or the law. An individual search will be conducted if there is reasonable suspicion that a user has violated Board policy and/or law, or if requested by local, State or Federal law enforcement officials. Students' parents have the right to request to see the contents of their children's files, e-mails and records.
1. The following notice will be included as part of the computer log-on screen:
 2. "District Technology Resources (as defined in Bylaw 0100) are to be used for educational and professional purposes only. Users are reminded that all use of District Technology Resources, including Internet use, is monitored by the District and individual users have no expectation of privacy."
- N. Use of the Internet and any information procured from the Internet is at the student's own risk. The Board makes no warranties of any kind, either express or implied, that the functions or the services provided by or through District Technology Resources will be error-free or without defect. The Board is not responsible for any damage a user may suffer, including, but not limited to, loss of data, service interruptions, or exposure to inappropriate material or people. The Board is not responsible for the accuracy or quality of information obtained through the Internet. Information (including text, graphics, audio, video, etc.) from Internet sources used in student papers, reports, and projects must be cited the same as references to printed materials. The Board is not to be responsible for financial obligations arising through the unauthorized use of its Technology Resources. Students or parents of students will indemnify and hold the Board harmless from any losses sustained as the result of a student's misuse of District Technology Resources.
- O. Disclosure, use and/or dissemination of personally identifiable information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian on the "Student Technology Acceptable Use and Safety Agreement Form."
- P. Proprietary rights in the design of web sites hosted on Board-owned or leased servers remains at all times with the Board.
- Q. File-sharing is strictly prohibited. Students are prohibited from downloading and/or installing file-sharing software or programs on District Technology Resources.
- R. Since there is no central authority on the Internet, each site is responsible for its own users. Complaints received from other sites regarding any of the District's users will be fully investigated and disciplinary action will be taken as appropriate.



S. Preservation of Resources and Priorities of Use: District Technology Resources are limited. Because space on disk drives and bandwidth across the lines that connect District Technology Resources (both internally and externally) are limited, neither programs nor information may be stored on the system without the permission of the Superintendent. Each student is permitted reasonable space to store e-mail, web, and personal school-related files. The Board reserves the right to require the purging of files in order to regain disk space. Students who require access to District Technology Resources for class- or instruction-related activities have priority over other users. Students not using District Technology Resources for class-related activities may be "bumped" by any student requiring access for class- or instruction-related purpose. The following hierarchy will prevail in governing access to District Technology Resources:

1. Class work assigned and supervised by a staff member.
2. Class work specifically assigned but independently conducted.
3. Personal correspondence (e-mail – checking, composing, and sending).
4. Training (use of such programs as typing tutors, etc.).
5. Personal discovery ("surfing the Internet").
6. Other uses – access to resources for "other uses" may be further limited during the school day at the discretion of the building principal or Superintendent.

Game playing is not permitted unless under the supervision of a teacher.

Abuse of Network Resources

Peer-to-peer file sharing, mass mailings, downloading of unauthorized games, videos, and music are wasteful of limited network resources and are forbidden. In addition, the acquisition and sharing of copyrighted materials is illegal and unethical.

Unauthorized Printing

District printers may only be used to print school-related documents and assignments. Printers, like other school resources, are to be used in a responsible manner. Ink cartridges and paper, along with printer repairs and replacement are very expensive. The District monitors printing by user. Print jobs deemed excessive and abusive of this privilege may result in charges being assessed to the student. Users are prohibited from replacing ink cartridges and performing any other service or repairs to printers. Users should ask, as appropriate, for assistance to clear paper that is jamming a printer.

Any questions and concerns regarding these guidelines may be directed to the Superintendent.

Student Assessment

Once each year, all students in Michigan take a high-quality state summative assessment. Summative assessments measure what students know and are able to do at specific grade levels and in specific subject areas. All of Michigan's state assessments measure student progress with Michigan's content standards or other career or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given online to students in grades 3-8 and measures current student knowledge of Michigan's high academic standards in English language arts (ELA), mathematics, science, and social studies.

Students in grades 8, 9 and 10 take the PSAT to inform schools, students, and parents on what students know in ELA and mathematics and help prepare students for the SAT college entrance exam given to every high school junior as part of



the Michigan Merit Examination (MME). The MME consists of an SAT with essay that also measures student knowledge on state ELA and mathematics.

Most students will spend no more than 8-11 hours—less than 1 percent of instructional time—on state and NWEA assessments. All other assessments are determined at the building or classroom level.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests will help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Any high school student who wishes to test-out of a course in which they are not enrolled may do so by taking the final examination for the course and receiving a grade of at least 83% or higher by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

Students may receive credit toward high school graduation who successfully complete, prior to entering high school, State mandated curriculum requirements, provided the course meets the same content requirements as the high school course, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

Student will not be required, as part of the school program or District curriculum, to submit or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. Bentley Community Schools will not violate the rights of consent and privacy of a student participating in any form of evaluation.

SECTION III: STUDENT ACTIVITIES

School Sponsored Clubs and Activities

Bentley Community Schools provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation.

The Board authorizes many student groups that are sponsored by a staff member.

Extra-curricular activities do not reflect the School curriculum but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

Nonschool Sponsored Clubs and Activities

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during noninstructional hours. The application for permission can be obtained from the principal. The application must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No nondistrict-sponsored organization may use the name of the school or school mascot.

Athletics

Bentley Community Schools provides a variety of athletic activities for students in grades 7-12 in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. For further information, contact the Athletic Director.

All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Association, the requirements of state law, and the Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes. Refer to the athletic handbook for more information.

Student Employment

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that they must maintain a job in addition to going to school, they must first make contact with their counselor to discuss any legal requirements and obtain any needed documents.

SECTION IV: STUDENT CONDUCT

Attendance

School Attendance Policy

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in classroom and other school activities, which cannot be replaced by individual study.

Attendance is important in the development of a high-quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is their dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

Please note the following definitions regarding school attendance:

- **Exempt** - absences caused by business that cannot be conducted outside of the school day; e.g. legal or medical appointments accompanied by written documentation from the professional. Exempt absences are not counted toward truancy.
- **Truancy** - when a student has missed 10 or more days in a school year (unexcused and/or verified).



- **Unexcused** - absent without notification to the school by the parent.
- **Verified** - absent with notification to the school by the parent.

Exempt Absences

Students may be exempted from school when it is accompanied by written verification that the student was seen by a professional (doctor, lawyer, etc.). In these cases, the student will be provided an opportunity to make-up missed school work and/or tests: illness, recovery from accident, required court attendance, professional appointments, death in the immediate family, observation or celebration of a bona fide religious holiday, such other good cause as may be acceptable to the Superintendent.

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Verified Absences

Parents must provide an explanation for their child's absence no later than 9:00 a.m. on the day of the absence. They are to call the school office and explain the reason for the absence. If the absence is foreseeable and the principal agrees that said absence is for "good cause", then the parent should arrange school work to be picked up prior to the absence and turned in upon returning from the absence.

It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

A student must be in attendance a full day in order to be allowed to participate in events in the evening, or if on Friday, for that weekend unless they obtain approval from administration beforehand.

The skipping of classes or any part of the school day is considered an unexcused absence and disciplinary action will follow.

Truancy

Absence from school is not acceptable. After 10 absences, unexcused or verified, the students will be considered truant. At any point in the school year if unexcused and verified absences total 10% or more of days in school, the students will be considered chronically absent. Either of these situations can result in a report to the local authorities. If the child is younger than 12 years of age, then it is considered educational neglect. For children aged 12 and older it is considered truant.

Suspension from School

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused, and can be considered by the courts in matters pertaining to truancy and educational neglect.

A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete any missed assignments during the suspension and turn them in to the teacher upon return to school. Assignments may be obtained from the principal's office beginning with the first day of a suspension. Make-up of missed tests may be scheduled when the student returns to school. The student will be given credit for properly completed assignments and a grade on any made-up tests.



Tardiness: Elementary Level

A student who is not in their assigned location by 8:25 a.m. shall be considered tardy. Any child arriving between 9:25 and 12:00 will be considered absent for the morning session. Any student arriving late to school is to report to the school office before proceeding to class.

Tardiness: Secondary Level

Each student is expected to be in their assigned location throughout the school day. If a student is late in arriving to school, they are to report to the school office before proceeding to their first assigned location. Any student who is late up to two minutes shall be disciplined by the teacher. Students who are more than ten minutes late will be considered absent for that instructional period.

Students who are tardy more than six times during a semester shall be appropriately disciplined.

Vacations during the School Year

Parents are encouraged to schedule vacations during non-school days. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Student Attendance at School Events

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. **All students under the age of 12 must have a chaperone at least 18 years of age.** The school will not be able to supervise unaccompanied students, nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a school activity. Students must comply with the Code of Conduct at school events, regardless of the location.

Code of Conduct

A major component of the educational program at Bentley Community Schools is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

Expected Behaviors

Each student shall be expected to: abide by national, State, and local laws as well as the rules of the school; respect the civil rights of others; act courteously to adults and fellow students; be prompt to school and attentive in class; work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, sexual orientation, race, religion, height, weight, disability, or ethnic background; complete assigned tasks on time and as directed; help maintain a school environment that is safe, friendly, and productive; act at all times in a manner that reflects pride in self, family, and in the school.



Dress and Grooming

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

- Does my clothing expose too much? (no)
- Does my clothing advertise something that is prohibited to minors? (no)
- Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)
- Would I interview for a job in this outfit? (yes)
- Am I dressed appropriately for the weather? (yes)
- Do I feel comfortable with my appearance? (yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to them self or others, they may be removed from the educational setting.

Barhitte Elementary School Dress Code

Barhitte Elementary School's dress code is established to foster a positive and proper learning environment. Appropriate grooming, dignity of appearance, and pride all contribute to a successful learning environment. The dress code provides expectations which model good citizenship, teach grooming and hygiene, instill discipline, prevent disruptions, minimize safety hazards, and teach respect for authority. The school encourages students, with supervision of their parents, to maintain high standards of dress, grooming and personal appearance. Parents are encouraged to ensure that their student is in compliance with the dress code policy.

General Information

- A. No clothing featuring pictures, emblems, writings or slogans that are lewd, offensive, risqué, vulgar, obscene, provocative, or that convey hate messages or racially, religiously, or ethnically demeaning messages may be worn (including jewelry or accessories).
- B. No dress or grooming shall disrupt the learning environment or create a health or other hazard to a student's safety or the safety of others.
- C. No apparel or accessories shall depict tobacco products, alcoholic beverages, drugs or any other dangerous, prohibited or controlled substance.
- D. No attire that identifies, condones, depicts, or promotes a student as part of an unauthorized group, such as a gang.
- E. No clothing or accessories that promote violence, weapons, bombs, illegal acts, or anything that could be construed as provocative or offensive or otherwise distract the learning environment.
- F. Students will wear clothes that provide adequate coverage of bodies and undergarments (fingertip length shorts, no spaghetti straps, no exposed stomachs).



Middle School Dress Code

The following guidelines are for Bentley Middle School and shall apply to all students during school hours and other functions involving Bentley Middle School, such as games and performances.

Every student will personally maintain a reasonable standard of wearing apparel which is appropriate to their role as a student and which contributes to developing a wholesome climate for study.

In keeping with this philosophy, the following guidelines are set forth:

- A. All students must maintain high standards of cleanliness and personal hygiene. Apparel which endorses or advocates alcohol, drugs, vulgarities, or obscenities are considered inappropriate school attire including look-a-like or double meaning phrases.
- B. Short-shorts, spaghetti strap tops, bare midriff tops, and backless tops are not permitted. The length of skirts and shorts must reach the tip of the index finger when arms are fully extended at sides. Clothes with holes in areas that are normally covered by undergarments are prohibited.
- C. No slippers are allowed.

Participation in particular classes, activities, or events may dictate, with approval of the principal, dress requirements beyond those generally mandated.

Please note that it is not the intention of these dress guidelines to hinder students' individual sense of style. However, a reasonable level of dignity and respect for one's appearance and the standards of adult society are expected. Students who indicate unwillingness to comply with these guidelines will be subject to discipline.

All judgment and discretion of these rules lies with the building staff.

High School Dress Code

With the support of parents, students, and staff we can help students learn how to dress situationally, allowing for students to express their own style and present themselves in a manner that lets them feel comfortable and confident.

Our expectation is students will wear clothes that:

- provide adequate coverage of bodies and undergarments (fingertip length shorts, no spaghetti straps, no exposed stomachs);
- fit appropriately;
- do not distract or interfere with the learning environment;
- can be adjusted in response to varying room temperatures and personal comfort (ex: layer a t-shirt with a sweatshirt);
- do not pose any potential safety risk to the student wearing it or others;
- allow for the student to be seen easily (ex: no masks, hoods, bandanas, etc.);
- allow for hats as long as ears are not covered;
- let students look and feel good; and



- promote Bulldog Pride!

Note: Clothing advocating, displaying, or advertising any of the following: violence, discrimination, drugs, alcohol, tobacco, green/grow shops, obscene/sexually explicit language or images (including acronyms), or that creates a disruption to the school day is prohibited.

Gangs

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated.

Incidents involving initiations, hazing, intimidations or related activities which are likely to cause harm or personal degradation are prohibited.

Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined.

Care of Property

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student damages or loses school property, the student or their parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

Title IX Sexual Harassment

The Board of Education of the Bentley Community School District (hereinafter referred to as “the Board” or “the District”) does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

[Policy 2266](#) – Nondiscrimination on the Basis of Sex in Education Programs or Activities can be accessed on the District website or via this link. The policy covers definitions, Title IX Coordinators, the grievance process, how to report sexual discrimination/harassment, timeline, dismissal of a formal complaint, consolidation of formal complaints, informal



resolution process, investigation of a formal complaint, determination of responsibility, appeal, retaliation, confidentiality, training, and recordkeeping.

Student Discipline Code

The Board of Education has adopted the following Student Discipline Code. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

Explanation of Codes Applying to the Student Discipline Code

Misconduct Categories - Although every effort is made to keep a student in school, under certain conditions it may be in the best interest of a student, or other students of a school, for a student to be denied the privilege of attending school and/or school functions. Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

Use of Drugs

A student's use or sale of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and extracurricular participation.

The Department of Community Health periodically distributes to the District the list of banned drugs based on bylaw 31.2.3.1 of the National Collegiate Athletic Association. Use of any drugs or substances appearing on this list will affect the student's athletic and extracurricular participation.

The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled, and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.

Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever they have individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage with police presence.

The student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present as a witness to the test.

The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures described in this handbook. If a student refuses to take the test, they will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

Use of Tobacco

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, e-cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy. The term "tobacco" includes any product that contains tobacco, is derived from tobacco, contains nicotine, or e-cigarettes and other electronic smoking devices (including but not limited to "JUUL's"), but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

Student Disorder/Demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, they are encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

Possession of a Weapon

A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion. It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without their knowledge. If it can be confirmed that a weapon was brought on District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement if they bring onto or have in their possession on school property or at a school-related activity any of the following:

- any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item;
- any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle; and/or
- any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow-gun, toy gun, etc.).

Use of an Object as a Weapon

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion.



Knowledge of Dangerous Weapons or Threats of Violence

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

Purposely Setting a Fire

Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony and will subject the student to expulsion.

Physically Assaulting a Staff Member or Member of the District

Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. Physical assault is defined as “intentionally causing or attempting to cause physical harm to another through force or violence.”

Verbally Threatening a Staff Member/Student/Person Associated with the District

Verbal assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school-related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

Extortion

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

Gambling

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

Falsification of School Work, Identification, Forgery

Forgery of hall/bus passes and excuses as well as false I.D.'s are forms of lying and are not acceptable.

Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in suspension or expulsion.

False Alarms, False Threats, Bomb Threats

A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule could result in suspension or expulsion.

Explosives

Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violations of this rule could result in suspension or expulsion.



Trespassing

Although schools are public facilities, the law does allow the school to restrict access on school property. If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal. In addition, students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate. Violations of this rule could result in suspension or expulsion.

Theft

When a student is caught stealing school or someone's property, they will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the building administrator. The school is not responsible for personal property. Theft may result in suspension or expulsion.

Disobedience

School staff is acting "in loco parentis," which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Chronic disobedience can result in expulsion.

Possession of Wireless Communication Devices

Except as authorized under Board policy, use of PCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room, or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action up to and including a suspension, loss of privileges, and may be recommended for expulsion.

"Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students but can lead to unwanted exposure of the messages and images to others and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the device.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, they may fail the exam and receive an alternate assignment and/or be suspended. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense. See [Policy 5136](#) for full Personal Communication Device Policy.

Damaging Property

Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion.

Persistent Absence or Tardiness

Attendance laws require students to be in school all day or have a legitimate excuse. It is also important to establish consistent attendance habits in order to succeed in school and in the world-of-work. Excessive absence could lead to suspension from school.

Unauthorized Use of School or Private Property

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and

communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule could result in suspension or expulsion.

Refusing to Accept Discipline

The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

Aiding or Abetting Violation of School Rules

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision-making regarding their behavior.

Displays of Affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion.

Violation of Individual/Classroom Rules

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

Disruption of the Educational Process

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

Harassment

Harassment of students is prohibited and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional wellbeing. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status, gender, sexual orientation, or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand-held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes they have been/or are the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal. Complaints will be investigated in accordance with AG 5517.

Every student should, and every staff member must report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, they should report it and allow the administration to determine the appropriate course of action.

Harassment may include but is not limited to:

- submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- D. Sexually suggestive objects, pictures, graffiti, video, posters, audio recordings or literature, placed in the work or educational environment that may reasonably embarrass or offend individuals.
- E. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- F. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- G. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- H. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.



- I. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- J. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- K. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- L. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities. Refer to Board Policy 5517 for more information.

Hazing

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to: illegal activity, such as drinking or drugs; physical punishment or infliction of pain; intentional humiliation or embarrassment; dangerous activity; activity likely to cause mental or psychological stress; forced detention or kidnapping; undressing or otherwise exposing initiates.

Bullying and Other Aggressive Behavior – Policy 5517.01

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

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

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

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

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

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Reporting

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.



The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within three (3) school days after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior 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 as indicated above.

The District shall utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

- are initiated by the victim;
- are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");



- would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Definitions

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

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

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

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

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

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

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

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

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment – see Policy 5517;

Hazing – see Policy 5516.

M.C.L. 380.1310b (Matt's Safe School Law, PA 241 of 2011), PA 478 of 2014

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

Possession of a Fire Arm, Arson, and Criminal Sexual Conduct

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as "a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles" or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices.

Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines which are available in the principal's office.

Criminal Acts

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally



accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

Profanity

Any behavior or language, which in the judgement of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste will be subject to disciplinary action.

DISCIPLINE

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

Two types of discipline are possible, informal and formal.

Informal Discipline

Informal discipline takes place within the school. It includes: change of seating or location; lunch-detention, after-school detention; in-school restriction; and Saturday school detention.

Definitions

A student may be detained after school or asked to come to school early by a teacher, after giving the student and their parents one (1) day notice. The student or their parents are responsible for transportation.

A student missing any portion of their assigned time in in-school restriction may be given an additional one-hour period. Failure to timely serve in-school restriction may lead to a suspension from school. Any such suspension shall be in accordance with District guidelines on suspension and expulsion.

Formal Discipline

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year. Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal hearing with the building administrator, prior to removal, at which time the student will be notified of the charges against them and given an opportunity to make a defense.

If a student is suspended, the parents may appeal the suspension, in writing, to the building principal and a formal appeal hearing will be held.

Suspension from co-curricular and extra-curricular activities may not be appealed.

When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education and the parents will be given written notice of the hearing and will be expected to attend. The principal then takes testimony and determines if a recommendation to expel is to be made to the Board of Education. This decision may also be

appealed. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion cannot be made up and usually results in a loss of credit.

Students involved in co-curricular and extra-curricular activities such as band and athletics can lose their eligibility for violation of the School rules.

If a student commits a crime while at school or a school-related event, they may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime).

Building-Specific Discipline Plan: Barhitte Elementary School

Early Elementary Students (Grades K, 1, 2)

All students are expected to exhibit proper conduct in all schools, to obey the law and district/school/classroom rules. Parents are encouraged to review appropriate conduct with their children. Early elementary students (typically kindergarten to second grade) sometimes exhibit behaviors which may result in formal disciplinary action against the student. Aware that early elementary learners (K-2) are younger, discipline for K, 1, 2 students will be implemented keeping mindful of age, experience, and ability of the student. Discipline will be designed to support social and academic maturity. Past incidents of misconduct will be carefully noted. Parents will be contacted.



Upper Elementary Students (Grades 3 - 5)

OFFENSES	POINTS PER OCCURRENCE		
	1 st	2 nd	3 rd
Alcohol or other drugs (sale or transfer)	***	***	***
Alcohol or other drugs (use, possession, alcoholic beverages, other behavior altering substance, Also applies to look-alike drugs, or look-alike beverages such as non-alcoholic beer.)	*11	*11	*11
Arson	***	***	***
Assault	20	20	20
Assault on Staff, school employee, or volunteer	20	20	20
Bomb Threats, false fire alarms, 911 calls	20	20	20
Direct, inappropriate language, gestures, or actions	1	2	3
Drug Paraphernalia	3	4	5
Extortion/physical threats for favor or money	1	2	3
Fighting	7	7	8
Forgery	1	2	3
Gambling	1	2	3
Harassment/bullying (racial, sexual, physical/verbal)	3	3	4
Internet Misuse	3	3	4
Overt Defiance	5	5	6
Pantsing	5	5	6
Pornography (Distribution and/or possession)	3	4	5
Possession of knife with blade less than three (3) inches	9	9	9
Profanity and vulgarity and/or lewd behavior and/or language directed at a school employee	5	6	7
Skipping Class	1	2	3
Reference in conversation, writing or pictures to weapons or acts of violence	3	3	4
Taking pictures/video without consent	1	2	3
Theft/possession of property not belonging to the (less than \$20)	1	2	3
Theft/possession of property not belonging to student (more than \$20)	5	5	7
Third Level 2 Offense	1	2	3
Serious threat or implied threat to school employee or their property	9	11	20
Serious threat or implied threat to do bodily harm, either verbal, non-verbal, or electronically, regarding another student and witnessed	9	9	11
Tobacco product use/possession	5	6	7
Vandalism or destruction of property less than \$50.00 and restitution	1	2	3
Vandalism or destruction of property more than \$50.00 and restitution	5	5	5
Weapons possession (See note.)	*15	*15	*15

* Requires a written report to the parent and an appearance before the Superintendent.

*** Automatic suspension from school, possible expulsion; a hearing before the Bentley Board of Education; police report filed

Offenses not specifically listed may also result in points being assessed as per the discretion of the building principal including but not limited to behavior requiring police intervention.

The Levels of Dispositions are as follows:

- A. One to Two Points: lunch detention, after school detention, and/or Saturday school.
- B. Three to Four Points: 2 full days In-School Suspension.

- C. Five to Six Points: 3 full days In-School Suspension or 1 full day Out-Of-School Suspension.
- D. Seven to Eight Points: 2 full days Out-Of-School Suspension.
- E. Nine to Ten Points: 3 full days Out-Of-School Suspension, a referral to a social worker may be made.
- F. Eleven to Fourteen Points: 5 full days Out-Of-School Suspension; student and parent may be required to meet with school principal in order for the student to return to school. A referral to a social worker may be made.
- G. Fifteen to Nineteen Points: 10 full days Out-Of-School Suspension; a letter will be sent to the parent regarding student's status. Student and parent may be required to meet with the principal prior to the student's return to school. A referral to a social worker may be made.
- H. Twenty Points: Immediate Out-Of-School Suspension for 30 school days. Upon return to school from a 30-day suspension, the student will begin with zero (0) points. The student and parent may be required to meet with a social worker upon the student's return to school.
- I. The second accumulation of fifteen (15) points during the school year may result in an automatic 180 school day suspension.

Building-Specific Discipline Plan: Middle School Discipline Policy

The Bentley MS philosophy is to provide a challenging academic program in a safe nurturing environment. Classroom management is approached from a belief that teachers use skills, strategies and concepts to plan and maintain a learning environment in which students learn decision-making skills needed to be responsible for their own learning and behavior. We align with the philosophy of being restorative and that positive behavior interventions and supports work best.

At Bentley MS, student discipline is addressed through positive incentives and empowering students to solve problems through teacher facilitation. Students are taught the expectations, which means we need to be responsible, respectful, safe, and positive so that we can maintain a positive learning environment.

In addition to positive behavior interventions and support, Bentley MS uses restorative practices to help students learn from their misbehaviors. We treat every student with compassion and respect and seek to repair relationships that have been damaged.

This plan is aligned to guidelines set forth by MCL 380-1310c and includes in the discipline process learning opportunities. Additionally, it helps to build strong, lasting relationships between students, school staff, families, and members of the community.

Proactive Steps to Ensure a Positive and Safe Environment

- A. Positive Behavior Interventions and Supports (PBIS) Implementation
- B. Use of "Tell me something good" sheets
- C. Daily positive messages about character from *Caring Messages* for the School Year by Sharon L. Banas
- D. Parents as Partners in Education – communication with families through teacher positive phone calls, positive office referrals, staff attending school events, monthly newsletters, school website, and parent and community events.
- E. School-wide expectations are explicitly taught and reviewed



- F. Classroom rules or norms are created with student collaboration, posted, and revisited and referred to when needed.

School Discipline Plan and Consequences

Responsive Interventions

When students violate school rules or exhibit behavior occurrences that warrant intervention, responsive interventions are used to determine the cause of the behavior, identify solutions, and help problem-solve strategies to prevent the behavior from recurring. Students who demonstrate behavior concerns that impede the learning of self and others will be referred to the Student Intervention Team (SIT) for PBIS tiered intervention. Some interventions include check in/check out, behavior contract, and daily notes home.

When positive reinforcement and classroom interventions have been unsuccessful, students are assigned consequences. The following factors are considered in determining appropriate consequences:

- the student's age,
- the student's disciplinary history,
- whether the student has a disability,
- the seriousness of the violation or behavior,
- whether the violation or behavior committed by the student threatened the safety of any student or staff member,
- whether restorative practices will be used to address the violation or behavior, and/or
- whether a lesser intervention would properly address the violation or behavior.

Plan for Minor and Major Behaviors/Removal from Classroom

Step One

- A. Teachers will implement a behavior management plan in their classroom and will notify students, parents, and administration of their plan.
- B. Teachers are expected to handle their discipline by using effective strategies of PBIS and Restorative Practices.
- C. Teachers may use time-out as a behavior modification tool by using the time-out pass without sending the student to the office.

Step Two

If step one is not working, the following will be implemented:

- A. Temporary alternative placement – teacher may call on colleagues to help by using a behavior interventionist. Changing the placement of a student is a proven, effective practice and will be used before sending a student to the office. Parents will be notified if an alternative placement is used.
- B. A referral may be issued for a minor behavior incident. The teacher will assign a consequence for minor behaviors which may include, but not limited to a reflection activity or an apology.



- C. Students may be asked to write a behavior modification plan (i.e., better decisions based on safe, responsible, respectful and positive behavior).
- D. Teacher will notify parents within 24 hours.

Step Three

If behaviors are repeated, minor behaviors become a major, or a behavior event is considered major, writing a major referral and sending the student to the office is the next step.

At this time, administration may use:

- reflection activity,
- loss of privilege,
- behavior contract,
- school beautification, and/or
- suspension (in-school or out-of-school suspension).

The teacher and/or administrator will contact parents to notify them of their child's behavior within 24 hours.

Removal

A student will be removed from the classroom when (policy #5610):

- a major referral is warranted,
- administrative intervention is needed,
- they are disruptive to the learning of self and others, and/or
- they are a safety concern to others.

When a student is removed from the classroom (i.e., suspension), per policy #5610, the administrator of the school shall provide an explanation of the reason for the removal of the student and offer the student an opportunity to respond to the explanation. The administrator will notify parents or legal guardians within 24 hours if a student is removed from the classroom.

- A. A student is subject to temporary removal if the judgment of the staff member considers the student's conduct "seriously interfering" with their ability to conduct their duties.
- B. When removed, the student must be under the supervision of appropriate personnel and should be separated, to the extent practical, from the student population.
- C. A conference regarding the temporary removal must be scheduled with the student and parents. Conferences should include staff members responsible for removal and the administrator of the building.
- D. During the conference, the administrator and/or staff member must explain the behavior to the parent and seek input from the parents for a plan to support the student.

Please note: If at any time a student is a safety concern for themselves, other students and/or staff, all these steps should be skipped, and the student will be sent directly to the office.

Discipline Referral Levels

MINOR Classroom Managed	MAJOR Office Referral	UNLAWFUL BEHAVIORS May involve local authorities
<ul style="list-style-type: none"> • Inappropriate language • Disrespect to teacher/staff • Disruption to the learning environment • Violation of electronic use agreement • Dress code violation • Public display of affection • Inappropriate creations, writing or drawings • Teasing or taunting • Lying • Cheating 	<ul style="list-style-type: none"> • Physical aggression • Direct inappropriate language • Continued disruption to the learning environment • Intentional damage to school or others property • Non-compliance of dress code • Continued public display of affection • Continued violations of electronic use agreement • Continued teasing & taunting • Skipping class • Theft 	<ul style="list-style-type: none"> • Fighting • Assault • Bomb threats, false fire alarms, 911 calls • Extortion • Harassment/bullying - racial, sexual, physical • Pornography - distribution or possession • Vandalism • Possession of a weapon • Drug use or distribution • Use or distribution of tobacco, nicotine and electronic delivery system • Arson • Larceny
CONSEQUENCES	CONSEQUENCES	CONSEQUENCES
<ul style="list-style-type: none"> • Verbal warning • Re-teaching expectations • Apology • Reflection activity • Student-teacher conference • Phone call to parent or guardian by teacher • Peer mediation with teacher or administrator • Loss of recess 	<ul style="list-style-type: none"> • Office referral • Re-teaching expectations • Student conference with administrator • Conference with student, parent and administrator • Peer Mediation • School beautification • Apology • Reflection activity • Student contract • Loss of recess or class privilege • Referral to the Student Intervention Team (SIT) • In-school suspension 	<ul style="list-style-type: none"> • Conference with student, parent, teacher and administrator • Suspension - in-school or out of school • Hearing with District officials • Referral to local authorities



Building-Specific Discipline Plan: High School Discipline Plan

These penalties may be adjusted, depending on the seriousness of frequency of the violation, at the discretion of the administrator who investigated the incident.

CLASSROOM LEVEL OFFENSES				
Offenses	1 st	2 nd	3 rd	4 th
Attendance Concern	Warning issued by teacher, administrator, or other staff member	Teacher refers to interventionist	Teacher refers student to interventionist and disciplinary consequence such as Saturday school is assigned, teacher contacts home.	Referral to Administration for disciplinary consequences * Administrative discretion can be used in lieu of discipline in all Leveled Offenses'
Disrupting the Educational Process (minor)				
Foul Language, gestures, or messages				
In hall w/o pass				
Leaving class w/o permission				
Misbehavior in classroom, hallway, library, or lunchroom				
Not following class rules				
Parking violation				
Public displays of affection				
Tardiness				
Tardy to detention				
Violation of PE rules				

LEVEL 1 OFFENSES				
Offenses	1 st	2 nd	3 rd	4 th
Drawing or creating inappropriate objects/drawings	Referral to Interventionist; 1 day Saturday school; staff member contacts parents.	Referral to Administration for disciplinary consequence.	Referral to Administration for stronger disciplinary consequences.	Referral to Administration; 3 days OSS * Administrative discretion can be used in lieu of discipline in all Leveled Offenses'
Driving to Vo-Tech				
Going into unapproved areas of the school building				
Habitual tardies				
Loitering				
Misbehavior at an activity				
Not following school code during a school event				
Misbehavior in time-out or detention				
Not reporting to detention				
Out of building w/out permission				
Obligations outstanding				
Directed profanity to staff or other students				
Reckless driving or unauthorized parking				
Skippping or Truancy SC				
Violation of Internet Agreement				
Cheating (allowing another to copy work; copying another's work; plagiarism)	Zero and Saturday School	Zero on assignment; 2 Days ISS	Zero on assignment; 3 days ISS	Zero on assignment; 3 days OSS



LEVEL 2 OFFENSES				
Offenses	1 st	2 nd	3 rd	4 th
Behaving in a dangerous manner	1 day OSS	3 days OSS	5 days OSS	Immediate 10 days OSS. Hearing between superintendent and principal for possible expulsion. Parent contact, Contact police if the offense warrants. * Administrative discretion can be used in lieu of discipline in all Leveled Offenses'
Being on school campus or at an off-campus school activity when suspended				
Disrespect to staff				
Forgery or misuse of another's name				
Gambling				
Inappropriate use of emergency exits				
Interfering with school staff				
Failing to identify oneself				
Failing to complete ISS or SS paperwork				
Not reporting to ISS, office, or Saturday school				
Passenger to Vo-Tech (Driver or passenger)				
Refusing to provide accurate information or knowingly providing inaccurate information to school personnel				
Tampering with staff materials				
Transportation of other students				
Violating skill center rules				

LEVEL 3 OFFENSES				
Offenses	1 st	2 nd	3 rd	4 th
Bullying	3 days OSS; Parent contact.	5 days OSS; parent contact.	Immediate 10 days OSS; hearing between superintendent and principal for possible expulsion. Parent contact; contact police if offense warrants.	Immediate 10 days OSS. Hearing between superintendent and principal for possible expulsion. Parent contact, Contact police if the offense warrants. * Administrative discretion can be used in lieu of discipline in all Leveled Offenses'
Confrontation with staff				
Confrontation with student				
Discrimination: racial, ethnic, sexual, religious, other				
Disruption of the educational process (major)				
Exposing another				
Fighting				
Habitual disobedience				
Harassment (verbal, written, online, etc.)				
Improper Physical contact (hitting, kicking, pushing)				
Instigating a fight or dangerous contact				
Instigating or participating in a food fight				
Insubordination to staff				
Out of control behavior				
Possession of dangerous/disruptive materials				
Vandalism (average)				
Verbal Assault (depending on the severity of the assault)				



LEVEL 4 OFFENSES	
Offenses	1 st -4 th Consequences
Physical harm or attempted physical harm of a student	<p>Immediate 10 days OSS; hearing between superintendent and principal for possible expulsion. Parent contact; contact police.</p> <p>* Administrative discretion can be used in lieu of discipline in all Leveled Offenses'</p>
Pornography violation	
Possessing or evidence of consumption or use of a personal amount of ATOD or related paraphernalia (including look-alike items)**	
Possessing an amount over personal use, suspicion of selling or attempt to see ATOD	
Possession of dangerous materials	
Selling, creating, possessing or using explosive or dangerous materials	
Sexual artifact violation	
Sexual assault/Criminal sexual contact	
Sexual behavior/imposition	
Threatening staff	
Assisting trespassing or intruders	
Weapons	

**At the administrator's discretion, the student may be assigned 25 hours of community service for the first offense. A second offense will result in a written ticket for Minor in Possession by the School Resource Officer or local police department. A third offense may result in a 10-day suspension.

OTHER OFFENSES	1 st	2 nd	3 rd	4 th
Electronic Device Violation (including Loaning)	Confiscation of the device; returned at end of day.	Confiscation of device; 30 min detention. Parent contact.	Confiscation of device; Saturday school. Parent pick-up only.	Confiscation of device. Saturday school; parent pick-up only, Student is no longer allowed to have device in school
Dress Code Violation	Change Clothes	Change Clothes	Change Clothes; Saturday school. Parent contact.	Change clothes; Saturday school. Parent conference.
Destruction of personal property.	1 days OSS; payment for replacement.	2 days OSS; payment for replacement.	5 days OSS; payment for replacement.	Immediate 10-day OSS. Hearing for possible expulsion. Parent contact; police contact. Payment for replacement.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

Due Process Rights

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



To better ensure appropriate due-process is provided a student, the Board establishes the following guidelines:

A. Students subject to short-term suspension:

Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the superintendent. The request for an appeal must be in writing. Suspension from co-curricular and extra-curricular activities may not be appealed.

B. Students subject to long-term suspension and expulsion:

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- the charge and related evidence;
- the time and place of the Board meeting;
- the length of the recommended suspension or a recommendation for expulsion;
- a brief description of the hearing procedure;
- a statement that the student may bring parents, guardians, and counsel;
- a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- a statement that the student may give testimony, present evidence, and provide a defense;
- a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;
- the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if Board/hearing officer approved; and
- at the student's request, the hearing may be private, but the Board must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion (Policy 5610 and/or Policy 5610.01), to a request for reinstatement (Policy 5610.01), or to a request for admission after being permanently expelled from another district (Policy 5610.01).

The Superintendent shall establish procedures so that all members of the staff use the above guidelines when dealing with students. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

Long Term Suspension / Expulsion/ Hearing

All Long-Term Suspension, Expulsion, and Reinstatement hearings must be in compliance with the Open Meetings Act. The student and parent reserve the right to approach the board in closed session.

Student and Parent Rights before the Hearing:

- A. The right to appeal the recommendation of Long-Term Suspension / Expulsion to the Superintendent
- B. The right to review written statements about the alleged misconduct
- C. The right to review (your) student's records
- D. The right to request a delay in the hearing for up to ten (10) school days
- E. The right to know the length of time the administration is recommending the student be denied enrollment

Student and Parents Rights during the Hearing:

- A. The right to counsel
- B. The right to produce witnesses and present evidence on their behalf
- C. The right to confront and to cross-examine anyone who may have evidence against him/her

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

Search and Seizure

Search of a student and their possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.



Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

Student Rights of Expression

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, nonsponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

A. A material cannot be displayed if it:

- is obscene to minors, libelous, indecent and pervasively or vulgar,
- advertises any product or service not permitted to minors by law,
- intends to be insulting or harassing,
- intends to incite fighting or presents a likelihood of disrupting school or a school event.

Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

Student Concerns, Suggestions, and Grievances

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, they should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a hearing if the student believes they have been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

SECTION V: TRANSPORTATION

Bus Transportation to School

The school provides transportation for all students who live farther than one (1) mile from school. The transportation schedule and routes are available by contacting the student's school.



Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The building principal may approve a change in a student's regular assigned bus stop to address a special need, upon the principal's approval of a note from parent stating the reason for the request and the duration of the requested change.

Bus Conduct

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain that transportation safety.

Students must comply with the following basic safety rules:

Prior to loading (on the road and at school), each student shall:

- be on time at the designated loading zone (5 minutes prior to scheduled stop),
- stay off the road at all times while walking to and waiting for the school transportation,
- line up single file off the roadway to enter,
- wait until the school transportation is completely stopped before moving forward to enter,
- refrain from crossing the road until the driver signals it is safe to cross; and
- go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the trip, each student shall:

- remain seated while the school transportation is in motion;
- keep head, hands, arms, and legs inside the school vehicle at all times;
- not litter in the school vehicle or throw anything from the vehicle;
- keep books, packages, coats, and all other objects out of the aisle;
- be courteous to the driver and to other riders—no yelling, moaning, cursing;
- not eat or drink;
- not tamper with the school vehicle or any of its equipment.

Leaving the bus, each student shall:

- remain seated until the vehicle has stopped;

- cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;
- be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless they have proper authorization from school officials.

Video-recording on School Buses

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual video-recording of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and their actions are recorded, the recording will be submitted to the principal and may be used as evidence of the misbehavior. Since these recordings are considered part of a student's record, they can be viewed only in accordance with Federal law.

Penalties for Infractions

A student who misbehaves on the bus shall be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus.

Self-Transportation to School

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school.

The following rules shall apply:

- Students under age eighteen (18) must have written parental permission prior to driving to school.
- Students shall complete the Student Vehicle Form 5514 F1 and provide evidence of:
 - driver's license;
 - insurance certificate;
 - vehicle registration.
- Parking lot speed limit is 10 mph.
- The student must obtain a permit from the high school office. If a student's parking permit is suspended, no fees will be refunded.

Failure to comply with these rules will result in loss of privileges and/or disciplinary actions for the student.

- When the school provides transportation, students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the principal.
- Approved student drivers may not transport other students to a school sponsored activity without written permission from the parents of passenger students and approval by the principal.