

Bentley

Community Schools

Student & Parent
Handbook
2019-2020





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

Christine Brockmon, Middle School Principal (810) 591-9040

Scott Bednarski, Asst. Principal & Athletic Director (810) 591-9512

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

Kristy Spann, Superintendent (810) 591-9120

Discipline Code adopted by the Board on August 24, 2017

Handbook updated August 1, 2019

FOREWARD

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. To the extent that the handbook is ambiguous or conflicts with these policies

and guidelines, the policies and guidelines shall control. 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 June 20, 2019. If any of the policies or administrative guidelines referenced herein are revised after June 20, 2019, the language in the most current policy or administrative guidelines prevail.

MISSION STATEMENT

The mission of the Bentley Community School District is to address the needs of each child, both socially and academically, to ensure his/her 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

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Section I: General Information

EQUAL EDUCATION OPPORTUNITY

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

Any person who believes that s/he has been discriminated against based on his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officers listed below:

Kristy Spann
Superintendent
(810) 591-9120

Scott Bednarski
Assistant Principal/Athletic Director
(810) 591-9512

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 INVOLVEMENT

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.

Barhitte Elementary Schoolwide Parent Involvement Plan

Barhitte Elementary believes that strong partnerships between parents and school staff are imperative for high student achievement.

Representatives of parents and staff of Barhitte Elementary met in the spring of 2014 to develop this Title 1 School-Wide Parent Involvement Policy. The parent team and Barhitte staff will continue to have input in order to update and revise our School-Wide Title 1 program.

1118(b): Parent Involvement Policy:

Barhitte Elementary had a targeted school parent involvement policy in place. Parents and staff met and revised the policy to meet all the requirements of the school-wide policy. The policy is distributed to parents through the school handbook and discussed at fall Parent-Teacher conferences. It is also available on the website.

1118(c)(1): Annual Title 1 Meeting:

All parents are invited and encouraged to attend the annual Title 1 meeting which is held during both nights of Parent-Teacher conferences in November. Information and an explanation of the Title 1 requirements and the rights of parents are provided during these meetings. The Title 1 teacher(s) conducts these meetings.

1118(c)(2): Flexible Meetings:

Parent meetings are held 3 – 4 times per school year at a time that meets the needs of the majority of 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.

1118(c)(3): Involve parents in planning, reviewing, and improving the School-Wide Title 1 program, including the School and District Wide Parent Involvement Policy:

Barhitte staff conduct meetings with parents on various topics related to the Title 1 program including the review and improvement of the school parental involvement policy and school wide program plan. Our school website has been expanded to include Title 1 information.

1118(c)(4)(A): Provide timely information:

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-View. 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. Monthly and weekly classroom newsletters are sent home. Daily/weekly folders are used as a communication tool. Email and phone calls are made as needed.

1118(c)(4)(B): Provide a description and explanation of curriculum in use at the school, assessments used and proficiency levels:

Barhitte staff provides 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 pamphlet is available on the school's website. District/School website will make the compact and parent involvement policy available for parents to read.

1118(c)(4)(c): Provide parents opportunities for regular meetings to formulate suggestions regarding decisions related to the education of their children and formulate responses to these decisions:

Barhitte staff members provide parent/child involvement meetings three to four times a year. Title 1 meetings are held during flexible times. Parent teacher conferences are held two times a year.

Telephone calls, emails, written correspondence takes place between parents and staff. An annual perception and Title 1 survey is given.

1118(c)(5): Process for parents to submit comments on the plan if parents find the plan unsatisfactory:

One parent meeting per school year will be designated to 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 website will be reviewed monthly with administrators responding via email, phone call or conference. A parent survey will be given at the Title 1 meetings to provide feedback on the parent involvement meetings and the Title 1 program. E-mail/written correspondence takes place between parents, teachers and administrator.

1118(d)(1): Develop jointly with parents and teachers a School/Parent/Student Compact:

Parents and staff met to review and revise the Parent/Teacher/Student compact. This is reviewed annually. Revisions are made based on surveys and suggestions. The compact is reviewed and discussed with parents at fall parent/teacher conferences. This sharing allows for all stakeholders to have their voice heard.

1118(d)(2)(A): Review compact at Parent/Teacher Conferences:

The compact will be shared with all parents in the fall. The compact will be given to all parents during fall parent/teacher conferences. Teachers and parents discuss contents to foster a strong home-school connection. The compact will be on the school's website.

1118(d)(2)(B): Provide frequent reports to parents on their children's progress:

Progress reports are sent home every five weeks. Report cards are sent home every marking period (ten weeks). Parent-View (electronic progress monitoring) is available to all parents at any time through the internet. This progress monitoring site is updated weekly. Phone calls, notes, and emails are used as needed. Individualized Education program (IEP's) yearly meetings, where the plans for students receiving Special Education services are reviewed and new goals are established based on current data and are written with parents/staff. Student Based Intervention Teams (SBIT) meetings review current student data and strategize how to further support academic and behavioral growth of struggling students. IRIPs (Individualized Reading Intervention Plans) are developed for struggling readers in grades K-3. Parents are provided the plan in the fall and strategies to work with their child at home. Progress that their child has made on the goals set in the plan are mailed to parents at the conclusion of the school year.

1118(d)(2)(C): Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom:

Parents are given the opportunity and encouraged to volunteer in classrooms, attend field trips and can schedule appointments to observe classrooms. Parents are asked to run various outdoor activities during Field Day. Reading night and book fairs are held annually. Classroom parties are held three times a year and parents volunteer to attend and help in the classroom. Parent/teacher conferences are held both in the fall and spring and all parents are encouraged to attend. Daily/weekly folders are sent home to foster communication between the school and home. Email, phone calls and written notes are made/sent as needed.

1118(e)(1): Provide information and assistance to parents regarding the state and local academic standards, assessments and monitoring their child's progress:

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 1 staff shares how Title 1 was developed, how students qualify and the goals for exiting the program. Title 1 brochure provides information on the Title 1 programming, parent involvement opportunities and school contact information. Title 1 staff is available at parent/teacher conferences.

1118(e)(2): Provide materials and training to parents:

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 during grade level meeting nights. Teacher websites offer and provide parents materials and age level appropriate websites to use with their children. Parents are provided with 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 1 services.

1118(e)(3): Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs:

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 Word communication to staff that gives suggestions on ways to reach out to parents. Mentor/Mentee meetings include focal points related to parent involvement.

1118(e)(4): Coordinate parental involvement activities with other programs:

Title 1 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.

1118(e)(5): Inform parents of school and parent programs in a timely and practical format in a language they can understand:

Information is given to parents in a variety of ways including written newsletters, emails, social media updates such as Facebook, school website and School Messenger calls. Jargon and use of acronyms are avoided. School and classroom newsletters are written in parent-friendly language. Daily/weekly take-home folders are used. Services from 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 available upon request by the parent.

1118(e)(14): Provide support for parental involvement at their request:

Parents can contact teachers and/or administration to request reasonable support at any time by personal contact, note, email or phone call. Parents receive feedback within a 24-hour period.

1118(f): Parent Involvement activities accessible to all parents, including those with disabilities, migratory and parents who use English as their second language in a language they understand: Flexible meeting times as requested by parents. Services and/or translations from Genesee Intermediate School District are utilized. Building meets requirements of Americans with Disabilities Act. The school contacts Michigan Department of Education for assistance regarding migratory needs.

Bentley Middle School Schoolwide Parent Involvement Policy

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, 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 to review and improve policies. By using the online form, parents can 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 appointment 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. If 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 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

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 internationalist, 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 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 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 1 meeting 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

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

Parent teacher conferences are scheduled to accommodate families.

Events are scheduled so they will not interfere with other community events.

Service Day activities connect to various organizations in the community.

Emergency Food Pantry is in place with assistance from the Food Bank of Eastern Michigan.

Stakeholder meetings provide parents with information regarding instructional material utilized during classroom instruction.

1118 (e)(5) Provide information in a language and format they can understand.

User-friendly language is used in all communication resources.

Information is shared through social media resources, such as Facebook and Twitter, through a school account.

Information is available through online sources, as well as paper copies, when sharing with district members.

1118(e)(14) Provide other reasonable support

Parents reach out to the school for support, such as child care assistance.

Building transition meetings are held in August.

Stakeholder meetings are held on a monthly basis.

1118 (f) Provide opportunities to participate for parents who have limited English, are disabled, and/or are Migratory:

Limited English:

1. An ELL facilitator is provided to translate information.
2. Visuals, such as graphs and charts, are provided to represent information.
3. The Genesee Intermediate School District offers support resources as needed.

Disabled: Building is ADA compliant.

1. The sign language teacher provides interpreting at school events and performances.
2. Verbal communication of information is provided.
3. Newsletters are shared online.

Migratory: We currently do not have any migratory students. Should this change, we will contact the Michigan Department of Education for assistance.

Other Parent Involvement

1. Parents can chaperone field trips.
2. Parents are involved with the Service Day for our Community.
3. Parents can complete surveys periodically throughout the school year.
4. Band Boosters meet periodically throughout the school year.

SCHOOL DAY

Barhitte Elementary	Middle School	High School
8:25 a.m. – 3:30 p.m.	7:45 a.m. - 2:50 p.m.	7:45 a.m. - 2:50 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 his/her 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 his/her educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program.

If 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, s/he 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. Applications must be approved by the building administrator and the special education coordinator. 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.

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:

1. an official birth certificate or similar document,
2. court papers allocating parental rights and responsibilities, or custody (if appropriate),
3. official proof of residency,
4. 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 themselves 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-UPS

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 to call and sign out students verbally for lunch. This has become a major safety issue and our main goal is to keep our students safe.

Even if students are 18, written parent permission is required to leave the building early. If it is for an appointment, a note must accompany the request and we will not allow calls the day of or standing notes for students to leave for lunch and to return.

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 his/her 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 his/her 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

Prescription Medications

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

1. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
2. 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.
3. All medications must be registered with the principal's office.
4. Medication that is brought to the office will be properly secured.
5. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about his/her person, except for emergency medications for allergies and/or reactions. Parents should bring the medicine directly to the school office.
6. 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.
7. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.

8. 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.

Non-Prescription (Over the Counter) Medications

Elementary (Grades K to 5)

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

Secondary (Grades 7 to 12)

Parents may authorize the school to administer a nonprescribed medication using a form which 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 nonprescribed medication without parent authorization, s/he 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.

Specific diseases include: strep infections, measles mumps, rubella, pertussis, Hemophilus influenza type B, meningitis, encephalitis, hepatitis, tuberculosis, whooping cough, 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 NONCASUAL CONTACT COMMUNICABLE DISEASES

In the case of noncasual-contact communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the

rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Noncasual-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 based on 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 director 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 building English language program coordinator 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 AG 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":

1. Student's name
2. Address
3. Phone number
4. Date and place of birth
5. Major field of study
6. Participation in officially recognized activities and sports
7. Height and weight if a member of an athletic team
8. Dates of attendance
9. Date of graduation
10. Awards received, honor rolls, scholarships
11. School photographs or videos of students participating in school activities, events or programs
12. Email 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, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or his/her parents;
2. mental or psychological problems of the student or his/her family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or his/her parents; or
8. 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:

1. 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
2. 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/fpco

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 a fee for “Senior Dues” to cover the cost of cap/gown, diploma cover, and yearbook as these are considered noncurricular activities / programs. Such fees 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 student’s family may choose to purchase 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.

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:

1. Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.
2. 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.
3. Students may not participate in fund-raising activities off school property without proper supervision by approved staff or other adults.
4. Students may not engage in house-to-house canvassing for any fund-raising activity.
5. Students who engage in fund raisers that require them to exert themselves 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 himself/herself to the point of potential harm.
6. 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 to not bring items of value to school. 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 the Director of Food Service.

The school participates in the National School Lunch Program and makes lunches available to students for free. Ala 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.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signals for tornadoes is different from the alarm signal for fires and lock down drills.

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 different from the alarm system for fires and tornadoes and an announcement.

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 the following radio and television stations:

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 stations will broadcast information for Bentley:

1. WEYI: TV25/CW46
2. WJRT TV12
3. WNEW TV5
4. WSMH Fox 66

The following radio stations will also broadcast information:

1. WFBE 95.1
2. WTRX 1330 AM
3. WWCK 1570 AM
4. WWCK 105.5 FM
5. WRSR 103.9

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, s/he 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. Passes may be obtained from a student's teacher or the library paraprofessional. 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 phones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a phone call.

Phones 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 phones 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.

Bentley Middle School

Student may **NOT** use a cell phone during the hours of **7:45 a.m. to 2:50 p.m.** Cell phones must be off and put away.

If a student is using a cell phone during these hours, the phone will be confiscated and delivered to the office. A student that refuses to comply with a request to surrender their cell phone by any member of the faculty or staff and/or administrator, will be considered insubordinate. Rules governing insubordination will apply as outlined in the student handbook.

Bentley High School

Students will have the last 3 minutes of each class and their lunch period to take care of business on their phone (check mail, send a text, etc.). Prior to these 3 minutes, the phone is to be put away and kept up out of sight during class.

District-wide

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

Kindergarten through 5th grade classrooms: all students will engage in the following subjects

- English Language Arts (ELA)—reading, writing, spelling, speaking, and listening
- Mathematics
- Science and Health
- Social studies—government, civics, geography, and economics
- Physical education
- Art/Music
- Character education

Bentley Middle School

Art Band (beginning & intermediate) Communications ELA 6, 7, 8 ELA Read 180 (intervention) Health	Math 6, 7, 8, Algebra* Math 180 Physical Education 6, 7, 8 Science 6, 7, 8 Spanish I* Social Studies 6, 7, 8	STEM Tech: Intro to Google & Keyboarding Understanding Our Social-Emotional Selves *High School credit available
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Bentley High School

Algebra Algebra II American Sign Language* Anatomy and Physiology AP Anatomy & Physiology AP Calculus AP Environmental Science* AP Psychology* Art Astronomy/Meteorology* Band Biology Black History/Global Issues* Chemistry	Child/Abnormal Psychology* Consumer Math Criminal Justice* English 9, 10, 11,12 Geometry Government/Economics Leadership LINKS Marketing Modern American History Physical Education/Health Physical Science Physics Probability and Statistics	Psychology Public Speaking Sociology Spanish Student Success Center Bigger, stronger, faster Study Skills Theater Trig/Pre-Calc Wars/Holocaust* World History Yearbook *GenNet course.
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Note: Due to scheduling and enrollment, not all classes may be offered during each semester/school year.

Career Tech Center/Genesee Career Institute

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.

Dual Enrollment

Eligible high school students may be enrolled in high school and college classes concurrently. Contact counselor for details.

Credit Recovery

Eligible high school students may enroll in online courses to recover credits lost due to previously failed courses. Contact counselor for details.

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. For each benchmark, students will receive one of the following marks:

- 3=Secure (student meets expectations)
- 2=Progressing (student shows some understanding)
- 1=Area of Concern (student shows little or no understanding of the concept)

4th-12th Grade 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 his/her grade will be determined, s/he should ask the teacher.

The schools use the following grading system:

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

GRADING PERIODS

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:

1. Current level of achievement
2. Potential for success at the next level
3. Emotional, physical, and/or social maturity

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 his/her 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 View to review students' grades.

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. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request. The District shall provide this annual notice to parent and legal guardians by sending a written notice to each student's home or by including the notice in a newsletter, student handbook, or similar communication that is sent to a student's home, and also shall post the notice on the District website.

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., or in a personal curriculum, and 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 s/he 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 may 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. All students are required to earn 2 credits of World Language and one credit in Visual, Performing or Applied Arts.
- F. One year of Physical Education/Health.
- G. Students must have an on-line learning experience during high school.

HOMEWORK

The assignment of homework can be expected. Student grades will 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 s/he meets 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 the opportunities to participate in a variety of online, blended and videoconferencing courses. Courses are typically available through GenNET, Gradpoint, Michigan Virtual High School, Edgenuity, and by Bentley teachers.

RECOGNITION OF ACADEMIC ACHIEVEMENT

Students who have displayed significant achievements during 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 coordinate by the building principal or designee.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may take advantage of the School's computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all the terms of the agreement may lead to termination of the student's computer account and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School District's *Student Network and Internet Acceptable Use and Safety Policy* and the requisite student and parent agreement will be distributed the first week of school.

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy [5136](#)), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when

using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

This policy and its related administrative guidelines and the Student Code of Conduct also govern students' use of their personal communication devices (that is, according to Policy [5136](#), computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District's network, the District's Internet connection, and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, emails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access, to services through its Educational Technology to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or building principal may temporarily or permanently unblock access to websites or online education services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

1. safety and security while using e-mail, chat room, social media, and other forms of direct electronic communications;
2. the dangers inherent with the online disclosure of personally identifiable information;
3. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online; and
4. unauthorized disclosure, use, and dissemination of personal information regarding Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally liable, both civilly and criminally, for uses of the Education Technology not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and building principals as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the District's Education Technology and the Internet for instructional purposes.

STUDENT ASSESSMENTS

Once each year, all students in Michigan take a high-quality state summative assessment. Summative assessments measure what students know and can 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 s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least an 83% or 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, a State mandated curriculum requirement, 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 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 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, if 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 s/he must maintain a job in addition to going to school, s/he must first contact his/her counselor to discuss any legal requirements and obtain any needed documents.

Section IV: Student Conduct

ATTENDANCE

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 his/her 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.

Exempt Absences

Students may be exempted from school for one or more of the following reasons, 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.

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 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

A student who is not in his/her 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

Each student is expected to be in his/her assigned location throughout the school day. If a student is late in arriving to school, s/he is to report to the school office before proceeding to his/her 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.

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.

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.

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.

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 themselves or others, they may be removed from the educational setting.

Barhitte Dress Code

Barhitte'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 follows the dress code policy.

General Information

- 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)
- 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.
- No apparel or accessories shall depict tobacco products, alcoholic beverages, drugs or any other dangerous, prohibited or controlled substance.
- No attire that identifies, condones, depicts, or promotes a student as part of an unauthorized group, such as a gang.
- 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.

Middle School Dress Code

With the support of parents, students and staff we can help students learn how to dress situationally, allowing students to express their own style and present themselves in a manner that allows them to feel comfortable and confident. Every student will personally maintain a reasonable standard of wearing apparel which is appropriate to his/her role as a student.

In keeping with this philosophy and to promote Bulldog Pride, the following guidelines have been established:

1. All students must maintain personal hygiene and cleanliness
2. Apparel which endorses, or advocates, alcohol, drugs, vulgarities or obscenities are considered inappropriate school attire.
3. Short-shorts, short skirts, spaghetti straps or any straps less than two-fingers wide and bare midriff or 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 or mid-thigh.
4. Holes in garments in areas that do not follow the guidelines in the above description are not permitted
5. "Sagging" of pants is not acceptable
6. No pajamas or slippers are allowed
7. No hats, hoods, or other head attire or sunglasses are permitted
8. Coats are not permitted in the classroom. Each student is provided with a locker; students' coats must be stored there during class time.

Please note that it is not the intention of these guidelines to hinder students' individual sense of style or to embarrass anyone. However, a reasonable level of respect for one's appearance and others is expected. Students who indicate an unwillingness to comply with these guidelines will be subject to discipline.

All judgement and discretion of these rules lies with the middle school 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:

1. Provide adequate coverage of bodies and undergarments (fingertip length shorts, no spaghetti straps, no exposed stomachs)
2. Fit appropriately
3. Do not distract or interfere with the learning environment
4. Can be adjusted in response to varying room temperatures and personal comfort (ex: layer a t-shirt with a sweatshirt)
5. Do not pose any potential safety risk to the student wearing it or others
6. Allow for the student to be seen easily (ex: no masks, hoods, bandanas, etc)
7. Hats are ok (as long as ears are not covered)
8. Let students look and feel good
9. 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 does damage to or loses school property, the student or his/her 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.

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 Terms Applying to the Student Code of Conduct

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 s/he has 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 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, s/he 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.

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, s/he is 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 the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her 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 s/he brings onto or has in his/her possession on school property or at a school-related activity any of the following:

1. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item
2. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle
3. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blowgun, 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/Person Associated with 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/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 Reports, and 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, s/he 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

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 s/he 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.

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.

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 School or 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 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 s/he has been/or is 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 definition, s/he should report it and allow the administration to determine the appropriate course of action.

1. 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;
2. 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;
3. 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:

1. verbal harassment or abuse;
2. pressure for sexual activity;
3. repeated remarks with sexual or demeaning implications;
4. unwelcome touching;
5. sexual jokes, posters, cartoons, etc.;
6. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
7. 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;

8. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

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

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age (except as authorized by law), religion, height, weight, marital or family status, military status ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means students, administrators, and professional and support staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

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.

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.

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. Reports may be made anonymously, but formal disciplinary action may not be taken solely based on an anonymous report.

The Principal (or other administrator as designated) 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 after a report and should be completed within three days after a report of 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.

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.

Prevention Training

The superintendent shall establish a program or other initiative involving school staff, students, clubs, or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders, aimed at the prevention of bullying or other aggressive behavior.

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 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 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 gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. 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:

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

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

1. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in several 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:

1. Harassment, see Policy 5517;
2. Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011)
Policies on Bullying, Michigan State Board of Education
Model Anti-Bullying Policy, Michigan State Board of Education

Possession of a Firearm, 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 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 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; lunchtime, after-school detention; in-school restriction.

Detentions

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

A student missing any portion of his/her 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 him/her 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, s/he 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 PLANS

Barhitte Elementary: 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.

Barhitte Elementary: Upper Elementary (Grades 3, 4, 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:

- One to Two Points 1 full day In-School Suspension
- Three to Four Points 2 full days In-School Suspension
- Five to Six Points 3 full days In-School Suspension or 1 full day Out-Of School Suspension
- Seven to Eight Points 2 full days Out-Of-School Suspension
- Nine to Ten Points 3 full days Out-Of-School Suspension A referral to a social worker may be made.
- 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.
- 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.
- 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.

The second accumulation of fifteen (15) points during the school year may result in an automatic 180 school day suspension.

Middle School Discipline Policy

Disciplinary Step System

The disciplinary steps listed below shall be followed in the administration of disciplinary action. The steps are designed to:

1. Provide the student with a program that includes ample opportunity for modification of the negative behavior.
2. Provide consistency in the administration of disciplinary action - i.e., a fair program in that all students charged with the same level of misconduct will receive the same disciplinary action.
3. Provide for clearly stated, advance knowledge to all students, parents, and staff members of the course of action to be taken in handling disciplinary matters.
4. Provide a program that is progressive (moderate to most severe action).

The steps shall be administered under the following conditions:

1. Generally, interventions shall be taken prior to administrative disciplinary action. However, in cases of serious misconduct, interventions may occur simultaneously with administrative

disciplinary action. Placement on the step system will be proportionate to the severity of the misconduct.

2. Once a student is placed on the disciplinary steps, the student may, during the current school year, move to succeeding steps for each occurrence of misconduct. Movement on the steps will be proportionate to the severity of the misconduct.
3. In recognition of good behavior, students' placement on the step system may be reduced one step when their behavior results in no administrative action, in accordance with the following schedule: The student's placement on the step system shall be reduced one step for each consecutive twenty (20) days without misconduct requiring disciplinary action as described in this policy.
4. With the start of a new school year, students who were placed on the step system in the prior year will return without any steps on their record. However, penalties to be served resulting from the prior school year step placement will be served within the first two (2) week period of the new school year.

Minor Behavior Infractions

In conjunction with the Disciplinary Step System, teachers provide proactive strategies and interventions to modify minor discipline infractions in the classroom.

Failure to follow approved school and classroom rules which are consistent with Board policies and administrative procedures. These minor behavioral infractions may include:

1. Defiance
2. Disrespect
3. Disruption
4. Dress Code
5. Inappropriate language
6. Physical contact
7. Property misuse
8. Tardy
9. Electronic devices
10. Cheating / copying

After a minimum of three (3) but not more than five (5) infractions for which interventions have been taken and recorded (one of which will be a parent contact), a student will be placed onto the step system.

Please note that significant or blatant infractions of these minor behavioral infractions may result in a discipline referral for a major behavioral infraction.

Disciplinary Steps

Step	Action
1	Administrative conference with the student to include review of the disciplinary policy and procedures and notification that the next infraction of rules will result in action on at least the 2nd step and parent contact.
2	Student / parent / teacher or administrative conference (can be done by phone)

3	One-day (short-term) suspension
4	Two-day (short-term) suspension
5	Three-day (short-term) suspension
6	Five-day (short-term) suspension
7	Seven-day (short-term) suspension
8	Ten-day (short-term) suspension
9	Recommendation for long-term suspension and/or expulsion for misconduct not including possession of a dangerous weapon, arson or criminal sexual conduct.
10	Mandatory expulsion for possession of dangerous weapon, arson or criminal sexual misconduct, physical assault on a school employee/volunteer/contractor.

PLEASE NOTE: For Steps 3 through 5, the building administrator may invoke the option of having the student serve suspension days through the in-school suspension / time out room if it is available in the building. Days are school days, not calendar days.

Major Behavior Infractions

Acts of student misconduct for which suspension and/or expulsion may be appropriate disciplinary action.

These categories are generally descriptive of the most obvious types of misconduct and are not considered as all inclusive, or as a limitation upon the authority of school officials to deal appropriately with any other types of conduct which interfere with the good order of the school system, or the proper functioning of the educational process.

Level of offense	MAJOR BEHAVIORAL INFRACTION	Step Placement
2	Lying/Cheating Student delivers message that is untrue and / or deliberately violates rules.	Steps 1 - 3
2	Indirect Inappropriate Language/Gestures Student engages in low-intensity instance of inappropriate language - not directed at a person	Steps 1 - 3
2	Inappropriate Dress Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district	Steps 1 - 3
2	Public Displays of Affection Student engages in inappropriate PDA, holding hands is the only exception verbal and/or physical gestures/contact, of a sexual nature to another student/adult, either consensual or nonconsensual.	Steps 1 - 3

Level of offense	MAJOR BEHAVIORAL INFRACTION	Step Placement
3	Direct Inappropriate Language/Gestures Student delivers verbal messages that include swearing, name calling or use of words in an inappropriate way. - Directed at someone.	Steps 3-9
3	Fighting/Physical Aggression Student engages in actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, biting etc).	Steps 3-9
3	Harassment /Bullying Student delivers disrespectful messages * (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, picture or written notes. *Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Bullying would be defined, as happening regularly over a period of time.	Steps 3-9
3	Overt Defiance Student engages in refusal to follow directions, talking back and/or socially rude interactions.	Steps 3-9
3	Property Destruction/Misuse Student participates in an activity that results in destruction or disfigurement of property.	Steps 3-9
3	Theft Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Steps 3-9
3	Forgery Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Steps 3-9
3	Internet Misuse Student does not follow the internet policy of the school.	Steps 3-9
3	Skipping Class Student leaves or misses class without permission	Steps 3-9
3	Pantsing Student intentionally pulls down the pants of another student with or without permission	Steps 3-9
3	Reference in conversation, writing or pictures to weapons or acts of violence Student references in conversation, writing or pictures acts of violence with or without weapons.	Steps 3-9

3	Taking picture/video without consent Student engages in inappropriate use of camera/video camera.	Steps 3-9
Level of offense	MAJOR BEHAVIORAL INFRACTION	Step Placement
4	Drug Use/Possession Student is in possession of or is using illegal substances or imitations. (This includes drugs, alcohol and tobacco.)	Steps 5-9
4	Bomb Threat Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.	Steps 5-9
4	Extreme Property Damage/Vandalism Student participates in an activity that results in destruction or disfigurement of property.	Steps 5-9
4	Combustibles Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	Steps 5-9
4	Threats Delivering disrespectful messages (verbal or gestural) to another student that includes threats and intimidation, obscene gestures, picture or written notes.	Steps 5-9

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
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				
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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
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				
Skipping or Truancy SC				
Violation of Internet Agreement				
Cheating (allowing another to copy work; copying another's work; plagiarism)	"0" 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.
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.
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	Immediate 10 days OSS; hearing between superintendent and principal for possible expulsion. Parent contact; contact police.
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	
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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:

1. Students subject to short-term suspension:
Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of a suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.
2. Students subject to long-term suspension and expulsion:
A student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and an opportunity to appear with a representative before the Superintendent to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Superintendent, and a summary of the facts to

which the witnesses will testify. At the student's request, the hearing may be private, but the 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:

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

Student and Parents Rights During the Hearing:

1. The right to counsel
2. The right to produce witnesses and present evidence on his/her behalf
3. 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 his/her 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 despite 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:

1. A material cannot be displayed if it:
 - a. is obscene to minors, libelous, indecent and pervasively or vulgar,
 - b. advertises any product or service not permitted to minors by law,
 - c. intends to be insulting or harassing,
 - d. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 - e. 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.
2. 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, if exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, 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, s/he 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 s/he has 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.

Parent/Student Signature Page

Dear Students and Parent(s)/Guardian(s) of Bentley Community Schools:

This handbook was developed as a guide for students and parents to answer commonly asked questions that come up during a school year. Our goal is to create a positive educational atmosphere of learning where rules are enforced firmly, fairly, and consistently to all students.

We ask that you familiarize yourself with this handbook by reading it and ask that you sign this page as evidence that you are aware of our policies and procedures. This form is part of the student registration process at Bentley Community Schools and must be returned as a condition of enrollment.

Signing below is evidence that parents and students have or will read and understand the contents of this handbook.

Signature of Parent/Guardian

Date

Signature of Student

Date

Print Name of Student

Grade of Student

Building