



STUDENT/FAMILY HANDBOOK

2025-2026

Student/Family Involvement Contract

I commit to do all the following to the best of my ability:

- ✓ Ensure that my student understands the contents of the handbook.
- ✓ Pay close attention to correspondence from my student's school.
- ✓ Ensure that my student attends school each day and arrives on time.
 - Class starts at 8:00 a.m. and ends at 3:00 p.m.
- ✓ Review homework assignments and offer assistance when needed.
- ✓ Monitor student attendance and grades on Infinite Campus.
- ✓ Show an interest in my student by attending school functions and attending conferences.
- ✓ Review, discuss and abide by the [OCS STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY Policy](#).

Parent/Guardian Signature: _____ Date: _____

- ✓ I understand the contents of the handbook, and will complete all academic requirements and promise to follow school rules.

Student PRINTED Name: _____

Student Signature: _____ Date: _____

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. **The Student/Family Handbook can be found at our website at www.onstedschools.us** along with the Board's comprehensive set of policies. **If computer access is not available to you, please stop by our office and we will provide a paper copy of the Student/Family Handbook**

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I. GENERAL INFORMATION

Staff Directory

Office Staff

Mrs. Alaina Ellison, Principal Mrs. Carrie Grulke, Administrative Assistant
Mrs. Tanya Anderson, Behavior Specialist Mrs. Liz George, Administrative Assistant
Mrs. Nicole Brown, School Nurse

Teaching Staff

Mr. Tim Lilienthal	Mr. Brandon Arnold	Mr. Casey Bissot
Ms. Joanna Botte	Mrs. Jessi Courtright	Mrs. Heather Hildreth
Mr. Jake Howland	Mr. Corey Hubbard	Mrs. Rhonda Hubbard
Mrs. Jodi Marsh	Ms. Noelle Martell	Ms. Jaime Mykeloff
Ms. Jodie Sherman	Mrs. Angie Smelser	Mrs. Heather Smith
Mrs. Jennifer Smith	Mr. Trenton Shindorf	Mrs. Cheryl Westbrook
Mrs. Stefanie Wetherby	Ms. Julia Willhite	Mr. Scot Morrison

Building Staff

Mrs. Sydney Parker	Ms. Janet Dillon	Mrs. Jaemi Godette
Mrs. Paula Jordan	Mr. Bill Kish	Mrs. Maria Permoda
Ms. Christina Steinmetz	Mrs. Angela Valdez	Mrs. Rhonda Erhart
Ms. Ashley Tracy	Mrs. Melinda Courington	

Mission Statement

The Mission of Onsted Community Schools is to ensure individual growth and an excellent learning experience to foster active and creative minds, with compassion for others and courage to be leaders in a diverse global community.

District Vision Statement

Inspire – Challenge – Prepare

Every Person

Every Day

Notice of Nondiscrimination Policy

It is the policy of the Onsted Community Schools that no person shall, on the basis of race, color, national origin, sex (including sexual orientation, gender identity, or gender expression), disability, age, religion, military status, ancestry, or genetic information, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment.

Any person believing that the Onsted Community School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1973, and (3) Section 504 of the Rehabilitation Act of 1973, may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator(s) also known as the District's "Compliance Officers" at the following address(es):

<p>Karen Springer Human Resources (517) 467-2173 10109 Slee Rd, Onsted MI 49265 springer.k@onstedschools.us</p>	<p>Tim Comden High School Principal (517) 467-2171 10109 Slee Rd, Onsted MI 49265 comden.t@onstedschools.us</p>
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Board of Education Members

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Introduction

The Onsted Community School District is dedicated to creating and maintaining a positive learning environment for all students. Teachers, administrators, families, and students must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community.

Onsted Middle School strives to bridge the connection between elementary years and the independence of secondary school. This handbook assists families with understanding school expectations, requirements and operations. Upon review of this document, please contact Alaina Ellison, Principal of Onsted Middle School if you have any questions or items not addressed within.

Family Involvement

Durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parents"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered, and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in:

- A. developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes;
- B. providing a school and home environment which encourages learning and augments, at home, the learning experiences provided by the school;
- C. providing for the proper health, safety, and well-being for their child.

The District is committed to communicating to parents at a level and in a language they can understand, where practicable.

The District shall develop a Parental Involvement Plan by which a school-parent 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 shall be distributed to all parents and students through publication in the Student Handbook or other suitable means.

The Parental Involvement Plan for the District (with building/program specific goals as desired) shall include, but not be limited to, the following strategies:

- A. Provide child's individual assessment results, reading results, progress reports, report cards, parent conferences.
- B. Arrange flexible scheduled parent/teacher conferences and parent requested conferences.
- C. Post PTA/PSTO meetings, and parent involvement meetings on the District website and via-e-mail.
- D. Maintain a consistent, District-wide effort to communicate regularly with parents.
- E. Schedule at least two (2) student conferences annually with the teacher(s) to inform parents of student's progress.
- F. Distribute periodic newsletters from teachers informing parents of upcoming District events and curriculum being taught.
- G. Send folders home (each week, bi-weekly, monthly) to keep parents abreast of individual student progress and maintain open lines of communication.
- H. Make calls, use e-mail letters as needed for teachers and administrators to communicate with parents.
- I. Encourage continued positive partnerships involvement throughout the community by staff and administrators.
- J. Encourage active faculty participation in PTA or PSTO.
- K. Have students perform at various functions throughout the community.
- L. Encourage parents to serve as chaperones for class field trips and other school activities.
- M. Place current and accurate announcements on the schools marquis throughout the District.

Relations With Family

The District encourages parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of maturity, but are still supported by the parent. During the school hours, the District, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the District encourages parents to support their child's career in school by:

- A. participating in school functions, organizations and committees;
- B. supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment;
- C. requiring their child to observe all school rules and regulations;
- D. supporting or enforcing consequences for their child's willful misbehavior in school;
- E. sending their children to school with proper attention to his/her health, personal cleanliness, and dress;
- F. maintaining an active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study;
- G. reading all communications from the school, signing, and returning them promptly when required;
- H. cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

II. ENROLLMENT AND STUDENT RECORDS

Enrolling in School

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides. New students under the age of eighteen must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. A birth certificate or similar document
- B. Court papers allocating parental rights and responsibilities, or custody if appropriate
- C. Proof of residency
- D. 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.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children, Tanya Anderson, with regard to enrollment procedures. (Please see Board Policy 5111.01 - HOMELESS STUDENTS)

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.

Transferring 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 Onsted Middle School, the parent must notify the principal. Transfer will only 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.

Withdrawal From School

No student under the age of eighteen will be allowed to withdraw from school without the written consent of his/her parents.

Change of Personal Information

In order to keep communication consistent, please inform the office if there is a change of address, telephone number, or email during the school year.

III. ACADEMICS

Guidance

The purpose of the guidance program is to help each student achieve his or her highest psychological, emotional, and social potential. This may be done in several ways. Some methods we use are:

- Helping new students feel comfortable in their new school setting with new teachers and friends.
- Scheduling students in classes they need and desire.
- Personal, confidential counseling is provided whenever a teacher, student, or counselor requests it. The counselor welcomes the opportunity to talk to any student, parent or teacher.
- A testing program designed to determine students' learning capabilities and needs is available.

Scheduling & Class Assignment

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. All students will be scheduled into an Advisory class and selected electives per marking period/semester. Additionally, students with an IEP may be scheduled into an Academic Lab/Resource Room class as an elective option. Any changes in a student's schedule should be handled through the principal's office. Students must request a schedule change prior to the start of the next semester for elective classes. Core class placement is determined by teaching teams.

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 with administration approval in any class, particularly those dealing with instruction in health and reproductive education.

Grading System - Records

The following marking scale will be used on permanent records.

A = 4.00	C = 2.00	S = Satisfactory
A- = 3.66	C- = 1.66	U = Unsatisfactory
B+= 3.34	D+= 1.34	I = Incomplete
B = 3.00	D = 1.00	NC = No Credit
B- = 2.66	D- = 0.66	C = Credit
C+= 2.34	E = 0.00	

Progress Reports

A computerized progress report will be issued at the midpoint of each semester for all students. These reports will be issued in the teacher's best judgment and the student's best interest. Grades shown on the progress report are the current grade at the time of the report.

Homework

We know that students will be absent throughout the year because of illnesses and emergencies that may arise. We also understand that students and parents like to keep up on schoolwork and not fall too far behind. Because of the large number of students who miss one or two days, it has become a very large task collecting these assignments. In most cases students will not experience any problem in getting their missed work made up after they are feeling better and return to school. **We would like to ask you to please limit your assignment requests until the third day of a student's absence.** Please telephone the school on the third day of an absence by 8:45

a.m. if you wish to request assignments and we will be happy to collect any work they may need and have it ready as soon as possible.

Prearranged absences of 3 or more school days will require work to be turned in upon the day a student returns to school unless there are questions about missed instruction and work. Special circumstances will be communicated to and considered by the principal.

MAKE-UP WORK

Students who are absent for any reason will be required to make up work missed in each class. This work should take approximately the same time as the time missed from class. All make-up work must be in by the end of the grading period. Only in extreme cases of prolonged absence will more than one week be allowed for work to be made up unless the school office grants permission. A day's absence does not excuse a student from responsibility for all recitations on the day of his return. Grades and/or credit will be withheld in case make-up work is not turned in, and may lead to academic failure if the situation is not remedied.

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 administration regarding procedures for such instruction. Applications must be approved by the principal. 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 Michigan, parent, student, or other caregiver. A physician must: certify the nature and existence for a medical condition; state the probable duration of the confinement; request such instructions; present evidence for the student's ability to participate in an educational program.

Student Recognition

Positive Behavior Interventions and Support

The middle school has developed a set of *expectations* that we insist **everyone** adheres to while they are on campus or off at school-related activities. The following expectations are taught and clearly posted throughout our hallways and in every classroom:

- **Be Respectful (Attitude)**
- **Be Responsible (Action)**
- **Be Resilient (Character)**

It is our desire to teach and acknowledge our students for displaying these expectations. PBIS focuses on: 1) preventing problem behavior and 2) teaching new skills and appropriate behavior to children who demonstrate challenging behavior. Schoolwide PBIS is used regularly in educational settings. Student discipline is centered around PBIS language and is incorporated in as a teaching strategy to remedy unwanted behavior. Several of the strategies can also be used to help build skills and support appropriate behaviors in the home and community.

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

Honor Roll(s)

An honor roll is compiled for each semester. Students on the honor roll must carry a "B" average. A student with a "D" is not eligible to be on the honor roll. A "B" average will consist of a 3.00 G.P.A. (grade point average). Advisory classes are not calculated in the G.P.A.

Student Awards are given at assemblies at the end of each semester. Students earning Honor Roll and All "As" for the entire year are awarded during Honor's Night.

Athletic Awards

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

Special Awards

Each month, students are selected by staff based on characteristics expected of an OMS student. These students receive Student of the Month Awards. These are also recognized monthly at Onsted School Board Meetings.

Merit System

Students that meet the following criteria will be rewarded at the end of the quarters with the incentives to be determined each quarter.

- A. No more than one office disciplinary referral for the quarter.
- B. Earning no out-of-school suspensions or in-school suspensions.
- C. Three or fewer countable absences (seven tardies = one absence) **and** no more than nine total tardies.

★ Documented medical/funeral absences are excused (see attendance policy)

- D. **A grade of a C- or better in all classes for the quarter.**

The ultimate goal is to qualify for the end-of-year reward. To qualify a student must meet requirements (a), (b), and (c) listed above. In addition to these requirements, the following criteria must also be met:

- E. **A student must achieve a grade of a C- or better in all classes for the last quarter.**
- F. A student must have qualified for two out of the first three merit rewards.

*Students that have not qualified for the end-of-the-year reward, but choose to attend the event will be considered insubordinate and receive disciplinary action.

*Merit System is based on school funds available to fund rewards.

*Due to grading, attendance and behavior procedures being monitored within the physical school setting, the merit system applies to only in-person instruction students.

Student Assessment

Each spring, we will administer state tests designed to provide important information on student knowledge and student career- and college-ready progress upon graduation. Federal and state laws require these tests. Schools and districts use these test results, among others, for school improvement initiatives that benefit students. The data gathered from this year's state assessments and other data will help us support students when they return to school in the fall and move forward with their education.

6th and 7th Grade State Assessments

- English Language Arts: computer-adaptive test (CAT) with Passage-based Writing prompt (essay)

- Mathematics : computer-adaptive test (CAT)

8th Grade State Assessments

- PSAT 8/9 for grade 8: This test provides the ELA and mathematics scores for accountability in grade 8. (will be online starting 23-24 school year)
- M-STEP Science and Social Studies fixed-form online assessments

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to 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.

Students will not be required, as part of the school program or District curriculum, to submit to 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. OCS will not violate the rights of consent and privacy of a student participating in any form of evaluation.

Academic Help Sessions & Interventions

If individual help is needed from a teacher, students are encouraged to seek assistance throughout the school day. Teachers are available during Advisory hour and by appointment during their conference hours. Students are also encouraged to seek out assistance from the Guidance Office.

Throughout the year, when a student is achieving below expectations, a plan of action will provide strategies to help the student achieve success. The interventions can include conferences, after-school assistance, or alternative programs. Retention can be considered with parent/guardian involvement.

Families are encouraged to reach out to the school should they notice their student falling behind and want assistance addressing it. Families can contact the office to be directed to the correct staff member.

IV. MEDICAL

Immunizations of Students

All students entering Onsted Middle School shall submit evidence that they have complied with the state's immunization requirements by:

A. Submitting proof of immunizations from a physician that the child has been tested for, immunized or protected against, diseases specified by the Director of Public Health;

B. Submitting a signed waiver from the Lenawee County Health Department. Immunizations are highly recommended, but if you choose to sign a waiver against immunizations, the nonmedical waiver is **only** available by appointment at the Health Department. ***In the event of an exclusion being directed by the Health Department, students who have a waiver may be excluded from classes and school-sponsored functions.***

If your students' immunizations are not up to date, they will not be able to start school, per Michigan Law.

Control of Casual-Contact Communicable Diseases & Pests

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

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

In the case of non-casual-contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have 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 in school unless there is a definitive evidence to warrant conclusion.

Non-Casual-contact communicable diseases include sexually transmitted diseases, AIDS, ARC-AIDS Related complex, HIV, HAV, HBV, HCV; and other diseases that may be specified by the State Board of Health.

Medication

Diagnosis and treatment of illness and the prescribing of drugs and medicines are not the responsibility of the public schools and are not to be practiced by any school personnel, including school nurses, unless authorized hereunder.

It is the policy of the board that the public school should not provide students with aspirin or any other medication. The decision as to whether aspirin is needed is a form of diagnosis, and the dispensing of this medication is a form of treatment. Unauthorized administration of aspirin or other non-prescription medications shall not be practiced by any school personnel, including school nurses.

In certain explained circumstances when medication is necessary in order that the student remain in school, the school will cooperate with parents in the supervision of medication that the student will use; but the medical person authorized to prescribe medication must send a written order to the building administrator who may supervise the administration of the medication or treatment, and the parents must submit a written request to the building administrator requesting the school's cooperation in such supervision and releasing the school district and personnel from liability.

LEGAL REF: MCL, 380.1178; AG Opinion #6476, #5679

Medication Administration

A physician's written order and the parent or guardian's written authorization is required for school personnel to administer medication. **A medical consent form MUST be completed and turned into the main office for medication to be administered.** You can pick up a medical consent form in the main office. All medications (prescription and non-prescription) will be stored and administered in the main office. The school will not provide students with ANY type of medication, including aspirin without required authorization.

Accidents, Injury and Illness

All accidents/injuries must be immediately reported to a teacher and 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 procedure.

A student who becomes ill during the school day should request permission to go to the office. Office personnel will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental

permission. If the student is in a physical education class, he/she must report the accident to the PE instructor first.

Understanding Concussion

Some Common Concussion Symptoms

Headache
Dizziness
Blurry Vision
Sluggishness
Grogginess
Confusion
Feeling Irritable

Pressure in the Head
Balance Problems
Sensitive to Light
Haziness
Poor Concentration
“Feeling Down”
Slow Reaction Time

Nausea/Vomiting
Double Vision
Sensitive to Noise
Fogginess
Memory Problems
Not “Feeling Right”
Sleep Problems

WHAT IS A CONCUSSION?

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

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

IF YOU SUSPECT A CONCUSSION

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “tough it out” often makes it worse.
- 2. KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They

can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.

- 3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

SIGNS OBSERVED BY PARENTS

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can't recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality change

CONCUSSION DANGER SIGNS

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

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

HOW TO RESPOND TO A REPORT OF A CONCUSSION

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing

or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a healthcare professional.

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

V. SCHOOL PROCEDURES

Arriving at School

Students may enter the building no earlier than 7:30 a.m., and must report directly to the cafeteria, and remain in the cafeteria until they are dismissed. Between 7:30 and 7:45, students can enter ONLY through the doors to the cafeteria on the south side of the building. We only have supervision in the cafeteria during this time. Staff supervision in other areas begin at 7:45am. All other doors for student entry open at 7:45am and lock at 8am.

Closed Campus

The Onsted School District has a policy that requires the Middle School to have what is known as a “closed campus”. It is the student’s responsibility to come on the school grounds as soon as he/she arrives in the morning and remain there all day unless he/she obtained permission from school personnel and guardian.

Leaving the Building

If it is necessary for a student to be excused from school during the day, a note signed by the parent or guardian is required. This note should be brought to the office before school starts in the morning. The student will be given a pass to be presented to the teacher when it is time for the student to leave. All middle school students are to be picked up at the main office and must be signed out by a parent or someone designated by the parent on the student’s emergency list. If the student returns during the school day, the student must sign back in at the office.

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 sign in and obtain a pass. Any person who is interested in spending time in the building is required to complete a volunteer form prior to doing so. Spending time in the building must be pre-arranged and permission must be given by the principal. If a person wishes to confer with a member of the staff, he/she should call for an appointment prior to coming to the school in order to schedule a mutually convenient time.

Early Dismissal

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or legal guardian. No student will be released to a person other than a person listed on the student's emergency contact list.

Emergency School Closing

Onsted Community Schools utilizes a messaging system within Infinite Campus. If you are not receiving messages from this system, please call the Board of Education. Please do not call the school when weather threatens to close the school. If there is any doubt, students and parents should listen to local Adrian radio stations - WABJ (1490 AM), WLEN (103.9 FM) and WQTE (95.3 FM). Families can also check School Social Media pages for emergency communication.

Outside Beverages

Students are encouraged to bring water to consume during class time and refill throughout the school day. Outside beverages (such as juice or sports drinks) may be consumed only during breakfast or lunchtime in the cafeteria. This policy helps maintain cleanliness and prevent spills that could damage school property or create slip hazards. Exceptions to this rule may be granted by the principal, including those documented in school-approved medical plans.

Student Fees, Fines, and Supplies

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or family may choose to purchase their own supplies if they desire to have a greater quantity of supplies, or desire to help conserve the limited

resources of others. The teacher or administrator may recommend useful supplies for these purposes. Fees may be waived or reduced where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for damage, not to make a profit. Financial obligations must be paid prior to a student participating in his/her graduation ceremony.

Media Center

Students are encouraged to use the library as much as possible. From time to time it may be desirable for a student to visit the library during class time to do research. In such cases, the student should first get permission from the teacher and then, upon entering the library, inform the library staff about his or her particular need.

School Telephone Use

Students will not use the office telephone for personal calls except in an emergency and with staff permission. In the event a student receives a telephone call, he or she will be called out of class only in the case of an emergency. Students may use the office phone for calling home when they are ill at any time. Lunchtime use will be allowed for school-related business only.

Clubs and Activities

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

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

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

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

Extracurricular 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.

Examples are: assemblies, dances, Kiwanis events, Student Council events, PSTO events, academic clubs, plays, talents shows, and musical performances.

All in-person students are permitted to participate in the school-sponsored trips and activities, as long as they meet the eligibility requirements. Students must be in-person during the semester and for a minimum of two full weeks prior to the activity in order to be eligible to attend.

Middle School Dances are a privilege and sponsored by Student Council or PSTO. Dances are supervised by parent volunteers as well as OMS Staff. During the week prior to the dance, students must not have an office referral or discipline in order to attend. Dances occurring after school require students to leave personal items in lockers to access after the dance. Formal dances do not allow students to have access to the academic wings of the building. Any bags or backpacks brought into formal dances are permitted at the discretion of the supervising adults. Students are allowed to bring personal phones to the dance unless otherwise determined by the Principal. The Student Code of Conduct applies to dances as a school-sponsored activity. Students must have rides pre-arranged prior to the day of the dance. Repeated irresponsibility at dances may lead to future restrictions from attending these functions.

OMS students should not be in school buildings or areas after school unless attending a school-sponsored event or as a member of the athletic team, club or group with a supervising adult. Students are expected to be responsible for communicating to parents/guardians the agreed-upon plans in advance. Repeated irresponsibility at after-school functions may lead to future restrictions from attending these events.

NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during non instructional hours. Permission can be obtained from the Principal. The applicant 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 prescribed 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.

Hot Lunch Program

Students who receive free or reduced lunches may not sell or exchange any part of the lunch. Students who do not follow this rule can jeopardize their total family participation in the hot lunch program.

Cafeteria

Hot lunch and milk are provided for children. An a-la-carte line is available in the Middle School cafeteria. Students may purchase a portion of a meal.

Classes are in session during each lunch period. We ask that students observe the following rules:

1. All students remain in the cafeteria and away from the academic wing.
2. There is NO cutting in line. (Students caught cutting will be sent to the back of the line.)
3. Students are expected to clean their places.
4. Cafeteria rules are enforced under our Student Code of Discipline.
5. Students are not allowed to go back into the academic wing during lunch without teacher or administrative permission.
6. Food must be eaten in the cafeteria only. This rule helps prevent messes that can attract pests, limits the spread of allergens, and supports overall cleanliness and hygiene throughout the building.

Field Trips

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in any school-sponsored trip without guardian consent. A Field Trip and Media Release form is given with the back to school packets. Students must be in-person during the semester and for a minimum of two full weeks prior to the trip so that staff can determine if students show behavior expectations appropriate to the activity. Students can also be denied field trips based on severe behavior problems that may jeopardize the safety of the students and staff on the trip.

Transportation

BUS REGULATIONS

Only regularly scheduled bus students are to ride the school buses. If for some reason a student is to ride another bus, **written notification from the parent is required**

24 hours in advance. Bus notes must be submitted to the office as soon as possible for approval and in time to be communicated with the transportation office. The building principal must approve any emergency of less than 24 hours.

OUTSIDE TRIPS

Any student who rides a school bus to a school function will be required to return on the bus unless cleared through the principal's office. If the student fails to make arrangements about transportation, the student will be denied riding the bus to any more school functions for the remainder of the school year.

STUDENT DISCIPLINE ON BUSES

Riding a bus to public school is a privilege and discipline on the school bus is the basic responsibility of the driver.

Step 1 - If a student persistently fails to conform to the rules and regulations for student behavior on buses as adopted by the Board of Education, or if the student refuses to obey a reasonable request, the bus driver shall write a School Bus Incident Report. For the first offense the student shall be warned and a notice sent to the parents. For the second offense, the Transportation Director (in collaboration with the Principal) may suspend the student and not allow him/her to ride again until the parents or guardian have discussed the matter with the bus driver and Transportation Director (and Principal if needed) and have agreed upon a solution to the behavior problem involved. However, if the misbehavior is serious enough to warrant suspension, they may take such action at the time of the first offense.

Step 2 - In the event the parents and/or guardian, the Transportation Director, Principal and the driver are unable to resolve the problem, the parents and/or guardian may arrange a conference with the Superintendent of Schools.

Step 3 - If the behavior problem of the child is so severe that he/she is denied the right to ride on a school bus, the parents and/or guardian shall be informed of an opportunity to a full hearing before the Board of Education at the next board meeting.

STUDENT RULES AND REGULATIONS FOR SCHOOL BUSES

- Pupils must obey bus drivers promptly and at all times as they are in full charge of buses and pupils while in transit.
- Pupils should be on time at the designated bus stops.
- Pupils should cross in front of a bus when crossing a highway, not in the back of a bus.
- Pupils should stay off the roadway at all times while waiting for buses.

- Pupils should wait until the bus has come to a complete stop before attempting to enter or leave the bus.
- There should be no moving around or changing seats on the bus except as arranged for by the bus driver.
- Pupils should keep their hands and heads inside the bus at all times.
- There should be no loud talking but conversation in normal tones is permissible.
- Pupils should not cause trouble by teasing, pulling hair, scuffling or using unfit language, etc.
- Throwing articles of any kind in a bus is more dangerous than anything else and will not be tolerated.
- Any pupil disfiguring or mutilating a bus will be required to pay for the damage and will be denied further use of buses.
- Pupils should help keep buses clean, sanitary and orderly.
- There will be no smoking on the bus at any time.
- There will be **no eating or drinking** on the buses.
- No dangerous items (matches, lighter, weapons of any kind, etc.) should be brought on the bus.

The bus is an extension of the classroom and all school rules apply on the bus. Riding the bus is a privilege.

Fire & Safety Drills

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

In order that students may know how to act quickly and without confusion in case of emergency, fire and safety drills will be held throughout the school year. It is important that the student body and faculty empty the building quickly and quietly. Following instructions and maintaining order is essential.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. Students will be instructed by teachers of safety procedures.

Lockdown drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two times each school year.

Athletics

Interscholastic athletic competition is conducted for both boys and girls in all grades. All participants must have a physical examination on file in the athletic director's office before they participate in a practice. Middle School Athletic Handbooks are available online, in the High School Athletic Office, and in the Middle School office as well.

VI. STUDENT CODE OF CONDUCT

Overview

It is important that parents, staff and students work together to maintain a **POSITIVE** educational atmosphere. Our goal is that each student learns to be responsible for his or her own actions.

All discipline is based on four goals for Onsted Middle School. They are:

- To create a positive learning/work environment
- To help students choose appropriate behaviors
- To provide a consistent discipline program
- To create a progressive and assertive plan of discipline

Every student and staff member has a right to personal safety and freedom to learn. Students are expected to behave in a manner that will be a credit to the school and themselves at all times. Courtesy to other students, faculty, and all school employees is of the utmost importance, both in and out of the classroom. Each teacher will have established standards and expectations to guide student conduct in classrooms and other areas of the school. Specific consequences will be in place for students who do not follow the guidelines.

The Code of Student Conduct sets forth student consequences for violating school rules. When determining the appropriate action to be taken as a consequence of student misconduct, school officials may use intervention strategies and/or disciplinary actions, depending upon the severity of repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors. The Code of Student Conduct will be administered uniformly and fairly, without partiality or discrimination

When and Where the Code of Conduct Applies

The Code of Student Conduct applies before, during and after school:

- When a student is at school. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.
- When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.
- When a student is using school telecommunications networks, accounts or other district services.
- Including all distance/remote/online and other off-site educational programs that may not require a student’s physical presence on OCS campus.

Staff Authority

The authority of any member of the school staff extends to all school district students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

Student Rights and Responsibilities

- Individual rights relate to individual responsibilities and must be seen in relationship to the safety, health, and welfare of all students in each school.
- Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom.
- All students should recognize the consequences of their language, manners, and actions toward each other and school staff. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment.
- If a student feels unsafe or is threatened, the student or the student’s parent/guardian should contact the principal.

Onsted Community Schools recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, nonsponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and

banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
 - 1. is obscene to minors, libelous, indecent and pervasively or vulgar,
 - 2. advertises any product or service not permitted to minors by law,
 - 3. intends to be insulting or harassing,
 - 4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 - 5. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the Principal no less than twenty-four (24) hours prior to display.

Reporting Student Conduct to Law Enforcement

The OCS Board of Education requires OCS personnel to report to law enforcement student conduct that is suspected to be illegal and that jeopardizes the health or safety of other students, staff, or others, including, but not limited to, anytime that a student is in possession of a dangerous weapon at school or at any school sponsored program or event, possession of a controlled substance, tobacco, or alcohol, a student who engages in arson, a student who engaged in criminal sexual conduct, or a student who physically assaults an employee or other representative of the District.

This does not, however, prevent OCS from reporting other incidents to law enforcement which, in the opinion of the OCS Superintendent or another District administrator, is suspected to be illegal and that jeopardizes the health or safety of other students, staff, or others. OCS utilizes a Resource Officer who may be contacted at the discretion of the administrator or upon parent/guardian request.

Reporting Student Conduct to Parents/Guardians

Under most circumstances, student conduct which represents a violation of this Student Code of Conduct will be reported to the student's parent/guardian. If the violation is minor (level one) and the student is not a frequent offender, the student's parent/guardian may not be notified.

Violations of the Code of Student Conduct

Onsted Middle School has developed a level system, which is intended to identify the seriousness of each offense and the typical, minimum disciplinary action to be imposed by the School should a student commit the identified offense. Although the identified levels are intended to establish the basis for which disciplinary action will be determined, OMS may also consider the following factors in arriving at a disciplinary decision: (1) the egregiousness of the student's conduct; (2) the history or record of the student's past conduct; (3) the impact of the student's conduct on the delivery of educational services to other children; (4) the interest of the student; (5) the student's age; (6) the student's ability-functioning level; (7) circumstances surrounding the offense and the student's intent; and (8) relationship of the student's behavior to the student's mental or physical health.

Level One: A level one offense consists of problematic behavior which violates the expectations and rules of the District community, but is not severe enough to warrant significant disciplinary action, such as removal from class or suspension from school, unless the offender has committed multiple violations. Level one offenses may result in lunch detention, loss of privilege to participate in non-mandatory educational programs, activities, or events sponsored by the District.

Level Two: A level two offense consists of a problematic behavior which violates the expectations and rules of the District community, which may result in immediate removal from class and/or a short-term suspension (10 or fewer days) from school on the first offense, or may result in more severe action if the offender has committed multiple violations. Level two offenses may also result in loss of privilege to participate in non-mandatory educational programs, activities, or events sponsored by the District.

Level Three: A level three offense consists of a problematic behavior which violates the expectation and rules of the District community, which may result in an immediate long-term suspension (more than 10 days, but not more than 59 days) from school on the first offense, or may result in more severe action if the offender has committed multiple violations. Level three offenses may also result in loss of privilege to participate in non-mandatory educational programs, activities, or events sponsored by the District.

Level Four: A level four offense consists of a problematic behavior which violates the expectation and rules of the District community, which may result in suspension for 60 or more days or expulsion from school on the first offense.

MANDATORY FACTORS-Section 1310d

Before suspending or expelling a student, the following must be considered by the school:

1. Student's Age
2. Disciplinary History
3. Disability
4. Seriousness of Behavior
5. Whether Behavior Posed a Safety Risk
6. Restorative Practices
7. Whether Lesser Interventions Would Address Behavior

School officials must consider these factors BEFORE suspending or expelling for these offenses:

1. Physical Assault on Student
2. Gross Misdemeanor or Persistent Disobedience
3. Weapons, CSC, Arson
4. Assault on Staff, Bomb Threat

The 7 Factors must be “considered” before suspending or expelling a student in grade 6 or above for the following offenses:

1. Physical Assault at School Against Employee, Volunteer, or Contractor
2. Verbal Assault at School Against Employee, Volunteer, or Contractor
3. Bomb Threat or Similar Threat

The 7 Factors must be “considered” before expelling a student for possessing a dangerous weapon (except Firearm) in weapon free school zone.

The 7 factors must also be “considered” before expelling a student for criminal sexual conduct or arson.

The 7 factors are NOT required when expelling a student “for possessing a firearm in a weapon free school zone”.

Level One Offenses

Offense	Definition	Seriousness of Offense
Disruptive Behavior	Behavior that interferes with the orderly operation of the educational program and/or school environment.	Level One
Inappropriate Display of Affection/Physical Contact	Inappropriate display of affection includes the physical touching of another person in an intimate or sexual manner.	Level One
Inappropriate Dress	Refusal or failure to comply with the school dress code, including failure to provide school issued identification, if applicable.	Level One

Inappropriate Use of Technology/Violation of the District's Acceptable Use Policy	Failure to comply with the requirements of the District's Technology Acceptable Use Policy or use of any technological device or resource, including personal mobile devices and computers, for inappropriate or illegal purposes, such as action which results in loss of data, interruption of District operations, interference with educational activities, alteration or damage to software or hardware, or creating or distributing/sharing inappropriate content.	Level One
Larceny/Theft	Taking an item without permission of the owner.	Level One – Three, depending upon the circumstances and the value of the item(s)
Leaving Classroom/Assigned Area without Permission	Leaving the assigned area without obtaining prior approval of the teacher or school official in charge.	Level One
Loitering	Remaining, without authorization or legitimate purpose, within an area or part of a school facility or campus.	Level One
Misrepresentation, fraud, or making a false statement	Knowingly or intentionally making a statement, whether oral or written, that is not true, whether for personal gain or not.	Level One
Possession of a Weapon	The possession, while on school property or at any school sponsored program or event, of any instrument or object, which could reasonably be determined to be a weapon, but that is not considered a "dangerous weapon" as defined by Michigan law and in this Student Code of Conduct.	Level One
Unexcused Absence	Failure to attend a class or other educational program or activity without a valid reason, and if a minor student, without parent/guardian permission.	Level One
Tardy	Failure to be in an assigned classroom, laboratory, or other location at the beginning, or during any part, of the class period or educational program or activity.	Level One

Use of Profanity or Inappropriate Communication	Use of offensive language, images, or other means of communication either written or spoken.	Level One
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Level Two Offenses

Offense	Definition	Seriousness of Offense
Bullying/Intimidation	<p>Any written, verbal, or physical act, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant, or wireless hand held device) that, without regard to its subject matter or motivation, is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and is conduct that meets all of the following:</p> <ul style="list-style-type: none"> ▪ substantially interferes with educational opportunities, benefits, or programs of one or more students; ▪ adversely affects the ability of a student to participate in or benefit from OMS's educational program or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and ▪ is based on a student's actual or perceived distinguishing characteristic (i.e. race, color, religion, ancestry, national origin, gender, gender identity or expression, sexual orientation, mental/physical disability, or by any other distinguishing characteristic) or is based on an association with another person who has or is perceived to have any of these characteristics. 	Level Two
Controlled Substance Use	Use of any controlled substance or look-alike substance on school property or at any school sponsored program or event, unless such is permitted by law.	Level Two
Disorderly Conduct	Acting in such a way as to cause a significant disruption to the school	Level Two

	environment or educational program.	
Drug Possession, including Possession of Drug Paraphernalia	Possession of any kind of controlled substance or look-alike substance on school property or at any school sponsored program or activity.	Level Two
Extortion	Obtaining money or property from an unwilling person or forcing an individual to act by either physical force or intimidation (threat).	Level Two
Fighting	Engaging in the use of physical force against another person, whether planned or unplanned.	Level Two
Gambling	Participating in games of chance or skill for money or profit.	Level Two
Harassment, Hazing, or Discriminatory Conduct	<p>To annoy, impede, or otherwise negatively interfere with another person, including the wearing or possession of items depicting or implying hatred of, or prejudice towards, another person on the basis of race, color, religion, gender, gender identity or expression, sexual orientation, national origin, age, disability, pregnancy status, genetic information, or other characteristic protected by law, and where the conduct is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress, and is conduct that meets all of the following:</p> <ul style="list-style-type: none"> ▪ substantially interferes with educational opportunities, benefits, or programs of one or more students; ▪ adversely affects the ability of a student to participate in or benefit from OMS's educational program or activities by placing the student in reasonable fear of physical harm or by causing emotional distress; and ▪ is based on a student's actual or perceived distinguishing characteristic (i.e. race, color, religion, ancestry, national origin, gender, gender identity or expression, sexual orientation, mental/physical disability, or by any other distinguishing characteristic), or is based on an association with another person who has, or is perceived to have, any of 	Level Two

	these characteristics.	
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Offense	Definition	Seriousness of Offense
Insubordination	Refusal or failure to comply with a directive or instructions given by a school official or representative.	Level Two
Interference with School Representatives	Preventing or attempting to prevent school representatives from engaging in their responsibilities through threats, violence, harassment, physical action, or otherwise. Providing false information during an investigation or making false accusations.	Level Two
Intoxication	Unable to act within one's normal capacity and/or having a diminished ability to function as a result of the consumption or use of alcohol, drugs, or other controlled substances.	Level Two
Minor Under the Influence of Alcohol	Having any bodily alcohol content while present at school or while participating in any school sponsored program or event.	Level Two
Misuse of a non-controlled substance	Misuse of any non-controlled substance such as over-the-counter medicines or other chemicals, which when used improperly, are likely to cause harm.	Level Two
Physical, Verbal, or Written Assault	Issuing a threat, with the ability to carry it out, and the action reasonably causes a person to feel afraid of impending violence, or causing violence or physical injury to another person.	Level Two however, if the offender is a student in grade six or higher and the physical assault is against a school representative or another student, Level Four (MCL 380.1311a)
Possessing, Displaying, or Disseminating Inappropriate Materials	Possession, display, or distribution of any inappropriate or illegal materials such as violent or pornographic images or statements.	Level Two

Sexual Harassment	Any communication that denigrates, threatens, or shows hostility towards another person based on that person's gender, including persons of the same or opposite gender from the offender. Sexual harassment may consist of unwelcome sexual advances, sexting, requests for sexual favors or other communication of a sex-based nature.	Level Two
Tobacco (including electronic smoking devices and look-alike items) or Alcohol Possession	Possession of any kind of tobacco, including electronic smoking devices and look-alike items, or alcohol, including look-alike items, on school property or at any school sponsored program or event.	Level Two

Offense	Definition	Seriousness of Offense
Tobacco (including electronic smoking devices) or Alcohol Use	Consumption or use of any kind of tobacco, including electronic smoking devices, or alcohol on school property or at any school sponsored program or event.	Level Two
Trespassing	Entering or remaining on a school facility or campus without proper authorization, or when directed not to be present on the school facility or campus.	Level Two
Unauthorized Video/Audio Recording	Use of a video or audio recorder to record the image or statements of others without their permission or use of such in areas with an expectation of privacy such as restrooms.	Level Two
Under the Influence of a Controlled Substance	Having any bodily controlled substance content while present at school or while participating in any school sponsored program or activity, unless such is permitted by law.	Level Two
Vandalism	Intentionally or recklessly causing damage to or defacing District property or the property of others.	Level Two
Possession, Display, and/or Distribution of Racially Divisive Symbols, Graphics, and/or Statements	Possessing, displaying, and/or distributing any racially divisive symbols, graphics, and/or statements that, in the opinion of the OMS administration, are likely to cause a material and substantial disruption to the educational program and/or orderly discipline of the school district	Level Two

Level Three Offenses

Offense	Definition	Seriousness of Offense
Battery	Use of force causing bodily harm or injury to another person.	Level Three, however, if the offender is a student in grade six or higher and the battery/physical assault is against a school representative or another student, Level Four (MCL 380.1311a)
Endangerment	Acting with recklessness or disregard such that significant bodily injury or death to another person is likely.	Level Three
Poisoning	To attempt to cause physical harm to another person by causing them to ingest, inhale, or otherwise absorb a poisonous substance.	Level Three
Possession of an Explosive Device	The possession, while on school property or at any school sponsored program or event, of any device that relies on the exothermic reaction of an explosive material to provide a violent release of energy.	Level Three
Robbery	Taking property from another person by force or threat of force.	Level Three

Level Four Offenses

Offense	Definition	Seriousness of Offense
Arson	Acting in a deliberate manner to set fire to property, or the intent or attempt to participate in or enable the burning of property for any reason.	Level Four (MCL 380.1311(2))
Bomb Threat	Reporting to school, public safety, or others the presence of a bomb on or near school property without a reasonable belief that a bomb is present on school property.	Level Four (MCL 380.1311a)

Possession of a Dangerous Weapon	The possession, while on school property or at any school sponsored program or event, of a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.	Level Four, unless the student establishes in a clear and convincing manner at least one of the following: (a) the dangerous weapon was not possessed for use as a weapon, or for delivery to another person for use as a weapon. (b) the student did not know he/she had the weapon. (c) the student did not know or should not have been expected to know that the item was a dangerous weapon. (d) the student had permission to possess the weapon from school authorities or law enforcement. (MCL 380.1311)
Sexual Misconduct	Engaging in any unwelcome behavior of a sexual nature, which typically includes physical contact with another person that is committed without consent or by force, intimidation, coercion, or manipulation. Sexual misconduct can be committed by a person of any gender, and it can occur between people of the same or different gender.	Level Four (MCL 380.1311(2))

Offense	Definition	Seriousness of Offense
Threat of Violence	Reporting to school, public safety, or others that violence on or near school property is imminent or likely to occur without a reasonable belief that violent activity will occur.	Level Four

Use of a Weapon, including, but not limited to, a Dangerous Weapon	The use of any object which is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including spring, air, and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paint balls, knives, daggers, dirks, stilettos, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and any other weapon described by State or Federal law.	Level Four
Use of an Explosive Device	The placement or use of any device that relies on the exothermic reaction of an explosive material to provide a violent release of energy, regardless of whether or not such actually detonates or causes any explosion, with the intent to cause physical harm or damage to property.	Level Four

Disciplinary Practices

RESTORATIVE PRACTICES

Onsted Middle School will consider using restorative practices as an alternative to or in addition to a suspension or expulsion from school. Restorative practices may, at the sole discretion of OMS, offer students who violate this Student Code of Conduct alternative options to the School's imposed disciplinary action. Such strategies may include participation in a restorative program intended to address the underlying issue(s) believed to be causing the inappropriate conduct. Restorative practices will be the first consideration to remediate offenses such as: interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying. Restorative practices may be used at the discretion of OMS Administration.

DETENTION

Detentions will be assigned under special circumstances determined by the principal or designee. Detention is the restriction of activity such as lunchtime or before or after school. If assigned before or after school, detentions will be arranged at least one day in advance and the student's family is responsible for transportation.

If a student causes problems during detention, the principal may decide whether to issue another detention or an in-school suspension instead. If a student does not complete a detention, it will be made up the following school day.

IN-SCHOOL SUSPENSION

In-school suspensions will be assigned under special circumstances determined by the principal or designee. In-school suspension is the exclusion of a student from regular school classes with the students serving the suspension in a designated area of the building. Parents will be notified when students are serving this suspension. Students will not be able to attend their regular classes or participate in extracurricular activities during the day and evening of an in-school suspension.

The student will work on assignments that teachers have turned in for the day. The student may also receive help with study skills, interpersonal relations and counseling from the guidance office.

The following rules will be observed during in-school suspensions:

- The student will report to the office on the assigned day.
- Students will not be allowed to eat in the cafeteria.
- Students will receive two five minute supervised restroom breaks.
- Work assigned must be completed by the end of the day.
- There will be no talking, sleeping or misbehaving.

If a student causes problems during in-school suspension, the principal may decide whether to issue another in-school suspension or an out of school suspension instead. If a student does not complete an in-school suspension, it will be made up the following school day.

OUT OF SCHOOL SUSPENSION

Definition of Suspension- “to exclude a student from school for disciplinary reasons for a period of fewer than 60 days”. Suspensions can be short-term or long-term in nature. A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student’s rights and privileges of attending school, including extracurricular activities, are suspended. A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the rights and privileges of attending school, including extracurricular activities, are suspended. A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school

activity, regardless of location, during the suspension (including weekends and/or holidays).

Students will receive credit for any work missed during the period of the suspension; however the work must be turned in on the first day the student returns to school. It is the parent's responsibility to pick up the assignments for the suspension period.

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the consequences. The student shall be given the opportunity to present an explanation or a differing statement of the facts.

If misconduct is found, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short-term suspensions. Students whose presence pose a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

The student and parent/guardian shall be notified of the circumstances and action taken.

TEACHER INITIATED SUSPENSIONS

A teacher may suspend a student from the teacher's class, subject, or activity if the teacher has good reason to believe that the student engaged in any of the following types of conduct in the class, subject or activity:

- Throwing objects that can cause bodily injury or property damage
- Fighting
- Directing profanity, vulgar language or obscene gestures toward the teacher or other students
- Violating safety rules as communicated in the student handbooks or classroom rules
- Failing to comply with directives given by the teacher
- Expressing racial or ethnic slurs toward the teacher or another student
- Engaging in any misbehavior that gives the teacher a reasonable belief that such conduct will incite violence
- Possessing/using items that interfere with learning
- Violating district dress code standards
- Excessive tardiness
- Destroying/defacing school property

- Violating computer use policies, rules or agreements

For all other conduct, the teacher must handle the matter in accordance with the standard disciplinary process used in the school building. The teacher may also elect to not exercise the teacher-initiated suspension rights provided in this policy, and handle the matter in accordance with the standard disciplinary process used in the school building.

If the teacher suspends the student, the teacher shall immediately report the suspension and the reason for the suspension to the school principal, or the principal's designee, for appropriate action consistent with the Code of Student Conduct. If the student remains in school, the student shall be under appropriate supervision. The student will not be returned that school day to the class, subject, or activity from which he or she was suspended without the concurrence of the suspending teacher and school principal.

As soon as possible, after the teacher-imposed suspension, the teacher shall contact the student's parent/guardian and schedule a parent-teacher conference to discuss the suspension. If possible, the parent-teacher conference should be scheduled during the teacher's non-instructional time, or before or after school. The teacher must report the outcome of the parent-teacher conference to the principal in writing. Whenever practicable, a school counselor, school psychologist, or school social worker should attend the conference. A school administrator will attend the conference if the teacher or the parent or guardian so requests. (MCL 380.1309).

LONG-TERM SUSPENSION OR EXPULSION

If recommended by the principal, the superintendent shall initiate a hearing with the school's Board of Education, or its designee, to determine whether to impose a long-term suspension or expulsion.

The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing.

The Board of Education, or its designee, shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the Board of Education may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student." (MCL 15.268[b]).

An attorney or other adult may represent the student and parent/guardian at the hearing. Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the Board of Education or its designee shall issue a decision, including a determination of disciplinary action.

EXPULSION

Definition of Expulsion- “to exclude a student from school for disciplinary reasons for a period of 60 or more days”. If misbehavior persists or the principal feels the offense is serious enough, such as assaulting a teacher, drug sales, death threats, etc. he may suggest to the superintendent that expulsion be the next alternative.

EXPULSION PROCEDURES

1. The student shall be under suspension pending the recommendation of the Superintendent to the board and pending the board’s decision.
2. The Superintendent’s recommendation to the board shall be in writing. It shall include the essential elements which form the basis of the charge. A copy of the recommendation shall be transmitted to the parent or guardian of the student being considered for expulsion.
3. The Board of Education shall set the date, time and place of the hearing and shall transmit written notice of the same to the parents or guardian at least five (5) school days before the date of the hearing.
4. The hearing procedure shall follow what is set forth in the section under suspension.

FAILURE TO FOLLOW PRESCRIBED INTERVENTION STRATEGY

If a student fails to comply with the terms of the disciplinary action, such failure is a separate violation of the Code of Student Conduct, at the same level for which the student was initially disciplined; the student may be disciplined for the additional violation.

Grievance Procedure for Students and Parents/Guardians

The Board of Education of the Onsted Community Schools declares that neither disruption, vandalism nor disobedience of lawful authority can be permitted under any circumstance by students who fall under the Board of Education’s jurisdiction.

Contempt for lawful procedure and for the rights of others is directly contrary to the philosophy of this school district.

To guarantee the full rights of citizenship as delineated in the Constitution and its amendments and to provide an orderly method of resolving grievance, the following policy is hereby established and adopted.

Whenever any student alleges that he/she is aggrieved by reason of application as to any administrative rule, regulation, or order, or of any order of any teacher, or other administrative officer in this school system; or whenever any student feels that there are deficiencies in existence in the school system which require remedial action, he/she shall proceed in the manner hereinafter set forth:

1. A grievance shall be reduced to writing and shall set forth with particularity the specific nature of the grievance or the matter allegedly requiring remedial action.
2. The respect in which it is alleged the student has been adversely affected.
3. The relief desired by the student.
4. The reason why the student feels he/she is entitled to the relief sought.
5. Whether or not, in the opinion of the student, other students are similarly affected adversely, and if so, what group or groups of students.

One copy of the grievance shall be delivered to the school Principal. If the grievance is against a teacher, a copy of said grievance shall also be served upon the teacher at the same time as service is made upon the school principal. If the grievance is against the school principal, then a copy of it shall be forwarded to the superintendent. There shall be no publicity released in connection with the filing of a grievance until such time as there shall have been an opportunity for a full and fair hearing as hereinafter set forth.

Within five (5) days after receipt of the written grievance, the principal shall arrange for a hearing at which there shall be present the aggrieved student, the aggrieved student's parent/guardian (if necessary), and the teacher, if a teacher is involved. Where the grievance purports to be filed on behalf of a group of students, they may designate a spokesperson for the group.

Within five (5) days after the hearing, the principal shall in writing, make a determination and recommendation and shall forward copies thereof to the superintendent, the aggrieved student, and where applicable, to the teacher.

If the aggrieved student is dissatisfied with the determination and recommendations of the principal, he shall, within three (3) days of receipt of said report, set forth in writing, his reasons for disagreement and shall furnish copies of the report to the principal and to the superintendent.

Due Process Procedures and Appeals Rights

Onsted Community Schools will ensure that all students are provided due process as required by State and Federal law before a student is suspended or expelled.

If an OCS administrator determines that an emergency exists that requires the immediate removal of a student from school or a program or activity, the administrator may contact the student's parent/guardian or local law enforcement, or take other measures, to have the student safely removed from school or the educational program or activity. The administrator must, as soon as practicable thereafter, follow the procedures outlined below.

Before making the decision to suspend a student for 10 or fewer school days, the OCS Administrator will: (1) provide the student verbal notice of the offense the student is suspected to have committed and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, OCS will not suspend the student unless, after providing the student notice and an opportunity to explain, OCS is reasonably certain that the student committed a violation of this Student Code of Conduct and that suspension is the appropriate consequence. A student or his/her parent/guardian may appeal the decision to suspend a student for 10 or fewer school days to the Superintendent, whose decision shall be final.

APPEAL TO BOARD OF EDUCATION FOR RECONSIDERATION

A student aggrieved by the decision of the Board of Education may, within five (5) days of receipt of the decision, petition the Board of Education for the opportunity to request review or reconsideration by the board or its designee. The petition shall be in writing and contain the reasons that the board or its designee's decision should be reviewed or reconsidered. The Board of Education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or request for reconsideration.

Discipline of Students with a Disability

In addition to the requirements of Suspension and Expulsion of this Student Code of Conduct, when OMS is considering discipline of a student with a disability and the resulting disciplinary action is determined to be:

1. Expulsion; or
2. Suspension for more than 10 consecutive school days; or
3. Suspension for any period which would result in the cumulative total of suspended days exceeding 10 during the same school year and the removal

- constitutes a pattern of removal; or
4. Placement in an interim alternative educational program.

OMS will notify the student's parent/guardian of the disciplinary decision and will provide the parent/guardian with a copy of Michigan's Procedural Safeguards Notice.

Definitions Related to the Discipline of Students with Disabilities

For the purposes of this Discipline of Students with a Disability section of the OMS Student Code of Conduct only, the following definitions apply:

"Student(s) with a disability" means a student who has been evaluated according to the Individuals with Disabilities Education Act (IDEA) and the Michigan Department of Education's Administrative Code regarding the operation of special education programs and services, and is determined by an Individualized Education Program (IEP) team, an individualized family service plan team, or an administrative law judge to have one or more of the impairments that necessitates special education or related services, or both. "Student(s) with a disability" also includes "Section 504 student," which means a student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. These students will have a Section 504 Evaluation and Educational Plan.

"Student(s) with a disability" also includes students not presently identified as a student with a disability if (1) the student's parent/guardian had, prior to the conduct occurring, expressed concern in writing to an LISD administrator that the student needed special education or related services, (2) the student's parent/guardian requested a special education evaluation, (3) the student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the OMS administrator.

A student whose parents/guardians refused to allow the OMS to evaluate the student, refused to allow OMS to provide special education services, or who was previously evaluated and determined not to be a student with a disability, is not a "student with a disability."

Interviews of Students by Police or Other Public Agencies

The school district endeavors to cooperate with law enforcement agencies. Law enforcement officials may interview students in school. School officials will grant law enforcement interviews with a student after considering the (1) type of incident; (2) seriousness of the incident; (3) age and maturity of the student; (4) relationship of the incident to school and the educational process; and (5) whether time is of the essence.

Law enforcement agencies investigating complaints other than under the Child Protection Act should contact a student during non-school hours and investigate alleged violations of the law off school property if at all possible. An investigation can take place immediately on school property during school hours at the request of the building administrator if the alleged violation of law took place on school property, involves other situations affecting school safety or in emergency situations.

Before the student(s) is (are) questioned as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the parent prior to questioning and shall remain in the room during the questioning unless compelling reasons for exclusion are provided by the law enforcement agency.

OCS Board Policy- 5540- Interrogation Of Students

Bullying Policy

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

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

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

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

Notification

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

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 on the basis of 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 or complaint is made.

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

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.

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.

Definitions

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

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

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

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

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

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

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

"Harassment" 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; substantially damage or interfere with a person's property; or intentionally interfere with or block a person's movement without good reason.

"Staff" includes all District employees and Board members.

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

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

Harassment, see Policy 5517

Hazing, see Policy 5516.

M.C.L. 380.1310B (Michigan'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

Dangerous Weapons

A student will not possess any type of weapon. A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A "dangerous instrument" means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are

not limited to, Chemical Mace, pepper gas or like substances; stun guns; BB guns; pellet guns; razors; or box cutters.

A student will not possess, handle, transmit, or use as a dangerous weapon, an instrument capable of harming another person. The legal definition of a “dangerous weapon” is ‘a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.’ (MCL 380.1313).

VII. SCHOOL POLICIES

Application to Handicapped Pupils

This student handbook shall be applied in a manner consistent with the rights secured under federal law to pupils who are determined to be eligible for special education programs and services.

Individuals With Disabilities

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of 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 Alaina Ellison, Principal, at the school’s office to inquire about evaluation procedures and programs.

Attendance Policy

Attendance

Classroom attendance instills a concept of self-discipline, exposes a student to group interactions with teachers and fellow students, and enables a student to hear and participate in class discussion and other related learning experiences.

Regular attendance is critical in the development and learning of all students. Absences are lost hours of learning and instruction, rather than a simple tally of days. The mission of our attendance policy is to clearly and effectively communicate the ways in which absences will be defined.

Research shows that chronic absence is a directly linked factor contributing to lower test scores, an increased dropout rate, and significantly lower levels of reading and math abilities. Chronic absence is defined as missing 10% or more of any school period for

any reason. Therefore, when interventions take place, it is not necessary to determine whether absences are excused or unexcused.

Goal

The goal of the school district is to link all students and families with the appropriate resources which will enable them to overcome the barriers that interfere with regular attendance.

Absences

All absences must be communicated to the office by the parent or guardian on the day of. **All absences are counted.** It is recommended to have proper documentation on file for the following types of absences, in the event of truancy:

- Funeral Visitations
- The day of a medical visit (provider note)
- Hospitalization (provider note)
- School related activity including suspensions
- Court dates

Full Day Equivalent Absences (FDE): A full day equivalent absence is the equivalent number of class period absences to a total full day. Example would be a seven period class schedule, a student that is absent to 1st hour on seven occasions would be charged with 1 full day equivalent, FDE.

Excused and Unexcused Absences: “Excused absence” - a student can be excused for up to 4 days per semester with parent contact. For a pupil’s 5th or subsequent absence from school for a semester, an absence is considered excused only for 1 of the following reasons and only when DOCUMENTATION has been submitted and approved:

- A medical condition of the pupil
- Medical appointments of the pupil, including, but not limited to, medical, counseling, dental, or optometry
- The pupil’s observance of a religious holiday
- Death in the pupil’s family
- Other emergency beyond the control of the pupil or the pupil’s family
- A mandated court appearance for the pupil
- An extraordinary educational opportunity that is approved by school officials in accordance with the department.

***ALL ABSENCES WHICH ARE NOT COMMUNICATED TO THE SCHOOL ARE AUTOMATICALLY UNEXCUSED (counted).**

Non-counted absences include school-related activities, court dates, funerals, and doctor excused absences (require note/documentation)

All counted absences will be handled in the following manner per semester:

Step 1: After five counted absences a letter will be mailed home to notify the parent/guardian.

Step 2: After nine counted absences, the school administrator will determine if an Attendance Improvement Meeting with the students and parents is appropriate. The reasons for the absences will be taken into account when determining the need for a meeting. The goal of the meeting will be to address the root cause of the absences, offer academic support, alternative education if appropriate, and attendance expectations to include an attendance agreement. Interventions will include, but are not limited to mental health screening, problem solving, tutoring, outside agency referral, and mentoring. The results of the Attendance Improvement Plan will be sent to the LISD truancy officers and the Lenawee County Prosecutor for review and follow up.

Step 3: The LISD truancy officers will follow up with the family and ensure that they are following the attendance agreement. If the agreement is not being met, a formal referral will be sent to the Lenawee County Prosecutor's office.

Tardy Policy

A student who enters a classroom after the start time not only misses learning time, but also interrupts the learning of other students in the class. A student who accumulates 5 or more tardies in a week will be issued a lunch detention.

Procedure:

- Students must have a pass from the office if they are tardy.
- Any student who enters class after the start time will be marked tardy and given a verbal warning.
- Any student who enters a class **ten minutes** after the start time will be marked absent and will be notified by the teacher. A note will be made in Infinite Campus as to the arrival time.
- Students will be marked tardy unless the pass from the office states otherwise.

Parents/Guardians

It is the goal of the school to maximize the amount of learning time for each student while they are in our care. Chronic absence, or missing 10% of the school time, is a substantial predictor of negative outcomes. We ask for your cooperation in helping to ensure that your child does not fall into this category.

The following are things that you can do to be a partner in the education of your child.

- Plan family vacations on weekends or around school breaks. A one week vacation causes each student to miss approximately 35 hours of instruction that his/her classmates will receive. This is valuable learning that is difficult to make up for when the student returns. Please make every effort to schedule any doctor and dentist appointments after school hours.

- Have a plan as well as a backup plan to get your child to school on time every day. Too often a disruption in the morning or transportation issues cause children to miss entire days of school. Communicate to school officials if this is a problem, so that appropriate resources can be sought to help correct the issue.
- Only allow your child to stay home if they are too sick to come to school. Fever, vomiting, pink eye, or severe viral infections are causes to keep them at home. Complaints of a headache or stomach ache can be signs of anxiety and should be communicated to school officials.
- Keep track of your child's attendance. Chronic absence is missing just two days per month, but over the course of a school year equates to about 126 hours of learning. Parents can use a calendar system at home to track attendance, or use the school's online program.
- Communicate. Most attendance related issues can be solved fairly easily by utilizing the appropriate resources and staff. Talk to your school officials about what is causing attendance problems and remember, we are here to help. We will commit to eagerly work with you to provide the services needed to ensure that your child has the opportunity to have excellent attendance.

A student must attend school regularly until he/she is eighteen years of age. In the event of absence, the student will:

- Bring a note from home for each absence stating the reason for being out of school and present it to the guidance office.
- Students are expected to take responsibility for arranging to make up missed work.
- Incomplete grades must be made up before the second week of the following marking period. If not made up, this grade will automatically become an "E" unless prior arrangements have been made with the teacher and administration.

PROCEDURES

When a student is absent, parents/guardians are encouraged to notify the office by phone call: (517-467-2168) or in writing: hand written or email (grulke.c@onstedschools.us, or george.l@onstedschools.us) within 24 hours. If an absence is not called in or a medical note is not turned in after 24 hours of the student's return, the absence(s) will not be coded as medical. Student notes and call logs will be kept and used as verification of absences.

★ Please, kindly refrain from emailing teachers directly regarding student attendance, as they are unable to code absences. Notifying the office as above is requested. They will then notify the appropriate staff, as needed.

ATTENDANCE NOTIFICATION

Student attendance is available for students and parents/guardians using Campus Parent and Campus Student and should be monitored regularly. In addition, parents/guardians and students will be notified of attendance status throughout the

semester using progress reports and report cards. A letter will be sent home informing the student and parents/guardians that absences have exceeded the limit.

Academic Integrity Policy

Onsted Community Schools encourages academic success of all students. We believe in establishing a school climate that promotes ethical and responsible student conduct. In conjunction with that belief, we support the development of a school culture that furthers our academic mission and recognizes the hard work of students and faculty alike. We are convinced that neither pressure for grades, inadequate time for studying or completing an assignment, nor unrealistic parental expectations justify students acting dishonestly. We will not tolerate any infractions that create or result in an unfair academic advantage for one student, or a disadvantage for another. In short, any form or act of academic dishonesty will undermine our standards of excellence and violate the trust that bonds all members of the school community.

Academic Dishonesty

Academic dishonesty is using a person's work, concepts, designs, data, ideas, research, or documentation, without giving proper credit to the source. It goes beyond plagiarism to also include lying, cheating, using or providing unauthorized materials in preparation for an exam/test/quiz/assignment, or using or providing unauthorized materials during an exam/test/quiz/assignment, and other acts, such as the theft or falsification of records and files.

FORMS OF ACADEMIC DISHONESTY (EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING):

- Looking at someone else's work product, or knowingly allowing someone else to look at one's work product during an exam, test, or quiz
- Using any kind of "cheat notes" during an exam, test, or quiz
- Copying any work assigned to be done independently or letting others copy one's work (It is the responsibility of the individual teacher to clarify expectations about homework and projects with their classes, preferably in writing on their course syllabi.)
- Having unauthorized access to or using stolen exams, tests, quizzes or assignments
- Providing or selling exam, test, quiz, or assignment information to other students
- Using an electronic device (calculator, cell phone, camera, or other gadgets) to give or receive or copy information before, during, or after an exam, test, or quiz

- Collaborating on an exam, test, quiz or assignment with any other person without prior approval from the teacher
- Claiming credit for work in a group project when work was done by others
- Attempting to misrepresent the authorship of student work, i.e., having someone else write a paper
- Copying or closely paraphrasing sentences, phrases, or passages from an uncited source while completing any kind of assignment
- Using the views, opinions, or insights of others without proper acknowledgment
- Accessing and/or using copyrighted test bank questions or any materials designed for instructors' use only

TEACHER'S PROFESSIONAL JUDGMENT

A teacher's professional judgment guides the implementation of the OCS Academic Integrity Policy. The teacher is responsible for setting the academic expectations, explaining the consequences of the Policy, evaluating any evidence of student misconduct in light of the Policy, and determining whether the Policy has been violated. Students are to conduct themselves in a sensible manner and not give the teacher cause to consider their actions a violation of the OCS Academic Integrity Policy.

CONSEQUENCES FOR VIOLATIONS

The District considers violations of the OCS Academic Integrity Policy to be serious offenses and has therefore instituted the following consequences. The consequences apply on a schoolwide and districtwide basis, i.e., a violation in one class follows a student to a different class within the school.

First Offense - Disciplinary actions may include:

- A warning and a signed student/parental statement that acknowledges the violation/consequences, and indicates an understanding of further consequences for any subsequent offenses. Additionally, a student may be suspended.
- The student will receive an "E" grade/"O" credit on the assignment, essay, exam, test, or quiz, in addition, the student will not have the option to make up that grade/credit.
- The student's semester grade may, at the teacher's discretion, be lowered by one full letter grade.
- The teacher will confer with the student and contact the parent/guardian by phone or e-mail to review the academic dishonesty incident within two school days of becoming aware of the incident.
- The teacher will submit a written referral, with appropriate documentation, to an administrator who will meet with the student and a counselor, and document the incident/follow-up action in Infinite Campus. The student may be barred from participation in student council, class officers or having a leadership role in a club

for a period of one year from the date of the violation unless stated in that club or organization's policies and/or constitution.

Second Offense:

Consequences listed in the First Offense and **ONE OR MORE** of the following:

- A conference will be held with an administrator, parent/guardian, teacher, counselor, and student, and the incident/follow-up action will be documented in Infinite Campus.
- The student may be suspended from school.

Third/Continuing Offenses:

Consequences listed in the First Offense and **ONE OR MORE** of the following:

- A conference will be held with an administrator, parent/guardian, teacher, counselor, and student, and the incident/follow-up action will be documented in Infinite Campus.
- The student will be dropped from the class with a grade of "E."
- The student may be long-term suspended from school.

Note: For any violation, including the first, the consequences range from administrative intervention to expulsion.

Acceptable Use of Technology Policy

Purpose

The Onsted Community School District (the "District") encourages and strongly promotes the appropriate use of voice, video, and data technologies to support and enhance learning for all members of its community. To ensure that the available technologies are effectively utilized, the District developed this policy, which provides the guidelines for technology use, defines the responsibilities of the user and the District, and educates users in the appropriate use of technology. All technology users are expected to abide by this policy.

Overview

The technology available to the Onsted community consists of computers, keyboards, printers, automated library facilities, digitizing equipment, Internet access, voice and video system, TV Media, cell phones, and other technologies. The technologies listed are representative and are not intended to be all inclusive.

The District provides these technologies to support classroom instruction, personal growth and productivity, and communication with the community. All users are expected to exercise good judgment with respect to their use of technology. This includes proper treatment of equipment, appropriate network etiquette, acceptable use

of Internet resources, and respect for the privacy and rights of other users. Access is a privilege, not a right. Access entails responsibility.

School Responsibilities

The District will strive to educate its community in the appropriate use of computer, Internet, and other technology resources, and will do its best to provide error-free, dependable access. Each user will be instructed in the proper use of school technology, and in technology policies, laws, and ethics. As technology constantly changes, the operational procedures and expectations for users may also change frequently. The District administration and faculty will inform students of such changes in a timely manner.

In general, Internet use will occur in supervised settings. As a preventative measure, the District uses a proxy server that filters Internet content for inappropriate material. However, while every effort will be made to promote the proper use of the Internet, it is impossible for the District to restrict access to all controversial materials. The District is not responsible or liable for materials acquired on the network.

Users who violate this policy will be subject to consequences. The District administrators and faculty will evaluate each situation separately. Users will be provided an opportunity to present their input and discuss the situation and circumstances. The District will inform parents of any consequences imposed.

Family Responsibilities

Outside of school, families bear the responsibility for setting and conveying the standards that their children should follow, just as they do with other information sources such as television and radio. Parents are advised that a determined user may be able to gain access to online content and/or services/apps 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 may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The District has information available to assist parents and others in understanding the issues and concerns regarding the Internet and its use. The District strongly encourages parents to discuss the privileges and responsibilities and the spirit of this Acceptable Use Policy with their child, and to be involved with Internet use at home.

School administration and faculty are available to discuss any concerns that you or your child may have.

User Privileges

- Users may use all District technology and software for which they have received training for school-related purposes and for recreation when appropriate. Commercial or other unauthorized use of District technology is prohibited. Users agree to follow operational procedures as defined by District faculty and staff.
- Pursuant to Federal law, students shall receive education about the following:
 - safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
 - the dangers inherent with the online disclosure of personally identifiable information;

- the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.) cyberbullying, and other unlawful or inappropriate activities by students online; and
 - unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.
- Users may have a network account and access to the services that it provides (E-mail, storage, etc.) for school activities such as educational research, communication, and production.
- Users may access information from outside resources via the Internet that facilitates learning, personal growth, and educational information exchange.
- Internet use must occur in a supervised environment unless permission is given for independent use.
- Users may download and transfer data files over the network provided that such activity does not violate copyright or other laws, no fees are incurred, and the files are scanned for viruses.
- Users may electronically publish their work provided that it is consistent with District policies and guidelines.

User Responsibilities

- Users shall properly use and care for the technology for which they have been trained, and refrain from using any technology for which they have not been trained. Users should ensure that food and drink is kept away from all technology equipment.
- Users shall conserve limited resources, including but not limited to paper other supplies, network storage space, and computer resources.
- Users are responsible for maintaining the privacy of passwords and accounts.
- Users shall not attempt to learn another user's password, access account, or impersonate another user on the network.
- Users shall respect the property of others by not accessing, modifying, or deleting data files that do not belong to them without permission from the owner or a teacher.
- Each user is responsible for all material in his/her network account and agrees to keep all pornographic material, excessive violence (exceeding what is on Network TV in prime time), inappropriate files or e-mail, and files dangerous to the integrity of the District's systems (such as a virus) from entering the school via the Internet or other sources. Users should not attempt to bypass the district's filtering system, but instead request an override for legitimate educational purposes.
- Users are expected to demonstrate proper etiquette with respect to electronic communications. Users shall not send harassing, discriminatory, obscene, or threatening E-mail, nor send E-mail under a forged name.
- Users are responsible for adhering to copyright and other laws in the use of technologies. Personal software shall not be installed on District computers without permission from a technology coordinator. Students may not use district computers for file sharing.
- Users shall notify a teacher or technology coordinator of any hardware, software, or security problems on the District network.

- Users are not permitted to use school technology to visit non-educational chat sites on the Internet at any time. Students will not be permitted to use school technology for non educational games at any time. Users may not store game applications in network accounts or download them, or copy them to school computers. The district's professional education staff will determine what technology content is educational based upon the district's curriculum content standards and benchmarks.
- Users shall act in a manner consistent with the District Student Code of Conduct.

Use of Artificial Intelligence/Natural Language Processing Tools For School Work

- Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, “AI/NLP tools”) is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.
- Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:
 - Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
 - Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
 - Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
 - Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
 - Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual

impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

- As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Technology misuse includes, but is not limited to the following:

- Intentionally accessing or attempting to access files, data, or information without authorization.
- Impersonating another on the network.
- Activity which is detrimental to the stability and security of the network and workstations, including but not limited to the intentional or negligent introduction of computer viruses and vandalism or abuse of hardware or software.
- The transmission or voluntary receipt of material which would constitute a violation of federal or state law, including, but not limited to copyrighted material; harassing, abusive, threatening, or obscene material; excessive violence, material protected as a trade secret; defamatory statements; material which would constitute an invasion of personal privacy; or any material which would reasonably be considered to be discriminatory on the basis of sex, race, national origin or religion.
- Unapproved use of programs or communications during the school day such as but not limited to non educational games and chat rooms.
- Unapproved downloading and/or copying programs and files to a network account or the hard drive such as but not limited to non-educational games. File sharing is not permitted.
- Illegally interfering with the use of technology by others.
- Intentionally wasting technology resources such as storage space, printer ink, or paper.

Disciplinary Action:

- Users violating any provisions of this policy may face disciplinary action. The specific action taken will be based on the nature, severity, and frequency of the offense. In addition, the District may refer violations to the appropriate law enforcement authorities. Possible disciplinary actions include:
 - Users may be restricted from using District technology and/or software
 - for a length of time ranging from one day to one year.
 - Users may lose the privilege of having a network account and/or Internet access.
 - Users may be required to pay for any unauthorized expenses or damages.
 - Users may be required to attend training sessions or perform research related to their inappropriate use of technology before being allowed to resume using District technology.
- Users may face additional disciplinary action consistent with the District Student Code of Conduct.

Disclaimer

The District will do its best to provide error-free, dependable computer access and resources to its user community. However, the District makes no warranties of any kind, whether expressed or implied, for the services it is providing. This includes the loss of data resulting from delays, non-deliveries, miss-deliveries, equipment failures, or service interruptions. Use of any information obtained via the Internet is at your own risk. The District cannot guarantee the accuracy or quality of information obtained through its services. The District will not be liable for any use of its technology that results in illegal or harmful activities.

Furthermore, users should not expect that e-mail and files stored in network accounts or on District computers will always be private. While the District intends to respect user privacy, it reserves the right to monitor all network activity and data files, including E-mail, to maintain system integrity, to ensure optimal performance, and to investigate alleged policy violations. See Policy 7540.03- Student Education Technology Acceptable Use and Safety

Electronic Devices

In order to maintain a learning environment that is safe and optimal for student performance, all communication devices/cell phones are prohibited from student use during school hours (8am-3pm). School telephones are available in every classroom, as well as, the MS Office. In addition, messages can be left for students in the MS office throughout the day.

The consequences for using a cell phone/communication device during school hours are as follows:

- First violation will result in the device being confiscated and turned into the office where it will be noted in the student's discipline file as a violation of the Electronic Device Policy. The device will be returned to the student at the end of the day.
- Second violation will result in a detention for insubordination. The device will be confiscated and returned only to a parent or guardian.
- Every violation thereafter will result in a one-day out-of-school suspension for insubordination. The device will be confiscated and returned only to a parent or guardian.

***Note: Refusing to turn over a cell phone/communication device when asked to by a staff member will be considered insubordinate and result in an automatic in-school suspension.**

Middle School students may use personal communication devices (PCDs) before and after school, as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities) and/or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones, BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.), telephone paging devices (e.g., beepers or pagers), Smart Watches, and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet websites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher and/or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

Also, during after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor. Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until the end of the school day, a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity the confiscated-PCD may be turned-over to law enforcement.

The use of PCDs that contain built-in cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms, shower facilities, and/or rest/bathrooms.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary

action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege. Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Other electronic devices and or items not essential to the educational process should not be brought to school. These items may be confiscated if they interfere with the learning of the student and/or others. Items that are confiscated will be returned to the student at the end of the day or parents may be asked to pick them up. Subsequent issues may result in discipline referrals.

Standardized Testing Electronics Device Policy

FOR STUDENTS

Students are not permitted to use, wear, or access any personal, non-testing electronic devices during testing or while on a break when in an active testing session. These

electronic devices include but are not limited to smartphones, cell phones, smartwatches, Bluetooth headphones, headphones that allow access to voice assistant technology, and computers and/or tablets not being actively used for testing purposes. Administration staff are to practice due diligence in actively monitoring students in the testing room and on breaks to ensure that electronic devices are not accessed. If a student brings an additional electronic device into the testing room, the test administrator must follow the district/building level electronic device policy in ensuring the electronic device is stored appropriately and is not accessible to the student during testing. The testing environment is not to be disturbed by any electronic devices not used for testing or test administration. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, or the test must be administered to the student in a one test administrator-to-one student setting, and the student must be actively monitored at all times while testing.

Additionally

- Students are not allowed to access the device used for testing for any other purpose than to complete the test during the test session.
- A student may not access any additional websites or applications during testing, or for any other purpose after testing, while in the testing room.
- Staff is to ensure that all testing devices are configured properly and that all background applications are disabled before testing begins.
- No pictures or videos may be taken during testing.

PROHIBITED PRACTICES

- If a student has a cell phone or other non-test electronic device out at any point during a test

session, that student's test has been compromised and is to be invalidated due to prohibited behavior, even if the student did not use the cell phone or device.

- Students are not allowed to wear or access "wearable" technology (such as smartwatches, fitness trackers, Bluetooth headphones) during testing. If a student is wearing such a device during testing, that student's test must be invalidated because the student has access to the device regardless of whether it was used or not.
- Even if a student has exited or submitted their test, they cannot use cell phones or other electronic devices in the testing room. If the student has exited/submitted the test and then accesses a cell phone/electronic device (including wearable technology), this constitutes prohibited behavior and the student's test will be invalidated.

STUDENT CONSEQUENCES FOR VIOLATING POLICY

If a student violates any section of the electronics device policy at any point during a test session, that student's test has been compromised and is to be invalidated due to prohibited behavior, even if the student did not use the cell phone or device. In addition to any other actions Onsted Community Schools Board of Education or OCS Building Administration deems necessary.

Student Dress Code

Students are expected to dress in a way that supports a safe, respectful, and distraction-free learning environment. Clothing or accessories that interfere with instruction, pose a health or safety risk, or are inappropriate for a school setting are not permitted. The following guidelines outline expectations for student attire:

- **Clothing must not display references to gangs, drugs, alcohol, weapons, violence, profanity, or sexual content.**
- **Clothing that exposes the bare midriff, back, or cleavage is not allowed.**
- **Shirts must have sleeves that at minimum cover the tops of the shoulders.**
- **Undergarments must be worn in a way that is not visible.**
- **Hats, hoods, bandanas, and other head coverings are not permitted indoors. Exceptions may be made for verified medical or religious reasons in consultation with the Principal.**
- **Sunglasses are not to be worn indoors.**
- **Footwear must be worn at all times.**
- **Pants, skirts, or shorts must extend to at least mid-thigh.**
- **Backpacks, purses, or bags are not allowed in classrooms except for physical education courses or with administrative approval.**

In addition to the above minimum guidelines, any student who wears clothing that could be considered controversial must have approval from the administration. Any student who violates the Dress Code will be required to change to appropriate attire before being allowed back in class. Students who do not follow the dress code will be asked to change into appropriate clothing. Continued noncompliance will result in a conversation with administration and may lead to disciplinary action.

Student Valuables/School Lockers/Searches

Students are encouraged not to bring items of value to school. Items such as jewelry, designer clothing, electronics, or other expensive belongings can be easily lost, damaged, or become targets for theft. The school cannot be held responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

LOCKERS ARE SCHOOL PROPERTY

All lockers assigned to pupils are the property of the school district. At no time does the school relinquish its exclusive control of its lockers. The public school principal or

his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the school principal or his/her designee.

LEGITIMATE USE OF SCHOOL LOCKERS

The school assigns lockers to its pupils for the pupils' convenience and temporary use. Pupils are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Pupils shall not use the lockers for any other purpose, unless specifically authorized by school board policy or the school principal or his/her designee, in advance of pupils bringing the items to school. Pupils are solely responsible for the contents of their lockers and should not share their lockers with other pupils, nor divulge locker combinations to other pupils, unless authorized by the school principal or his/her designee.

SEARCH OF LOCKER CONTENTS

Random searches of school lockers and their contents have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for pupils and personnel. According, the board authorizes the public school principal or his/her designee to search lockers and locker contents at any time, without notice, and without parent/guardian or pupil consent.

The public school principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

STUDENT SEARCHES

Search of a student and the student's 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.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, s/he may conduct the search without such consent. Whenever

possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

SEIZURE

When conducting searches, the public school principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy or rules, or any other items reasonably determined by the public school principal or his/her designee to be a potential threat to the safety or security of others. Such items include, but are not limited to the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil, or a pupil eighteen (18) years of age or older, shall be notified by the public school principal or his/her designee of items removed from the locker.

CANINE SNIFFS

The use of trained narcotics dogs to sniff objects, as opposed to students, is not considered a search and thus requires no level of suspicion. Periodically, school personnel may use trained narcotics dogs to sniff objects that are not affixed to individual students such as lockers, desks, student vehicles parked in school parking lots, or any articles of personal property that they have discarded or abandoned.

NOTICE OF POLICY REGARDING LOCKER SEARCHES

A copy of the local school board policy regarding locker searches shall be provided annually to each pupil and parent/guardian of the pupil assigned a school locker.

REFERENCES

The Revised School Code, 380.1306, 2000 PA 87 (Locker Searches)

New Jersey v. T.L.O., 469 U.S. 325 (1985)

U.S. Constitution, Amendment IV

Notice to Law Enforcement Agencies

Persuant to OCS Board Policy 8400 - SCHOOL SAFETY INFORMATION, The Superintendent shall post a report on the District website at least annually, in the form prescribed by the Superintendent of Public Instruction, stating the incidents of crime occurring at school. At least annually, a copy of the most recent report of incidents of crime, disaggregated by school building, shall be made available to the parent or legal guardian of each student enrolled in the District. This report will include at least crimes involving:

- A. physical violence;
- B. gang related acts;
- C. illegal possession of a controlled substance, controlled substance analogue or other intoxicant;
- D. trespassing;
- E. property crimes, including but not limited to theft and vandalism, including an estimate of the cost to the District resulting from the property crime.

Each school building shall collect and keep current on a weekly basis the information required from the report of incidents of crime, and must provide that information, within seven (7) days, upon request.

Additionally, the District shall report all incidents of and attempted commissions of the crimes listed above to the Michigan State Police, in the form and manner prescribed by the Michigan State Police, within twenty-four (24) hours after the incident occurs.

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 (Board Policy 8405) and asbestos management plan will be made available for inspection at the Board offices upon request.

Sexual Harassment Policy

It is the policy of this school district to maintain a learning and working environment that is free from sexual harassment. No board member, staff member, or student of this district shall be knowingly subjected to any form of sexual harassment or intimidation.

It shall be a violation of this policy for any board member, employee, or student to harass any member of the board, staff or student body through conduct or communications of a sexual nature as defined in this policy. Violation of this policy will result in disciplinary action within the confines of appropriate policies, contracts, rules or other sources of law and procedure.

Each administrator shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws, board policy and procedures governing sexual harassment within the administrator's building and/or programs and sphere of control and influence.

Definition:

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal communication or physical conduct of a sexual nature when: (a) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment, service, advancement, or of a student's participation and/or advancement in school programs or activities; (b) submission to or rejection of such conduct by a board member, employee, or student is used as the basis for decisions affecting the employee or student; (c) such conduct has the purpose or effect of unreasonably interfering with a board member's, employee's or student's performance or creating an intimidating, hostile, or offensive work or learning environment.

Sexual harassment may include, but is not limited to, the following:

- Verbal harassment or abuse

- Pressure for sexual activity
- Repeated remarks with sexual or demeaning implications
- Unwelcome touching
- Sexual jokes, posters, pictures, magazines, cartoons, screensavers, games, media; suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, jobs, promotions, pay or performance of public duties.

ADMINISTRATIVE PROCEDURES – GRIEVANCE PROCEDURE

It is the policy of the Onsted Community School District that any person alleging sexual harassment by board members, staff members, or students, may use the procedures detailed in the appropriate collective bargaining agreement, faculty or student handbook, or may complain directly to his/her immediate supervisor, building principal, school counselor, district Title IX coordinator, or grievance officer. Filing a grievance or otherwise reporting sexual harassment will not negatively reflect upon the individual's status, nor will it negatively affect future employment, grades, or work assignments.

The right to confidentiality, for both the accuser and the accused, will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Any board member, employee, or student who believes that she/he has been subjected to sexual harassment, insults, or intimidation shall report the incident(s), in the case of an employee, to the superintendent, immediate supervisor, Title IX coordinator, or grievance office; in the case of a student, to the building principal, guidance counselor, Title IX coordinator or grievance officer; in the case of a board member, to the superintendent, Title IX coordinator or grievance officer.

Any student who believes they have been subjected to sexual harassment may file a complaint with the Title IX Coordinator(s):

<p>Karen Springer Human Resources (517) 467-2173 10109 Slee Rd, Onsted MI 49265 springer.k@onstedschools.us</p>	<p>Tim Comden High School Principal (517) 467-2171 10109 Slee Rd, Onsted MI 49265 comden.t@onstedschools.us</p>
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Upon the filing of a complaint, the grievance officer shall conduct a prompt and complete investigation. The officer shall attempt to resolve the problem in an informal manner through the following steps:

1. Interview the complainant and document the interview.
2. Request that the complaint be put in writing, if possible, and assist the complainants if requested.
3. Obtain the names of witnesses who can be contacted to substantiate the charges being made and secure permission of the complainant to interview them, if necessary.
4. Interview the accused and document the interview. Re-emphasize the Board of Education's policy regarding insults, intimidation and harassment without making judgments at this stage.
5. Interview all witnesses identified by the parties and document the interviews.
6. Review the personnel files or student records of the accused for any history of similar behaviors.
7. Make a determination on the merits of the complaint in a written report to the parties and the superintendent.

If the investigation shows that the complaint is without merit, the following actions will be taken:

1. The investigation will be closed.
2. The grievance officer's findings and reasons for them will be discussed with the complainant.
3. Consideration will be given to disseminating the results of the investigation to employees or students who have knowledge of it.
4. All references to the complaint will be removed from the accused party's personnel file.
5. The Board of Education's policy on sexual harassment, insult and intimidation and the mechanism for complaint resolution will be reiterated to all employees or students involved.
6. All documentation regarding the complaint and the investigation will be maintained in a separate confidential file in the event that litigation is commenced or a charge is filed with the Equal Employment Opportunity Commission, United States Department of Education's Office of Civil Rights, or the Michigan Department of Civil Rights.

If the investigation shows that the complaint has merit, the following action will be taken:

The grievance officer will confer with the superintendent and the Board of Education to determine what action is necessary to resolve the complaint and prevent recurrence.

1. The parties will be advised of the results of the investigation and the actions to be taken.
2. Appropriate disciplinary measures will be imposed, as required by the strength of the evidence, the severity of the incident, and the position and prior record of the offender, and the judgment of the superintendent and Board of Education
3. All actions will be documented and placed in the personnel or student record files.
4. The Board of Education's policy on sexual harassment insult and intimidation and the mechanism for complaint resolution will be reiterated to all employees or students involved in the investigation.
5. All documentation regarding the complaint and the investigation will be maintained in a separate confidential file in the event that litigation is commenced or a charge is filed with the Equal Employment Opportunity Commission, United States Department of Education Office of Civil Rights, or the Michigan Department of Civil Rights.

All complaints, interviews and investigation activities will be treated with the strictest confidentiality and utmost discretion. Only those members of the Board of Education, employees, or students whose participation in the investigation of a complaint were essential to its resolution will be informed of it. Furthermore, all such individuals will be asked to maintain confidentiality about the matter unless in the course of exercising their statutory rights. The district's Title IX policy follows grievance procedures outlined in Board Policy 2266 and complies with federal regulations.

Student Records

The Onsted 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. Documents no longer needed with social security numbers will be shredded.

Directory Information

The Onsted Community School District has established the following information about each student as “directory information”:

Name and address, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, height and weight, if a member of an athletic team, dates of attendance, date of graduation and awards received, honor roll, scholarships, and telephone numbers only for inclusion in school or PTO directories.

The district will make the above information available upon a legitimate request unless a parent, guardian, or adult student notifies the District Record’s Office in writing within ten days from the date of the notification that he/she will not permit distribution of any or all such information. Parents/guardians have the right to refuse/opt-out the disclosure of any or all of their child’s directory information by submitting a written request to the school principal within 10 school days of receiving this handbook. The school will otherwise release only designated directory information for permissible purposes under FERPA.

Directory information can be provided upon request to any individual, other than a forprofit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such “directory information” upon written notification to the Board. For further information about the items included in the directory information category and instructions on how to prohibit their release, you may wish to consult Board Policy 8000, which is found in the Board of Education's policies and guidelines.

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 Karen Springer. 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, the student's parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or their parents;
- B. mental or psychological problems of the student or their family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or their parents; or
- H. 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 of time 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 of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or

approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and

B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

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

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

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

FERPA@ED.Gov; and
PPRA@ED.Gov.