BENTLEY COMMUNITY SCHOOL DISTRICT

STUDENT/PARENT HANDBOOK



SCHOOL YEAR: 2026-2027

Rev Aug 23, 2026 | Board Approved August 24, 2026

BENTLEY COMMUNITY SCHOOL DISTRICT 2026-27 CALENDAR

August

Aug 17	Staff – Welcome Back
Aug 18	Staff Professional Learning (PL)
Aug 19	Open House 4:00-6:00 PM
Aug 20	Staff PL
Aug 24	Students' First Day – ½ Day
Aug 28	No School

September

Sep 4-7	Labor Day Recess
Sep 30	Students ½ Day; Staff PL

October

Oct 14, 15	Parent Teacher Conferences
Oct 16	No School
Oct 30	Students ½ Day; Staff Compensatory PL; End 1st Marking Period

November

Nov 3	No Students; Staff PL
Nov 25-27	Thanksgiving Recess

December

Dec 21-Jan 1	Winter Break

January

Jan 4	School Resumes
Jan 14	End 1st Semester
Jan 15	No Students; Staff PL & Records Day
Jan 18	No School—MLK Day

February

Feb 11	Students ½ day; Staff PL
Feb 12-15	Mid-winter Break
Feb 24-25	Parent Teacher Conferences
Feb 26	No School

March

Mar 17	Students ½ Day; Staff PL
Mar 25	End 3rd Marking Period
Mar 26-Apr 2	Spring Break

April

Apr 5	School Resumes
Apr 14	Students ½ Day; Staff Work Day

May

May 26	Students ½ day; Staff PL
May 31	Memorial Day

June

June 9	Student Last Day ½ day / Teacher Records Day

School Hours

Bentley Little Bulldogs Learning Center

- Full day 8:25 AM – 3:20 PM
- Half day 8:25 AM – 11:40 AM

Barhitte Elementary School

- Full day 8:25 AM – 3:20 PM
- Half day 8:25 AM – 11:40 AM

Middle and High School

- Full day 7:30 AM – 2:25 PM
- Half day 7:30 AM – 10:45 AM

CONTENTS

BENTLEY COMMUNITY SCHOOL DISTRICT 2026-27 CALENDAR 2
CONTENTS 3
STUDENT/PARENT HANDBOOK FOR THE BENTLEY COMMUNITY SCHOOL DISTRICT 8
BOARD OF EDUCATION 8
FOREWORD 9
MISSION 9
VISION 9
EQUAL EDUCATION OPPORTUNITY 9
PARENT INVOLVEMENT 10
RELATIONSHIPS WITH FAMILIES 10
EFFECTIVE COMMUNICATION 10
VOLUNTEER OPPORTUNITIES 11
LEARNING AT HOME 11
ENGAGING FAMILIES IN DECISION MAKING AND ADVOCACY 11
Collaborating with the Community 11
Barhitte Elementary Parent Engagement Plan 11
Bentley Middle School Parent Engagement Plan 15
SCHOOL DAY 18
STUDENT RIGHTS AND RESPONSIBILITIES 18
STUDENT WELL-BEING 19
INJURY AND ILLNESS 19
HOMEBOUND INSTRUCTION 19
SECTION I - GENERAL INFORMATION 20
ENROLLING IN THE SCHOOL 20
SCHEDULING AND ASSIGNMENT 21
Elementary level 21
Secondary level 21
EARLY DISMISSAL FROM SCHOOL 21
TRANSFER OUT OF THE DISTRICT 21
WITHDRAWAL FROM SCHOOL 21
IMMUNIZATIONS 21
EMERGENCY MEDICAL AUTHORIZATION 22
USE OF MEDICATIONS 22
Asthma Inhalers and Epi-pens 23
Nonprescribed (Over-the-Counter) Medications 23
CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS 24

DIRECT CONTACT COMMUNICABLE DISEASES 24
INDIVIDUALS WITH DISABILITIES 24
STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP) 25
STUDENT RECORDS 25
Armed Forces Recruiting 27
STUDENT FEES, FINES, AND SUPPLIES 28
STUDENT FUND-RAISING 28
REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES 28
MEAL SERVICE 29
FIRE, LOCK DOWN AND TORNADO DRILLS 29
EMERGENCY CLOSINGS AND DELAYS 29
PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS 30
VISITORS 30
USE OF SCHOOL EQUIPMENT AND FACILITIES 30
LOST AND FOUND 30
STUDENT SALES 30
USE OF SCHOOL PHONES 30
USE OF PERSONAL COMMUNICATION DEVICES 31
Student Wireless Communication Device (WCD) Usage During an Emergency: 31
Barhitte 31
Middle and High School 31
ADVERTISING OUTSIDE ACTIVITIES 32
SECTION II – ACADEMICS 33
COURSE OFFERINGS 33
Barhitte 33
Bentley Middle School 33
Bentley High School 33
FIELD TRIPS 33
GRADES 34
Grades K-3 34
Grades 4-12 34
Grade Point Average 34
Grading Periods 34
Class Rank 35
PROMOTION, PLACEMENT, AND RETENTION 35
Elementary - Middle School 35
High School 35

GRADUATION REQUIREMENTS 36
Diploma 36
POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAMS 36
FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) FOR MiLEAP UNIVERSAL FAFSA CHALLENGE DISTRICTS 37
ONLINE/BLENDED LEARNING PROGRAM 37
RECOGNITION OF STUDENT ACHIEVEMENT 37
HOMEWORK 37
STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY 37
STUDENT ASSESSMENT 38
State Assessments Provide 38
Spring 2026 Testing Schedule for Summative Assessments 39
College Entrance Testing 40
SECTION III - STUDENT ACTIVITIES 41
SCHOOL-SPONSORED ATHLETICS, CLUBS AND ACTIVITIES 41
NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES 42
STUDENT EMPLOYMENT 42
SECTION IV - STUDENT CONDUCT 43
ATTENDANCE 43
School Attendance Policy 43
Truancy 43
Excused Absences 43
Suspension from School 44
Vacations During the School Year 44
Excusable, Nonapproved Absence 44
Unexcused Absences 44
High School 45
Notification of Absence 45
Tardiness 45
Make-up of Tests and Other School Work 45
STUDENT ATTENDANCE AT SCHOOL EVENTS 46
CODE OF CONDUCT 46
Expected Behaviors 46
Dress and Grooming - Overview 47
Gangs 49
Care of Property 49
TITLE IX SEXUAL HARASSMENT 49
NONDISCRIMINATION 49

TITLE IX COORDINATOR(S) 55
GRIEVANCE PROCEDURES 56
STUDENT DISCIPLINE CODE 68
EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE 68
1. Use of drugs 68
2. Use of Breath-Test Instruments 69
3. Use of Tobacco 69
4. Student disorder/demonstration 69
5. Possession of a weapon 70
6. Use of an object as a weapon 70
7. Knowledge of Dangerous Weapons or Threats of Violence 70
8. Purposely setting a fire 70
9. Physically assaulting a staff member/student/person associated with the District 71
10. Verbally threatening a staff member/student/person associated with the District 71
11. Extortion 71
12. Gambling 71
13. Falsification of school work, identification, forgery 71
14. False alarms, false reports, and bomb threats 71
15. Explosives 72
16. Trespassing 72
17. Theft 72
18. Disobedience 72
19. Damaging property 72
20. Persistent absence or tardiness 72
21. Unauthorized use of school or private property 73
22. Refusing to accept discipline 73
23. Aiding or abetting violation of school rules 73
24. Displays of affection 73
25. Possession of Personal Communication Devices (PCDs) 73
26. Violation of individual school/classroom rules 74
27. Violation of bus rules 74
28. Disruption of the educational process 74
29. Gross Misbehavior or Persistent Disobedience 74
30. Bullying, Harassment, and Intimidation 74
30a. Hazing 76
30b. Bullying and Other Aggressive Behavior 76
31. Possession of a Firearm, Arson, and Criminal Sexual Conduct 80

32. Criminal acts 80
33. Safety Concerns 80
34. Profanity 81
DISCIPLINE 81
Informal Discipline 81
Formal Discipline 82
Discipline of Students with Disabilities 83
DUE PROCESS RIGHTS 83
Suspension from School 83
Long-term suspension or expulsion from school 83
Discipline of Students with Disabilities 84
SEARCH AND SEIZURE 84
STUDENT RIGHTS OF EXPRESSION 85
STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES 85
SECTION V - TRANSPORTATION 87
BUS TRANSPORTATION TO SCHOOL 87
BUS CONDUCT 87
Prior to loading (on the road and at school) 87
During the trip 87
Leaving the bus 88
VIDEO SURVEILLANCE AND ELECTRONIC MONITORING ON SCHOOL BUSES 88
PENALTIES FOR INFRACTIONS 88
SELF-TRANSPORTATION TO SCHOOL 88
USE OF MOTORIZED UTILITY VEHICLES 89

This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed. If you have questions or would like more information about a specific issue, contact your school principal.

STUDENT/PARENT HANDBOOK
FOR THE
BENTLEY COMMUNITY SCHOOL DISTRICT

Welcome to the Bentley Community School District. All the members of the staff and I are pleased to have you as a student and will do our best to help make your experience as productive and successful as you wish to make it.

- Mr. Dickerson, Principal – High School Office Number ..... (810) 591-9046
- Mr. Dickerson, Principal – Middle School Office Number ..... (810) 591-9061
- Mrs. VanVallis, High School Guidance Counselor ..... (810) 591-9544
- Mrs. Crabtree and Mrs. Gooch, High School Secretaries ..... (810) 591-5811
- Mrs. Ostrander, Middle School Secretary..... (810) 591-9040
- Mrs. Gooch, Principal – Barhitte Elementary School..... (810) 591-9647
- Mrs. James and Mrs. Richardson, Secretaries – Barhitte Elementary School ..... (810) 591-9661
- Mrs. Horton, Early Childhood Director – Bentley Little Bulldogs Learning Center..... (810) 591-9126
- Mrs. Bennett, Secretary – Bentley Little Bulldogs Learning Center..... (810) 591-9126
- Ms. Zedan, Director of Special Education..... (810) 591-9058
- Ms. McComb, Secretary – Special Services..... (810) 591-9543
- Dr. Spann, Superintendent ..... (810) 591-9120

BOARD OF EDUCATION

Amanda Mobley, President	Term: Jan. 1, 2023—Dec. 31, 2026	Contact amobley@bentleyschools.org
Cheryl Blosser, Vice President	Term: Jan. 1, 2025—Dec. 31, 2028	Contact clblosser@bentleyschools.org
Dawn McDaniel, Secretary	Term: Jan. 1, 2023—Dec. 31, 2026	Contact dmcdaniel@bentleyschools.org
Marisa Downs, Treasurer	Term: Jan. 1, 2023—Dec. 31, 2026	Contact mdowns@bentleyschools.org
Steven Bentley, Trustee	Term: Jan. 1, 2025—Dec. 31, 2028	Contact sbentley@bentleyschools.org
Kevin Burge, Trustee	Term: Jan. 1, 2025—Dec. 31, 2028	Contact kburge@bentleyschools.org
Hailey Downs, Trustee	Term: Jan. 1, 2025—Dec. 31, 2028	Contact hdowns@bentleyschools.org

FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year. This handbook summarizes and references many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parent to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your principal, who you will find listed on page 2 of this handbook.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of August 1 2026. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2026, the language in the most current policy or administrative guideline prevails.

MISSION

To prepare each student socially and academically to be a respectful, contributing member of their communities.

VISION

Our vision statement describes what we want to happen in the long term. It's a statement about our hopes and expectations for the future. The Bentley Community Schools 2022 2027 Strategic Plan Vision Statement is: ***Learn today. Lead tomorrow.***

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background.(See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

Any person who believes that they have been discriminated against on the basis of their race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes), while at school or a school activity, should immediately contact the School District's Compliance Officer listed below:

Chelsea Horton, Early Childhood Director
(810) 591-9127 (Office) (810) 591-9102 (FAX)
1198 N Belsay Rd Bldg 2, Burton, MI 48509
chorton@bentleyschools.org

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

PARENT INVOLVEMENT

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. Policy 2112 shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, other family members and responsible adults who play significant roles in providing for the well-being of the child.

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development and health of every learner. The principles of family engagement include: relationships as the cornerstone; positive learning environments; efforts tailored to address all families, so all learners are successful; purposeful and intentional efforts that clearly identify learner outcomes; and engaging and supporting families as partners in their child's education.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school-partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication. The Parental Involvement Plan shall reflect the Board's commitment to the following:

RELATIONSHIPS WITH FAMILIES

A. cultivating school environments that are welcoming, supportive, and student-centered;

B. providing professional development for school staff that helps build partnerships between families and schools;

C. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers;

D. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities.

EFFECTIVE COMMUNICATION

A. providing information to families to support the proper health, safety, and well-being of their children;

B. providing information to families about school policies, procedures, programs, and activities;

C. promoting regular and open communication between school personnel and students' family members;

D. communicating with families in a format and language that is understandable, to the extent practicable;

E. providing information and involving families in monitoring student progress;

F. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions;

G. preparing families to be involved in meaningful discussions and meetings with school staff.

VOLUNTEER OPPORTUNITIES

A. providing volunteer opportunities for families to support their children's school activities;

B. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events.

LEARNING AT HOME

A. offering training and resources to help families learn strategies and skills to support at-home learning and success in school;

B. working with families to establish learning goals and help their children accomplish these goals;

C. helping families to provide a school and home environment that encourages learning and extends learning at home.

ENGAGING FAMILIES IN DECISION MAKING AND ADVOCACY

A. engaging families as partners in the process of school review and continuous improvement planning;

B. engaging families in the development of its District-wide parent and family engagement policy and plan, and distributing the policy and plan to families.

Collaborating with the Community

A. building constructive partnerships and connecting families with community-based programs and other community resources;

B. coordinating and integrating parent and family engagement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.

Barhitte Elementary Parent Engagement Plan

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

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

1116(c)(4)(C) Provide parents of participating Title I students opportunities for regular meetings to formulate suggestions, to participate in decision-making as it relates to their child's education, and to respond to any suggestions as soon as possible.	Barhitte staff members provide family engagement meetings three to four times a year. Title I meetings are held during flexible times. Parent-Teacher conferences are held two times a year. Telephone calls, emails and written correspondence takes place between parents and staff. An annual perception and Title I survey is given.
1116(c)(5) Ensure that if the Schoolwide Program Plan is not satisfactory to parents of participating students, submit any parent comments on the Plan when the school makes the Plan available to the Local Educational Agency (LEA).	One parent meeting per school year will be designated to solicit parent suggestions and comments on the plan. A link on the school website will allow parents to leave suggestions and comments regarding the plan. The information from the website will be reviewed monthly with administrators responding via email, phone call or conference. A parent survey will be given at the Title I meetings to provide feedback on the Family Engagement meetings and the Title I program. Email/written correspondence takes place between parents, teachers and administration.
1116(d) Jointly, with parents, develop a School-Parent Compact that outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement. 1116(d)(2)(A) Addresses the importance of communication between teachers and families on an ongoing basis at elementary schools through, at a minimum, parent teacher conferences, as it relates to an individual child's achievement. 1116(d) Clearly explain district and school goals for students to meet the challenging State academic standards. 1116(d) & 1116(d)(1) Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction. 1116(d) & 1116(d)(1) Describe specific ways parents will be responsible for supporting their children's learning. 1116(d) Describe specific ways students will be responsible for their learning. 1116(d) & 1116(d)(2)(C) Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers. 1116(d) & 1116(f) Describe how parents and family members are involved in developing and revising the compact. 1116(d)(1) & 1116(d)(2)(A-C) Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up to date on their students' progress and get regular tips on home learning. 1116(f) Communicate information using family friendly language and format.	Barhitte school compacts will be annually developed and reviewed for the legislature requirements listed in the following ways: The Parent/Teacher/Student compact is developed jointly with parents and staff and reviewed annually. Revisions are made based on the second semester Parent Perception Survey results and additional suggestions provided by families. The compact is reviewed and given to all families at the Fall Parent Teacher conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice. The compact will be reviewed annually by the district.
1116(e)(1) Shall help parents of students served by the school in understanding the State's academic content	Parent meetings are held three to four times per year with one meeting dedicated to explaining state content

standards, the State and Local assessments, and how to monitor their child's progress and work with educators to improve the achievement of their children.	standards, MSTEP proficiency levels and district level assessments. Title I staff share information about the Title I program, how students qualify, and the goals for exiting the program. A Title I brochure provides information on the title I programming, family engagement opportunities and school contact information. Title I staff conducts a Title informational meeting and are available during parent-teacher conferences.
1116(e)(2) Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.	Barhitte staff hosts parent meetings, which provide materials and training to parents to help them work with their children to improve their child's academic achievement. These meetings take place at a time that is flexible and meets the needs of most parents. Training on Parent-Vue and the district website takes place at the beginning of the year. Teacher websites offer and provide parents materials and age level appropriate websites to use with their children. Parents are provided a curriculum guide at the beginning of the year and it is also posted on the school website. Parents are given an opportunity to provide feedback on Title I services.
1116(e)(3) Shall educate staff in the value and utility of parents' contributions, in how to reach out to, and communicate with, and work with parents as equal partners, to coordinate and implement parental involvement programs, and to build relationships between the parents and the school.	To ensure that quality parent involvement is part of Barhitte Elementary School's professional development plan, ten to fifteen minutes is dedicated to discussion on how to best encourage parents' involvement, during staff meetings or designated district provided professional development days. The principal includes excerpts into her Weekly Communication to staff that gives suggestions on ways to increase parent involvement. Mentor/Mentee meetings include focal points related to parent involvement.
1116(e)(4) Shall coordinate and integrate parental involvement Programs and activities with other Federal, State, and local Programs, including public preschool Programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.	Title I staff and administration communicate with local youth groups, organizations and special education to make sure that scheduling conflicts don't exist. Efforts are made to ensure that parents can attend all programs and won't have a conflict attending parent-teacher conferences for students who may be in all buildings. Our social workers inform and help parents with resources that will benefit their child.
1116(e)(5) Shall ensure information is shared with parents in a language and format they can understand.	Information is given to parents in a variety of ways including: written newsletters, emails, social media, school website, and school mass notification calls. Jargon and use of acronyms are avoided. School and classroom newsletters are written in a parent friendly language. Daily/weekly take home folders are used. Services from the Genesee Intermediate School District are utilized to assist in translations. Phone lines and computers are

	available in classrooms for parents and teachers' communication needs. Conferences are always available upon request by a parent.
1116(e)(14) Shall provide other reasonable support for parental involvement activities as parents may request.	Parents are able to contact teachers and/or administrators to request reasonable support at any time by personal contact, note, email or phone call. Parents receive feedback within a 24-hour period during the workweek. Survey information or requests that come in through conversations or written correspondence are collected.
1116(f) Shall provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.	Flexible meeting times are provided at parent request. Services and/or translations from the Genesee Intermediate School District are utilized. The building meets the requirements of the Americans with Disabilities Act. The school contacts the Michigan Department of Education for assistance regarding migratory needs.

Bentley Middle School Parent Engagement Plan

Policy Goal	School Plan to Meet Policy Goal
1118(c) (4) (c) Opportunities for parents to formulate questions, suggestions and participate in decision-making.	Bentley Middle School provides opportunities for parents to formulate questions, suggestions, and to participate in decision-making by providing parents with a written plan for discipline and procedures, in the form of a handbook. Bentley Middle School teachers send home an annual home survey, in an effort to have parents communicate special needs or concerns for their children in the upcoming year. Bentley Middle School parents are invited to attend semester meetings in an effort to review and improve policies. By using the online form, parents are able to submit questions and concerns to be discussed prior to those meetings.
1118 (c) (5) Process for Parents to submit comments on the plan if not satisfactory.	Bentley Middle School uses a four-step system for parents to communicate concerns. First, parents call the building principal or submit a request for an appointment using the online form. Secondly, a meeting is set up with the building principal and any appropriate staff within one week. If a satisfactory answer is not reached, parents are asked to write a letter voicing their concerns. The letter is either disseminated to appropriate members of administration and staff by the building principal, or may be delivered to the building principal and superintendent within three business days of the meeting. Parents receive a phone call to set up a meeting with the

	superintendent within three business days. In the event that further discussion is needed, parents are encouraged to attend the monthly district board meeting to voice their concerns in open forum or to forward their concerns to the Board of Education.
1118 (d) (1) Jointly develop compact	The Bentley Middle School Parent Compact was collaboratively written between staff and parents at the Spring 2014 Title One Stakeholder meeting held at Bentley High School.
1118 (d) (2) (A) Compact Shared	Bentley Middle School conducts a beginning of the school year kick off where parents of the Middle School students receive a copy of the parent handbook and the Parent Compact. Each of the documents contain a parent signature area that parents are to return to school. Within the first marking period conferences, teaching staff explain the compact through one-on-one conferences during their regular conference time.
1118 (d) (2) (B) Frequent reporting on child's progress	In an effort to maintain positive parental contact, Bentley Middle School provides several different venues to provide parents with reports regarding their child's progress. At the beginning of each school year, parents receive passwords and accounts for ParentVue, a computer application that aligns the teacher grades with parent reports. Passwords and accounts are kept in the main office and are sent to parents at each report card marking. When Bentley Middle School students are not performing academically above a C-, or behavior issues arise, parents are contacted by phone by the appropriate staff member. When additional behavior intervention is needed, Bentley Middle School students will discuss with the interventionist or principal, and will make a phone call home to their parents explaining the issue and its outcome.
1118 (d) (2) (c) Reasonable access to staff, volunteering, observation in the classroom.	All parents that are interested in volunteering for Bentley Middle School programs are to fill out the district volunteer form. The form may be obtained in the Middle School office or the administration building. A criminal record check may be required. Upon completion of the volunteer form, parents can set meetings or schedule their time with the teacher and/or building's main office. Upon completion of the volunteer form and acceptance, volunteers will be given an identification badge to wear when they arrive at school for their program. The district website provides links to all staff contacts.

1118 (e)(1) Assist understanding of State content standards, achievement standards, assessments, Title 1, and how to monitor a child's progress.	Bentley Middle School parents receive a brochure from each curriculum designation and level which outlines, in common language, the expectations for our students. Bentley Middle School parents are encouraged to attend the annual district Title One Meeting.
1118(e)(2) Provide materials and training to parents.	Parents attend annual Title I meetings for training purposes. ParentVue training sessions take place during parent teacher conferences in the fall and spring. Teachers provide websites with direct links to resources available to parents
1118 (e)(3) Educate staff on the value of parent involvement and how to reach out	Staff members participate in PLC's to discuss parent involvement. During staff meetings, staff members rotate and share out ideas regarding parental involvement. Guest speakers attend meetings to help staff members reach out to parents.
1118(e)(4) Coordinate with other programs	Parent teacher conferences are scheduled to accommodate families. Events are scheduled accordingly so they will not interfere with other community events. Service Day activities connect to various organizations in the community. Emergency Food Pantry is in place with assistance from the Food Bank of Eastern Michigan. Stakeholder meetings provide parents with information regarding instructional material utilized during classroom instruction.
1118 (e)(5) Provide information in a language and format they can understand.	User-friendly language is used in all communication resources. Information is shared through social media resources, such as Facebook and Twitter, through a school account. Information is available through online sources, as well as paper copies, when sharing with district members.
1118(e)(14) Provide other reasonable support	Parents reach out to the school for support, such as child care assistance. Building transition meetings are held in June and August.
1118 (f) Provide opportunities to participate for parents who are:	**Limited English** • An ELL facilitator is provided to translate information. • Visuals, such as graphs and charts, are provided to represent information. • The Genesee Intermediate School District offers support resources as needed. Disabled: Building is ADA compliant. • The sign language teacher provides interpreting at school events and performances.

	• Verbal communication of information is provided. • Newsletters are shared online. **Migratory** • We currently do not have any migratory students. If so, we would contact the Michigan Department of Education for assistance. **Other Parent Involvement** • Parents have the opportunity to chaperone field trips. • Parents are involved with the Service Day for our Community. • Parents have the opportunity to complete surveys periodically throughout the school year. • Band Boosters meet periodically throughout the school year.

SCHOOL DAY

	Bentley Little Bulldogs	Barhitte Elementary School	Bentley Middle & High Schools
Full Day Hours	8:25 AM – 3:25 PM	8:25 AM – 3:20 PM	7:30 AM – 2:25 PM
Half Day Hours	8:25 AM – 11:40 AM	8:25 AM – 11:40 AM	7:30 AM – 10:45 AM

STUDENT RIGHTS AND RESPONSIBILITIES

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

Parents have the right to know how their child is succeeding in school and this information is always available via the ParentVue parent portal. For help with ParentVue, contact the secretary at your child's school. Many times, information will be sent via email, though hard copies of documents may be mailed and/or sent home with the student. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish the child's educational goals.

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

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

STUDENT WELL-BEING

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

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

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

For additional information, see Board Policy 5330 - Use of Medications, et seq.; Board Policy 5341 - Emergency Medical Authorization; Board Policy 8400 - School Safety Information; and associated Administrative Guidelines.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If a minor injury, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

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

(See also Board Policy 5340 - Student Accidents, et seq.; Board Policy 8442 - Reporting Accidents; and associated Administrative Guidelines.)

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 this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; and/or present evidence of the student's ability to participate in an educational program.

(See also Board Policy 2412 - Homebound Instruction Program and associated Administrative Guidelines.)

SECTION I - GENERAL INFORMATION

ENROLLING IN THE SCHOOL

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

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

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.

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

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures. (See Board Policy 5111.01 - Homeless Students)

Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact with regard to enrollment procedures. (Board Policy 5111.03 - Children and Youth in Foster Care)

Foreign students and foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students. (See Board Policy 5114 - Foreign and Foreign-Exchange Students)

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

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

(See also Board Policy 5111 - Eligibility of Resident/Nonresident Students, et seq.; Board Policy 5113 - Schools of Choice Program, et seq.; and associated Administrative Guidelines.)

SCHEDULING AND ASSIGNMENT

Elementary level

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

Secondary level

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

EARLY DISMISSAL FROM SCHOOL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent, an email from the parent, a person whose signature is on file in the School office, or the parent coming to the school office to request the release. At the elementary level, arriving one hour late or leaving one hour early will be recorded as a half-day absence. At the middle and high school levels, arriving 15 minutes late or leaving 15 minutes early will be recorded as an absence for that class. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian. In emergency situations, the principal may choose to accept verbal permission from a custodial parent/guardian. (See also Board Policy 5200 - Attendance, Board Policy 5230 - Late Arrival and Early Dismissal, Board Policy 5223 - Absences for Religious Instruction, and associated Administrative Guidelines.)

TRANSFER OUT OF THE DISTRICT

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

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

(See also Board Policy 5113 - Schools of Choice Program (Inter-District), et seq.; Board Policy 6152 - Student Fees, Fines, and Supplies; Board Policy 8330 Student Records; and associated Administrative Guidelines.)

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of the student's parents. (See also Board Policy 5130 - Withdrawal from School.)

IMMUNIZATIONS

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the Principal may remove the student or

require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the school secretary.

(See also Board Policy 5320 - Immunization, Board Policy 5111.01 - Homeless Students, Board Policy 5113.03 Children and Youth in Foster Care, and associated Administrative Guidelines

EMERGENCY MEDICAL AUTHORIZATION

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

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

(See also Board Policy 5340 - Student Accidents, et seq.; Board Policy 5341 - Emergency Medical Authorization; Board Policy 8442 - Reporting Accidents; and associated Administrative Guidelines.)

USE OF MEDICATIONS

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by their child.

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

A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.

B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.

C. All medications must be registered with the Principal’s office.

D. Medication that is brought to the office will be properly secured.

    a. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.

    b. Medication <u>MAY NOT</u> be sent to school in a student's lunch box, pocket, or other means on or about their person, except for emergency medications for allergies and/or reactions.

E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting on time and for taking the prescribed medication.

G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

(See also Board Policy 5330 – Use of Medications, et seq.; Board Policy 5331 – Students with Special Health Care Needs; Board Policy 5335 – Care of Students with Special Health Care Needs; Board Policy 5500 – Student Conduct; Board Policy 5520 – Disorderly Conduct; Board Policy 5530 – Drug Prevention; and associated Administrative Guidelines.)

Asthma Inhalers and Epi-pens

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

(See also Board Policy 5330 – Use of Medications, et seq.; Board Policy 5330.01 – Epinephrine Auto-Injectors; Board Policy 5335 – Care of Students with Chronic Health Conditions; and associated Administrative Guidelines.)

Nonprescribed (Over-the-Counter) Medications

Elementary and Middle Schools (Grades K to 8)

Parents may authorize the school to administer a nonprescribed medication using a form which is available at the school office. A physician does not have to authorize such medication but all of the other conditions described above under prescribed medications will also apply to nonprescribed medications. The student may be authorized on the request form by the student's parent to self-administer the medication in the presence of a school staff member. No other exceptions will be made to these requirements.

High School (Grades 9 to 12)

Students shall be permitted to possess and self-administer U.S. Food and Drug Administration (FDA) approved, over-the-counter topical products while on school property or at a school-sponsored event provided the student has submitted prior written approval of the student's parent/guardian to the Principal.

Parents may authorize the school to administer a nonprescribed medication using a form which is available at the school office. A physician does not have to authorize such medication. However, if a student needs a nonprescribed medication more than three times per month, the District may request a doctor's authorization. The parent may also authorize on the form that their child

- may self-administer the medication.
- may keep the medication in their possession.

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

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

(See also Board Policy 5330 – Use of Medications, Board Policy 5500 – Student Conduct, Board Policy 5520 – Disorderly Conduct, Board Policy 5530 – Drug Prevention, and associated Administrative Guidelines.)

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND 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.

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

(See also Board Policy 8450 – Control of Casual-Contact Communicable Diseases, et seq. and associated Administrative Guidelines.)

DIRECT CONTACT COMMUNICABLE DISEASES

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

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

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

(See also Board Policy 8453 – Direct Contact Communicable Diseases and associated Administrative Guidelines.)

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. (Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability). This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the Special Education Coordinator/Director at (810) 591-9670 to inquire about evaluation procedures and programs. (See Board Policy 2460 – Special Education and associated Administrative Guidelines)

The District is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extracurricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extracurricular program offered by the District. Parents should contact the Principal at their child's school to inquire about evaluation procedures and programs offered by the District.

(See also Board Policy 2225 – Students with Limited English Proficiency (LEP) and associated Administrative Guidelines.)

STUDENT RECORDS

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

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

Directory information includes:

- a student's name;
- address (except for students participating in the address confidentiality program act);
- telephone number;
- date and place of birth;
- major field of study;
- participation in officially recognized activities and sports;
- height and weight, if member of an athletic team;
- height if member of an athletic team;
- weight, if member of an athletic team which requires disclosure to participate;
- dates of attendance;
- date of graduation;
- awards received;
- honor rolls;
- scholarships;
- telephone numbers for inclusion in school or PTO directories;
- school photographs or videos of students participating in school activities, events or programs;

- e-mail address.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the District to disclose any or all of such "directory information" upon written notification to the Superintendent. For further information about the items included within the category of directory information and instructions on how to prohibit its release you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found on the District website under District/Policies and Notifications.

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

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

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to the Principal. 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:

A. 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/fpco

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

FERPA@ED.Gov; and

PPRA@ED.Gov.

Armed Forces Recruiting

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

If a student or the parent or legal guardian of a student submits a signed, written request (Form 8330 F13) to the Board that indicates that the student or the parent or legal guardian does not want the student's directory information to be accessible to official recruiting representatives then the school officials of the school shall not allow that access to the student's directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all "directory information" including in the armed forces of the United States and the service academies of the armed forces of the United States.

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

(See also Board Policy 8330 - Student Records and associated Administrative Guidelines.)

STUDENT FEES, FINES, AND SUPPLIES

Bentley Community School District charges specific fees for the following noncurricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

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

(See also Board Policy 6152 – Student Fees, Fines, and Supplies; Board Policy 5111.01 Homeliness Students; Board Policy 5513 - Care of District Property; and associated Administrative Guidelines.)

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

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

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

Failure to pay fines, fees, or charges may result in the withholding of the student's diploma. The student may be offered the opportunity to "work off" the debt.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines (See Board Policy – 5830 Student Fund-Raising and associated Administrative Guidelines). The following general rules will apply to all fund-raisers.

A. Crowdfunding activities are governed by Board Policy6605 and Associated Guidelines.

B. Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.

C. Students who engage in fund raisers that require them to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", will be monitored by a staff member in order to prevent a student from over-extending himself/herself to the point of potential harm.

D. Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

(See also Board Policy 2416 – Student Privacy and Parental Access to Information, Board Policy 5780 – Student/Parent Rights, Board Policy 9130 – Public Complaints, and associated Administrative Guidelines.)

MEAL SERVICE

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. Parents interested in being involved should contact the Director of Food Services.

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

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. If a student does not receive one and believes that they are eligible, contact the Director of Food Services. (See also Board Policy 8531 – Free and Reduced-Price Meals and associated Administrative Guidelines.)

(See also Board Policy 8500 – Food Services, Board Policy 8510 – Wellness, and associated Administrative Guidelines.)

FIRE, LOCK DOWN AND TORNADO DRILLS

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

- BES: flashing lights and repeated deep buzzer with a verbal command over the public announcement system
- BMS and BHS: flashing lights and repeated deep buzzer with a verbal command over the public announcement system

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

- BES, BMS, and BHS: verbal command over the public announcement system

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of two (2) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes and consists of:

- BES, BMS, and BHS: verbal command over the public announcement system

(See also Board Policy 8420 – Emergency Situations at School and associated Administrative Guidelines.)

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the District will provide notification of the closing by Facebook, mass notification system using email and phone, as well as by local news (ABC12 and WNEM 05)

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

(See also Board Policy 8220 – School Day and associated Administrative Guidelines.)

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.

VISITORS

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the Principal.

If a person wishes to confer with a member of the staff, that person should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

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

(See also Board Policy 7440 – Facility Security, Board Policy 9150 – School Visitors, and associated Administrative Guidelines.)

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

Each building has a lost and found; please contact the office personnel to determine where the lost and found is maintained. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

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

USE OF SCHOOL PHONES

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

Phones are available in the school for students to use when they are not in class. Students are not to use phones to call parents to receive permission to leave school. Office personnel will initiate all calls on behalf of a student seeking permission to leave school.

USE OF PERSONAL COMMUNICATION DEVICES

Bentley Community Schools does not allow students to use cellphones during school hours. Students may use the office phone to call home during the day.

Student Wireless Communication Device (WCD) Usage During an Emergency:

During sudden or unexpected emergency situations that may pose serious health or safety threats (including severe weather, fire, medical emergencies, active assailant or intruder situations, or law enforcement activity on or near school property), students may use personal wireless communication devices to contact a parent/guardian or for safety purposes, provided that such use:

- Does not interfere with emergency procedures or the District's *Emergency Operations Plan;*
- Follows all directions and instructions provided by school staff or emergency responders;
- Does not compromise the safety of students, staff, or others; and
- Does not involve sharing unverified, confidential, or tactical information that could endanger individuals or disrupt emergency response efforts.

Important: School officials may temporarily limit or restrict device use during an emergency when necessary to maintain safety, support emergency response efforts, or ensure an effective emergency response.

Barhitte

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

Middle and High School

Students may not use their cellphones/iPad/tablets (personal communication devices - PCD) at school during the school day. If a student is using a PCD inappropriately, the phone will be confiscated and delivered to the office. Rules governing continued violations of electronic use agreement will apply as outlined in the student handbook.

1st Offense

A. Personal Communication Devices are held in the office until the end of the day.

B. Students will sign for the cell phone at the end of the day in the office.

2nd Offense

A. Personal Communication Devices are held in the office until the end of the day.

B. A parent or guardian will be called informing them of the second offense.

C. Students will sign for the cell phone at the end of the day.

3rd Offense

A. Personal Communication Devices held in office until a parent or guardian comes to pick it up.

B. A parent or guardian will sign for the cell phone after meeting with the student and principal.

C. Additional offenses will be considered an act of insubordination.

If you need to reach your child during school hours, please call your child's main office:

- Bentley Little Bulldogs Learning Center (810) 591-9120
- Barhitte Elementary School (810) 591-9661
- Bentley Middle School (810) 591-9043
- Bentley High School (810) 591-5811

(See also Board Policy 5136 – Personal Communication Devices and associated Administrative Guidelines.)

ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

(See also Board Policy 9700 – Relations with Special Interest Groups, Board Policy Advertising and Commercial Activities, and associated Administrative Guidelines.)

SECTION II – ACADEMICS

COURSE OFFERINGS

Barhitte

English Language Arts (Reading, Writing, Speaking, Listening)
Mathematics
Science
Social Studies
Art
Music
Physical Education
Health
Science Technology Engineering Art and Mathematics (STEM)
Social Emotional Learning Lessons

Bentley Middle School

American Sign Language
Art
Art History
Band (Beginning & Intermediate)
Communications
English Language Arts 6, 7, 8
Health
Intervention
Math 6, 7, 8
Personal Finance
Physical Education 6, 7, 8
Science 6, 7, 8
Social Emotional Learning
Social Studies 6, 7, 8
Weight lifting

Bentley High School

Algebra
Algebra II
American Sign Language**
Anatomy & Physiology
AP Calc
AP Environmental Science**
AP Government
AP World History
Art
Astronomy/Meteorology**
Band
Black History/Global Issues**
Bigger, Faster, Stronger
Biology
Chemistry Computer Science
Consumer Math
Criminal Justice**
Current Events
English 9, 10, 11,12
Geometry
Government/Economics
Honors English
Modern American History
Physical Education/Health
Physical Science
Psychology
Probability and Statistics
Physics
Student Success Center
Sociology
Spanish
Team Sports
Trig/Pre-Calc
Wars/Holocaust**
World History
Yearbook

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 parental consent.

Attendance rules, the Student Code of Conduct, and the Search and Seizure policy apply to all field trips.

(See also Board Policy 2340 – Field and Other District Sponsored Trips, Board Policy 5500 Student Code, Board Policy 5771 – Search and Seizure, and associated Administrative Guidelines.)

GRADES

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

The school uses the following grading system:

Grades K-3

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

- 3 = Secure/Meets or exceeds grade level skill at this time
- 2 = Progressing/Developing skill - shows some understanding
- 1 = Area of Concern/Shows little or no understanding of the concept or skill

Areas left blank were not assessed this marking period.

Grades 4-12

Reporting in these grades will be by report card using the following marking system:

- A - 90 - 100 Excellent Achievement
- B - 80 - 89 Good Achievement
- C - 70 - 79 Satisfactory Achievement
- D - 60 - 69 Minimum Acceptable Achievement
- F - Below Passing
- P - Passing
- I - Incomplete

(See also Board Policy 5421 – Grading and associated Administrative Guidelines.)

Grade Point Average

To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be .5 x 2=1. Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, semester, year, or for a series of school years.

Grading Periods

Report cards are available each marking period through ParentVue. Additionally, Barhitte Elementary School sends report cards home each marking period and progress reports mid-marking period. The Middle and High Schools send report cards home at the end of each semester.

When a student appears to be at risk of failure, notification will be provided to the parents so they can talk with the teacher about what actions can be taken to improve the student's performance.

Class Rank

The Board of Education uses a class ranking system for students in grades 9-12. Your class rank will be calculated at the end of each school year between freshman and junior year. In the senior year, the final calculation will be done following senior exams. Class rank is based on your final grade point average (GPA) in all subjects where you earn credit.

Your GPA is calculated using your final grades from all classes you've taken at the high school.

The system includes weighted grades for certain advanced courses, such as Advanced Placement (AP) classes, which are on a 5-point scale to reflect the heavier workload.

If two or more students have the same GPA, they will share the same class rank. The student ranked after them will be assigned the next number in the sequence based on the total number of students ahead of them.

Your GPA will not be established until you have completed one semester at the high school, and your class rank will not be calculated until you have completed two semesters.

Graduation honors, such as Valedictorian, require a student to have been enrolled for four consecutive semesters and to have earned at least 50% of their graduation credits at Bentley High School.

Your class rank and GPA are included on your academic record and on all transcripts. This information is often requested by colleges and is used to determine eligibility for the National Honor Society and other senior honors.

(See also Administrative Guideline 5430 – Class Rank.)

PROMOTION, PLACEMENT, AND RETENTION

Board Policy 5410 – Promotion, Placement, and Retention and associated Administrative Guidelines provide the framework promotion, placement, and retention decisions.

Elementary - Middle School

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

A. current level of achievement

B. potential for success at the next level

C. emotional, physical, and/or social maturity

High School

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

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

Freshman = 0 to 5 Credits

Sophomore = 6 Credits to 11 Credits

Junior = 12 Credits to 17 Credits

Senior = 18 or more Credits

GRADUATION REQUIREMENTS

Diploma

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work, and earn the total number of minimum credits. A student enrolled in special education may be exempted from the State-mandated test. Such an exemption is made by the IEPC Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum. For more information about the different methods by which credits can be earned, refer to Board Policy 5460 – Graduation Requirements, a copy of which is accessible either electronically at https://go.boarddocs.com/mi/bntl/Board.nsf/Public or in the school office.

Michigan specific course requirements and required number of credits are:

English	4 credits (English 9, 10, 11, and 12)
Health	0.5 credit
Physical Education	0.5 credit
Mathematics	4 credits (Algebra I & II, Geometry, Senior Math Course)
Science	3 credits (Biology, Chemistry, Physics, Physical Science, Anatomy & Physiology, 3rd year science)
Social Studies	3 credits (Modern American History, World History & Geography, Government, Economics)
World Language	2 credits (Spanish I and II; ASL I and II or an additional Visual Performing Arts course)
Visual Performing Arts	1 credit
Electives	5 credits (Michigan Virtual courses, Genesee Career Institute Courses, Dual Enrollment at Mott Community College, GenNET, Bentley
Total	23 credits

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAMS

Any student in 9th, 10th, 11th, or 12th grade may enroll in a postsecondary (dual) enrollment program providing the student meets the requirements established by law and by the District. Any interested student should contact the high school counselor to obtain the necessary information.

(See also Board Policy 2271 – Postsecondary (Dual) Enrollment Options Programs and associated Administrative Guidelines.)

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) FOR MiLEAP UNIVERSAL FAFSA CHALLENGE DISTRICTS

Each student in grade twelve (12) and the parent of each student in grade twelve (12) shall receive a notice regarding the existence of the Free Application for Federal Student Aid ("FAFSA") and a description of the process, benefits, and requirements of completing the FAFSA. This notice also shall include approximate annual tuition costs of each State educational institution of higher education in Michigan and State scholarships, grants, or other assistance available to students in Michigan.

ONLINE/BLENDED LEARNING PROGRAM

Our District offers various learning options to provide instruction to eligible students using online and distance education technology, both in traditional and non-traditional classroom settings. These programs aim to broaden curriculum content, place students in a more active role in learning, and tailor learning experiences to individual interests, talents, and needs. Please contact your principal for more information. Students participating in an online learning program will take assessments at the school with a proctor in attendance as established by the principal. (Board Policy 2370.01 – Online/Blended Learning Program and associated Administrative Guidelines 2370A – Virtual/Internet/Independent Study Options and 2370C – Virtual/Internet Study Options)

RECOGNITION OF STUDENT ACHIEVEMENT

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

(See also Board Policy 5451 – Student Recognition and associated Administrative Guidelines.)

HOMEWORK

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

(See also Board Policy 2330 – Homework and associated Administrative Guidelines.)

STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY

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

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 7540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an e-mail address.

(See also Board Policy 7540.03 – Student Technology Acceptable Use and Safety and associated Administrative Guidelines.)

STUDENT ASSESSMENT

The knowledge and skills students need for a successful career continually evolve to meet current and future workplace demands. To ensure students can meet these demands, Michigan's State Board of Education has adopted high learning standards that broadly outline what students need to know and be able to do in each subject and grade level to be ready for the next stage of learning.

The standards also guide teachers as they develop classroom curriculum and lesson plans. Today's standards challenge students to:

A. Understand subject matter more deeply

B. Learn how to think critically

C. Apply what they learn to the real world

D. Make learning more relevant in their lives

Once each year, all students in Michigan take a high-quality state summative assessment. Summative assessments measure what students know and are able to do at specific grade levels and in specific subject areas.

All of Michigan's state assessments measure student progress with Michigan's content standards or other career or college-readiness goals. The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English language arts (ELA) and mathematics. The PSAT 8/9 measures ELA and mathematics in grade 8. Student knowledge of science and social studies standards are measured by M-STEP in grades 5, 8, and 11.

High school students take the PSAT 8/9 in grade 9 and PSAT 10 in grade 10 to inform schools, students, and parents on what students know in ELA and mathematics, and to help prepare students for the SAT college entrance exam given to every high school junior as part of the Michigan Merit Examination (MME). The MME consists of a free SAT with Essay that also measures student knowledge on state ELA and mathematics standards, M-STEP science and social studies components, and a work skills assessment called ACT WorkKeys.

State Assessments Provide

- An important snapshot of student achievement at the state, district, and building levels
- Valuable information to parents and teachers on their student's academic achievement
- Important data for schools and districts to evaluate curriculum and programming effectiveness
- Comparable performance and growth trends over time at the state, district, and building levels

Most students will spend no more than 3-8 hours—less than one percent of instructional time—on state assessments. All other assessments are determined at the school district and building level.

An alternate assessment called MI-Access is available to students with the most significant cognitive disabilities and whose Individualized Educational Program (IEP) team has determined that general assessments, even with accommodations, are not appropriate. For more information, see the MI-Access web page (www.michigan.gov/mi-access) under the Parent/Student Information section. The assessment window for MI-Access is from April 6-May 22, 2026.

The WIDA assesses students in grades K-12 who are learning the English language. WIDA Parent Guides and other information are located on the WIDA web page (www.michigan.gov/wida) under the Parent/Student Information section. The assessment window for WIDA assessment is from January 26-April 3, 2026.

Spring 2026 Testing Schedule for Summative Assessments

Assessment	4/5-4/9	4/12-4/16	4/19-4/23	4/26-4/30	5/3-5/7	5/10-5/14	5/17-5/21
M-STEP	X	X	X	X	X	X	
SAT w/Essay	X	X	X	X			
WIN Work Readiness	X	X	X	X			
PSAT 8	X	X	X	X			
PSAT 9	X	X	X	X			
PSAT 10	X	X	X	X			

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.

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

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

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

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.

(See also Board Policy 2623 – Student Assessment, Board Policy 5460 Graduation Requirements, and associated Administrative Guidelines.)

College Entrance Testing

High school students can obtain college entrance testing information from the Guidance Office.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED ATHLETICS, CLUBS AND ACTIVITIES

Bentley Community School District 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 student groups that are sponsored by a staff member. Authorized groups include:

- National Honor Society
- Student Council

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.

MHSAA Sanctioned	**Other**
Baseball (MS, HS)	Cooking Club (MS)
Basketball, Boys & Girls (MS, HS)	Esports (HS)
Bowling, Boys & Girls (HS)	Marching Band (HS)
Cheer (MS, HS)	Robotics (BES, MS, HS)
Football (MS, HS)	Rock Dawgs (MS)
Powerlifting, Boys & Girls (HS)	Skeet Shooting (MS, HS)
Softball (MS, HS)	Theater (BES)
Track, Boys & Girls (MS, HS)	YES Club (MS)
Volleyball, Boys & Girls (MS, HS)	

*BES = Barhitte Elementary School; MS = Middle School; HS = High School

All students are permitted to try-out for the activities of their choosing as long as they meet the eligibility requirements.

For further information, contact Mr. Schultz, the Athletic Director, at tschultz@bentleyschools.org or the building Principal.

To minimize the risk of heat-related illness in interscholastic athletic programs, the athletic programs of the District will monitor and respond to temperature and humidity indexes in accordance with Michigan High School Athletic Association's (MHSAA) model policy.

All athletic programs of the District shall comply with the concussion protocols of the MHSAA, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

(See also Board Policy 2430 – District-Sponsored Clubs and Activities and associated Administrative Guidelines ***and*** Board Policy 2431 – Interscholastic Athletics and associated Administrative Guidelines, Board Policy 2431.01 – Managing Heat and Humidity in Interscholastic Athletic Programs, Board Policy 5340.01 – Concussions and Athletic Activities, and associated Administrative Guidelines, including associated Athletic Handbook.)

NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during noninstructional hours. The applicant for 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 proscribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

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

(See also Board Policy 5730 - Equal Access for Nondistrict-Sponsored Student Clubs and Activities.)

STUDENT EMPLOYMENT

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

(See also Board Policy 5895 – Student Employment and associated Administrative Guidelines.)

SECTION IV - STUDENT CONDUCT

ATTENDANCE

School Attendance Policy

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

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

The school chooses, however, not to provide perfect attendance awards, because there are students with health conditions that will not allow them to be in attendance every school day, although they are present every day they are capable of attending.

Truancy

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After 5 days of truancy in any grading period, a student will be considered a "habitual truant" which can result in:

A. assignment to an alternative placement with loss of participation in school activities and events;

B. a poor work-ethic grade which will become a part of the student's permanent record which may be sent to employers and postsecondary schools;

C. a hearing before a judge in a court of law;

D. a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

Excused Absences

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

A. illness

B. recovery from accident

C. required court attendance

D. professional appointments

E. death in the immediate family

F. observation or celebration of a bona fide religious holiday

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

Parents must provide an explanation for their child's absence by no later than 9:00 AM on the day of the absence or by the following day. They are to call their child's main office number, which can be found at the beginning of this document, and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the Principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work.

Students who are excusably absent for more than four (4) days in a marking period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness", a possible sign of poor work ethic and irresponsible behavior.

During the next grading period, a "frequently-absent" student will be placed on "attendance watch" to monitor whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in noncurricular school activities and events and a notation made on the student's grading record **and** transcript concerning the student's frequent absence from school. Such a report may be provided postsecondary institutions and/or possible employers.

Suspension from School

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused.

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

The student will be given credit for properly-completed assignments and a grade on any made-up tests.

Vacations During the School Year

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the Principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Excusable, Nonapproved Absence

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy and the student may be given the opportunity to make up the school work that is missed.

Unexcused Absences

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and their parents shall be subject to the truancy laws of the State.

High School

If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a semester, the student will be considered a “habitual” truant and will be reported to the proper authorities.

Notification of Absence

If a student is going to be absent, the parents must contact the school office by 9:00 AM and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

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

If the absence is unexcused or unauthorized by the Principal, a student may not make up the work.

The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

Tardiness

Elementary Level

A student who is not in their assigned location by 8:25 shall be considered tardy. Any student arriving late to school is to report to the school office before proceeding to class.

Secondary Level

Each student is expected to be in their assigned location throughout the school day. If a student is late in arriving at school, the student is to report to the school office before proceeding to their first assigned location. Any student who is late up to 15 minutes shall be disciplined by the teacher. Students who are more than 15 minutes late will be considered absent for that instructional period.

Students who are tardy more than five (5) times during a semester shall be assigned after school detention and after 10 times they will be assigned Saturday school.

Make-up of Tests and Other School Work

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact their teacher(s) as soon as possible to obtain assignments.

Make-up work due to suspension must be completed within one (1) day after returning to school.

Make-up work due to excused absence must be completed within one (1) day after returning to school.

If a student misses a teacher's test due to excused absence, the student may make arrangements with the teacher to take the test. If the student misses a State mandated test or other standardized test, the student should consult with the Principal to arrange for taking the test.

(See also Board Policy 5200 – Attendance and associated Administrative Guidelines.)

STUDENT ATTENDANCE AT SCHOOL EVENTS

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

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is required that elementary and middle school students be accompanied by a parent or adult chaperone (such as a coach) when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

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

(See also Board Policy 5855 – Student Attendance at School Events and associated Administrative Guidelines.)

CODE OF CONDUCT

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

Student conduct is governed by the rules and provisions established in the Student Code of Conduct.

Expected Behaviors

Each student shall be expected to:

A. abide by national, State, and local laws as well as the rules of the school;

B. respect the civil rights of others;

C. act courteously to adults and fellow students;

D. be prompt to school and attentive in class;

E. work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;

F. complete assigned tasks on time and as directed;

G. help maintain a school environment that is safe, friendly, and productive;

H. act at all times in a manner that reflects pride in self, family, and in the school.

(See also Board Policy 5500 – Student Conduct, Board Policy 5600 – Student Discipline, and associated Administrative Guidelines.)

Dress and Grooming - Overview

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

Students should consider the following questions when dressing for school:

A. Does my clothing expose too much? (no)

B. Does my clothing advertise something that is prohibited to minors? (no)

C. Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)

D. Would I interview for a job in this outfit? (yes)

E. Am I dressed appropriately for the weather? (yes)

F. Do I feel comfortable with my appearance? (yes)

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

The following styles or manners of dress are prohibited:

A. present a hazard to the health or safety of the student or to others in the school;

B. interfere with school work, create disorder, or disrupt the educational program;

C. cause excessive wear or damage to school property;

D. prevent the student from achieving educational objectives because of blocked vision or restricted movement.

Students who are representing Bentley Community School District at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

Barhitte Elementary School Dress Code

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

A. No clothing featuring pictures, emblems, writings or slogans that are lewd, offensive, risqué, vulgar, obscene, provocative, or that convey hate messages or racially, religiously, or ethnically demeaning messages may be worn (including jewelry or accessories).

B. No dress or grooming shall disrupt the learning environment or create a health or other hazard to a student's safety or the safety of others.

C. No apparel or accessories shall depict tobacco products, alcoholic beverages, drugs or any other dangerous, prohibited or controlled substance.

D. No attire that identifies, condones, depicts, or promotes a student as part of an unauthorized group, such as a gang.

E. No clothing or accessories that promote violence, weapons, bombs, illegal acts, or anything that could be construed as provocative or offensive or otherwise distract the learning environment.

F. Students will wear clothes that provide adequate coverage of bodies and undergarments (fingertip length shorts, no exposed stomachs).

Middle School Dress Code

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

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

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

A. All students must maintain high standards of cleanliness and personal hygiene. Apparel which endorses or advocates alcohol, drugs, vulgarities, or obscenities are considered inappropriate school attire including look-a-like or double meaning phrases.

B. Short-shorts, spaghetti strap tops, bare midriff tops, and backless tops are not permitted. The length of skirts and shorts must reach the tip of the index finger when arms are fully extended at sides. Clothes with holes in areas that are normally covered by undergarments are prohibited.

C. No slippers are allowed.

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

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

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

Bentley High School Dress Code

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

Our expectation is students will wear clothes that:

A. provide adequate coverage of bodies and undergarments (fingertip length shorts, no spaghetti straps, no exposed stomachs);

B. fit appropriately; do not distract or interfere with the learning environment;

C. can be adjusted in response to varying room temperatures and personal comfort (ex: layer a t-shirt with a sweatshirt);

D. do not pose any potential safety risk to the student wearing it or others;

E. allow for the student to be seen easily (ex: no masks, hoods, bandanas, etc.);

F. allow for hats as long as ears are not covered;

G. let students look and feel good; and

H. promote Bulldog Pride!

(See also Board Policy 5511 – Dress and Grooming and associated Administrative Guidelines.)

Gangs

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

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

Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined. Prohibited gang paraphernalia will be specifically identified and posted by the building principal.

Care of Property

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

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

(See also Board Policy 5513 – Care of District Property; Board Policy 6152 – Student Fees, Fines, and Supplies; and associated Administrative Guidelines.)

TITLE IX SEXUAL HARASSMENT

NONDISCRIMINATION

Overview

The Board of Education of the Bentley School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education program or activity.

Key Definitions

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means:

A. a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

B. a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and decide about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Disciplinary sanctions mean: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

A. a biological parent;

B. an adoptive parent;

C. a foster parent;

D. a stepparent;

E. a legal custodian or guardian;

F. in loco parentis with respect to such a person; or

G. actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

A. pregnancy, childbirth, termination of pregnancy, or lactation;

B. medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or

C. recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

A. Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

B. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

1. the degree to which the conduct affected the complainant's ability to access the District's education program or activity;

2. the type, frequency, and duration of the conduct;

3. the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

4. the location of the conduct and the context in which the conduct occurred; and

5. other sex-based harassment in the District's education program or activity.

OR

C. Specific offenses.

1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

2. Dating violence meaning violence committed by a person:

   a. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

   b. where the existence of such a relationship shall be determined based on a consideration of the following factors:

      1. the length of the relationship;

      2. the type of relationship; and

      3. the frequency of interaction between the persons involved in the relationship.

3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

   a. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;

   b. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

   c. shares a child in common with the victim; or

   d. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.

4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

a. fear for the person's safety or the safety of others; or

b. suffer substantial emotional distress.

Student means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

A. restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or

B. provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

Pregnancy or Related Conditions

Students

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. The Board will permit a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of the District's education program or activity provided the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions. In other words, to the extent not otherwise addressed above, the Board will treat pregnancy or related conditions in the same manner and under the same policies as any other medical condition with respect to any medical or hospital benefit, service, plan, or policy the Board administers, operates, offers, or participates in with respect to students admitted to the District's education program or activity.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;

the District requires such certification of all students participating in the class, program, or extracurricular activity; and

the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

- prohibit sex discrimination under this policy, including sex-based harassment;
- provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;
- allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;
- allow a voluntary leave of absence;
- provide lactation space; and
- maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.

Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.

Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

See Policy 5751 – Parental-Married Status of Students and Administrative Guideline 5751 – Pregnancy.

Employees

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

- concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or

- that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700 – Fair Labor Standards Act.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individual(s) to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Chelsea Horton, Director of Early Childhood Programming
1198 N Belsay Rd Bldg 2, Burton, MI 48509
chorton@bentleyschools.org
(810) 591-9127

The Board designates Chelsea Horton as the coordinator who is ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board's Legal Counsel until the matter in which the Superintendent is a party is concluded.

Questions about this policy and Policy 2266 and AG 2264 and AG 2266 should be directed to the Title IX Coordinator.

The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

Notice of Nondiscrimination

The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board.

Specifically, the Superintendent shall post the notice of nondiscrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees. See AG 2264

GRIEVANCE PROCEDURES

Overview

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievances procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and AG 2264, or Policy 2266 and AG 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before and after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266, so that the parties receive all of the due process to which they are entitled.

Complaints

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and decide about whether sex discrimination as prohibited under Title IX occurred:

A. "complainant," which includes:

   1. a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

2. a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;

B. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;
C. the District's Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations, which are detailed in AG 2264.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

A. any student or employee of the District; or
B. any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements

The District will treat complainants and respondents equitably.

All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decisionmaker, and the appeal decisionmaker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decisionmaker.

If the Title IX Coordinator does not intend to serve as the investigator and decisionmaker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decisionmaker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decisionmaker in a specific case, the Title IX Coordinator shall, in consultation with and approval of the Superintendent, secure one (1) or more independent third parties to serve as the investigator and/or decisionmaker. Similarly, the Title IX Coordinator has authority, in consultation with and approval of the Superintendent to secure an independent third party to serve as the appeal decisionmaker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

A. **Evaluation** – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within ten (10) days of receiving the complaint.

B. **Investigation** – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within thirty (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the Superintendent and will thereafter keep the parties and the Superintendent informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with "access" to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party's written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

C. **Determination** – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decisionmaker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.

D. **Appeal** – A party filing an appeal of the Title IX Coordinator's decision to dismiss a complaint, or the Determination, must do so within five (5) days of receiving the Dismissal or Determination.

The Title IX Coordinator, or the Superintendent if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decisionmaker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

A. evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

B. a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

C. evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

A. the Board's Title IX grievance procedures and informal resolution process;
B. sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
C. retaliation is prohibited; and
D. the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

A. the District is unable to identify the respondent after taking reasonable steps to do so;

B. the respondent is not participating in the District's education program or activity and is not employed by the Board;

C. the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

D. the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified

of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

A. notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;

B. implement appeal procedures equally for the parties;

C. ensure that the appeal decisionmaker did not take part in an investigation of the allegations or dismissal of the complaint;

D. ensure that the appeal decisionmaker has been trained consistent with the 2024 Title IX regulations;

E. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and

F. notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

A. offer supportive measures to the complainant as appropriate;

B. if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and

C. take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer an informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

A. the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence; if the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

B. the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and

C. the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses

The investigator should refrain from including in the investigator's notes/file the investigator's opinion about each party's or witness's credibility since the assessment of credibility is solely the responsibility of the decisionmaker.

If the investigator and decisionmaker are two (2) separate individuals, the decisionmaker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decisionmaker are the same person, the decisionmaker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decisionmaker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the decisionmaker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decisionmaker determines – in the decisionmaker's sole discretion – may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The decisionmaker's decision to ask or not ask a

specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

Determination of Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decisionmaker will:

A. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.

B. Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

C. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

D. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

    1. coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;

    2. coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

    3. take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

E. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and

F. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of Determinations

If a party disagrees with the decisionmaker's determination as to whether sex discrimination occurred, the party may file an appeal. Appeals must be submitted, in writing, within five (5) days of the appealing party's receipt of the Determination.

A party may appeal a Determination on the following bases:

A. procedural irregularity that would change the outcome;

B. new evidence that would change the outcome and that was not reasonably available when the Determination was made; and

C. the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decisionmaker's determination, the Title IX Coordinator will:

A. notify the parties of any appeal;

B. implement appeal procedures equally for the parties;

C. designate an appeal decisionmaker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained, as set forth in AG 2264;

1. the Title IX Coordinator will designate the Superintendent to be the appeal decisionmaker, provided the Superintendent has not been otherwise involved in the grievance procedures (i.e., did not serve as the investigator, decisionmaker. or informal resolution process facilitator) and is appropriately trained;

2. provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decisionmaker's determination;

3. provide the appeal decisionmaker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decisionmaker's determination; and

4. notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination

When a party files an appeal, the party must set forth the reason for the appeal, and the other party will have five (5) days to provide the appeal decisionmaker with a statement in support of their position. Once the decisionmaker receives the statement (or the deadline for filing such a statement expires), the appeal decisionmaker will have ten (10) days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decisionmaker shall determine the outcome of the appeal based on the appeal decisionmaker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decisionmaker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decisionmaker's written determination) and the appeal decisionmaker's application of the law and Board policy to the facts in the record. The appeal decisionmaker must give due deference and due weight to the decisionmaker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decisionmaker is expected to uphold the decisionmaker's determination unless the appeal decisionmaker determines the decisionmaker's

determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decisionmaker's determination.

The appeal decisionmaker shall simultaneously notify the parties, in writing, of the result of the appeal and the rationale for the outcome.

Supportive Measures

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment, or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

A. Informal Discipline

1. writing assignments;
2. changing of seating or location;
3. pre-school, lunchtime, after-school detention;
4. in-school discipline;
5. Saturday school.

B. Formal Discipline

1. suspension of bus riding/transportation privileges;
2. removal from co-curricular and/or extracurricular activity(ies), including athletics;
3. emergency removal;
4. suspension for up to ten (10) school days;
5. expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;
6. expulsion for up to one (1) year;
7. permanent exclusion; and
8. any other sanction authorized by the Student Code of Conduct.

For Employees

A. oral or written warning;

B. written reprimands;

C. required counseling;

D. required training or education;

E. demotion;

F. suspension with pay;

G. suspension without pay;

H. termination and any other sanction authorized by any applicable Board Policy, Employee/Administrator Handbook, and/or collective bargaining agreement.

The District may also provide remedies which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 (“Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any

witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decisionmakers, facilitators of informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;

for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and

all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

STUDENT DISCIPLINE CODE

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

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

(See also Board Policy 5500 – Student Conduct, Board Policy 5600 – Student Discipline, Board Policy – 5610.02 – In-School Discipline, Board Policy 5611 – Due Process Rights, and associated Administrative Guidelines.)

EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

(Organized by Rule Number)

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs

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

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

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

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs that has a negative effect on the school environment is prohibited. Attempted sale or distribution is also prohibited. This includes

nonalcoholic beers and wines, and the like. Many drug abuse offenses are also felonies. Sale also includes the possession or sale of over-the-counter medication to another student.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

2. Use of Breath-Test Instruments

The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever the Principal has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage.

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

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

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

3. Use of Tobacco

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school activity. This prohibition also applies to the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event and when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes, inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device). The display of unlighted cigars, cigarettes, pipes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy. The term “tobacco” includes any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; an e-cigarette (including, but not limited to, “JUUL”, “NJOY,” “BREEZE,” “Puff Bar,” etc.), e-cigar, e-pipe, vape pen, or e-hookah; but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

4. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize

some form of demonstration, the student is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

5. Possession of a weapon

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

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

A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item

B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle

C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow-gun, toy gun, etc.)

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

6. Use of an object as a weapon

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

7. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the Principal.

Failure to report such knowledge may result in disciplinary action, up to and including suspension or expulsion.

8. Purposely setting a fire

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

9. Physically assaulting a staff member/student/person associated with the District

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

10. Verbally threatening a staff member/student/person associated with the District

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

11. Extortion

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

12. Gambling

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

13. Falsification of school work, identification, forgery

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

Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

14. False alarms, false reports, and bomb threats

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

15. Explosives

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

16. Trespassing

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

17. Theft

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

18. Disobedience

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

19. Damaging property

Vandalism and disregard for school property will not be tolerated.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

20. Persistent absence or tardiness

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

21. Unauthorized use of school or private property

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule could result in suspension or expulsion.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

22. Refusing to accept discipline

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

23. Aiding or abetting violation of school rules

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

24. Displays of affection

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

25. Possession of Personal Communication Devices (PCDs)

Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.

A student may possess a personal communication device (PCD) or other electronic communication device (ECD) and electronic storage device (ESD) in school, on school property, at after school activities, and at school related functions provided that during school hours the PCD or other ECD/ESD remains off, not used, nor viewable. Such a device may be used at after school events and on a school vehicle if its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, with the exception that elementary students may also not use a PCD on a school bus. Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

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

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff “have a reasonable expectation of privacy.” Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

"Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Violation of this rule may result in disciplinary action, up to and including suspension or expulsion; the device may be confiscated; and criminal charges may be filed for this violation.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, the student will fail the exam and receive 10 days of Alternate Day Assignment or be suspended. The student also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

26. Violation of individual school/classroom rules

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

27. Violation of bus rules

Please refer to Section V on transportation for bus rules (or please refer to bus rules provided by the Transportation Department).

28. Disruption of the educational process

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

29. Gross Misbehavior or Persistent Disobedience

The act of deliberate or willful conduct detrimental to normal functions of the program or activity under school sponsorship, or the act of threats to staff members or to the students.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

30. Bullying, Harassment, and Intimidation

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

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

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

Any student that believes they have been/or are the victim of harassment should immediately report the situation to the teacher, the Principal, or assistant principal, or may report it directly to the Compliance Officer: Mrs. Horton (chorton@bentleyschools.org / (810) 591-9127). Complaints will be investigated in accordance with AG 5517.

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

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

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

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

Harassment

A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;

B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;

C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment

May include, but is not limited to:

A. verbal harassment or abuse;

B. pressure for sexual activity;

C. repeated remarks with sexual or demeaning implications;

D. unwelcome touching;

E. sexual jokes, posters, cartoons, etc.;

F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;

G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;

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

30a. Hazing

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

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

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

A. illegal activity, such as drinking or drugs;

B. physical punishment or infliction of pain

C. intentional humiliation or embarrassment;

D. dangerous activity;

E. activity likely to cause mental or psychological stress;

F. forced detention or kidnapping;

G. undressing or otherwise exposing initiates.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

30b. Bullying and Other Aggressive Behavior

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

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

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

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

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or

where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

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

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

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

Implementation

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

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

Procedure

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

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

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

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s)

names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

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

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

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

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

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

Retaliation/False Reports

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

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

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

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team";

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize;

participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Definitions

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

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

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

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

A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;

B. 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;

C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or

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

"Staff" includes all school employees and Board members.

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

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

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

M.C.L. 380.1310b (Matt's Safe School Law, PA 241 of 2011), PA 478 of 2014; Policies on Bullying, Michigan State Board of Education; Model Anti-Bullying Policy, Michigan State Board of Education

31. Possession of a Firearm, Arson, and Criminal Sexual Conduct

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

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

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

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

32. Criminal acts

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

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

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion. Criminal charges may be filed for this violation.

33. Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate

students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited.

Violation of this rule may result in disciplinary action, up to and including suspension or expulsion.

34. Profanity

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

DISCIPLINE

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

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

Two (2) types of discipline are possible, informal and formal.

Informal Discipline

Informal discipline takes place within the school. It may include:

- writing assignments;
- change of seating or location;
- lunch-time and/or after-school detention;
- in-school restriction;
- restorative conversations;
- community service;
- behavior contract;
- loss of privileges, including attendance at school events;
- Saturday school.

Detentions

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

In-School Discipline: Saturday School

A student may be assigned Saturday school by the Principal, after giving the student and the student's parents minimally one (1) day notice. The student or the student's parents are responsible for transportation.

The following rules shall apply to both in-school restriction and Saturday school:

- Students are required to have class assignments with them.
- Students are not to communicate with each other unless given special permission to do so.
- Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- Students shall not be allowed to put their heads down or sleep.
- No radios, cards, magazines, or other recreational articles shall be allowed in the room;
- No food or beverages shall be consumed.

High School

Transportation to and from Saturday school shall be the responsibility of the student.

Formal Discipline

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

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

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

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

When a student is being considered for expulsion, a formal hearing is scheduled and the parents will be given written notice of the hearing and will be expected to attend. The Board of Education then takes testimony and determines if the recommendation to expel shall be granted. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion cannot be made up and usually results in a loss of credit.

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

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

Discipline of Students with Disabilities

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

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain the student's side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the Principal will decide whether or not to suspend. If a student is suspended, the student and their parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the Superintendent. The request for an appeal must be in writing.

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

During the appeal process, the student shall not be allowed to remain in school.

The appeal shall be conducted in a private meeting and the student may be represented. Sworn, recorded testimony shall be given. If the appeal is heard by the Board of Education, the hearing is governed by the Open Meetings Act. Under the Open Meetings Act, the hearing must be public unless the parents request that the meeting be conducted in a closed session.

When a student is suspended, they may make-up work missed while on suspension.

Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school

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

A. the charge and related evidence;

B. the time and place of the Board meeting;

C. the length of the recommended suspension or a recommendation for expulsion;

D. a brief description of the hearing procedure;

E. a statement that the student may bring parents, guardians, and counsel;

F. a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;

G. a statement that the student may give testimony, present evidence, and provide a defense;

H. a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;

I. the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled with the Board of Education during which the student may be represented by their parents, legal counsel, and/or by a person of the student's choice.

Within 10 days (as in AG 5610) after notification of long-term suspension or expulsion, the long-term suspension or expulsion may be appealed, in writing, to the Superintendent. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

Bentley Community School District makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Principal.

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).

(See also Board Policy 5605 Suspension/Expulsion of Students with Disabilities, Board Policy 5610 Emergency Removal, Suspension, and Expulsion of Students, Board Policy 5611 – Due Process Rights, and associated Administrative Guidelines.)

SEARCH AND SEIZURE

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.

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

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

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

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

(See also Board Policy 5771 – Search and Seizure and associated Administrative Guidelines.)

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non-sponsored, 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:

    a. is obscene to minors, libelous, indecent and pervasively or vulgar,

    b. advertises any product or service not permitted to minors by law,

    c. intends to be insulting or harassing,

    d. intends to incite fighting or presents a likelihood of disrupting school or a school event.

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

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

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

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

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

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

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

(See also Board Policy 5710 – Student Grievance.)

SECTION V - TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for those students whose distance from their school makes this service necessary. The transportation schedule and routes are available by contacting the Transportation Department at (810) 591-9045 or (810) 591-9120.

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

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

(See also Board Policy 8600 – Transportation and associated Administrative Guidelines.)

BUS CONDUCT

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

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

Students must comply with the following basic safety rules:

Prior to loading (on the road and at school)

Each student shall:

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

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

During the trip

Each student shall:

- remain seated while the school transportation is in motion;

- keep head, hands, arms, and legs inside the school vehicle at all times;
- not litter in the school vehicle or throw anything from the vehicle;
- keep books, packages, coats, and all other objects out of the aisle;
- be courteous to the driver and to other riders;
- not eat or play games, cards, etc.;
- not tamper with the school vehicle or any of its equipment.

Leaving the bus

Each student shall:

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

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

(See also Board Policy 8600 – Transportation and associated Administrative Guidelines.)

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING ON SCHOOL BUSES

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

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

(See Board Policy 7440.01 – Video Surveillance and Electronic Monitoring.)

PENALTIES FOR INFRACTIONS

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

SELF-TRANSPORTATION TO SCHOOL

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

The following rules shall apply:

- Students under age eighteen (18) must have written parental permission prior to driving to school.
- Students shall complete the Student Vehicle Form 5514 F1 and provide evidence of:
    - driver's license;
    - insurance certificate;
    - vehicle registration.
- Parking lot speed limit is 15 mph.
- The student must obtain a permit from the high school office and pay a fee of $20 for the entire school year.
- If a student's parking permit is suspended, no fees will be refunded.
- Students must inform the high school secretary of any changes or if they plan to drive multiple vehicles.

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

When the school provides transportation, students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the Principal.

Approved student drivers may not transport other students to a school-sponsored activity without written permission from the parents of passenger students and approval by the Principal.

USE OF MOTORIZED UTILITY VEHICLES

Students may be called upon by teachers, activity sponsors and/or coaches to operate Board-owned motorized utility vehicles (e.g., golf carts or similar low-speed vehicles) in association with approved school activities. Before assigning students to operate motorized utility vehicles, teachers/activity sponsors/coaches shall communicate with the building principal to verify that (1) the Board's insurance carrier has approved the students' use of the motorized utility vehicle; (2) the students being asked to operate the motorized utility vehicle are at least sixteen(16) years old and licensed to drive a motor vehicle in the State of Michigan, and have adequate liability insurance; and (3) the parents of student drivers have signed the requisite authorization. The training, in addition to general instruction for basic vehicle operation, must include the following:

3. Carts may not be operated in a manner that endangers passengers or other individuals.

4. Pedestrians and cyclists have the right of way at all times.

5. Motorized utility vehicles shall not be operated in a manner that damages or is likely to damage Board property.

6. Drivers must observe the vehicle's requisite passenger limit (only two (2) people allowed in two (2) person utility vehicles, and four (4) people allowed in four (4) person utility vehicles).

7. All motorized utility vehicles must have seat belts for the operator and each passenger, which must be used at all times. Occupants are required to remain seated and keep hands, arms, feet and legs inside the vehicle at all times.

8. Passengers are prohibited from standing on the rear of the utility vehicle.

9. To avoid tipping, operators are required to drive slowly through turns and drive straight (and slowly) up and down slopes; they should not drive on the diagonal.

10. Motorized utility vehicles do not provide protection from lightning. Operators and passengers are cautioned to seek appropriate shelter if lightning occurs.

11. Only utility vehicles with headlights, tail lights, turn signals, and windshields may be used after dark.

12. Cell phone use (talking, reading, texting, etc.) by the operator is prohibited while a motorized utility vehicle is in motion.

13. Joyriding and/or horseplay while operating the utility vehicle is strictly prohibited.