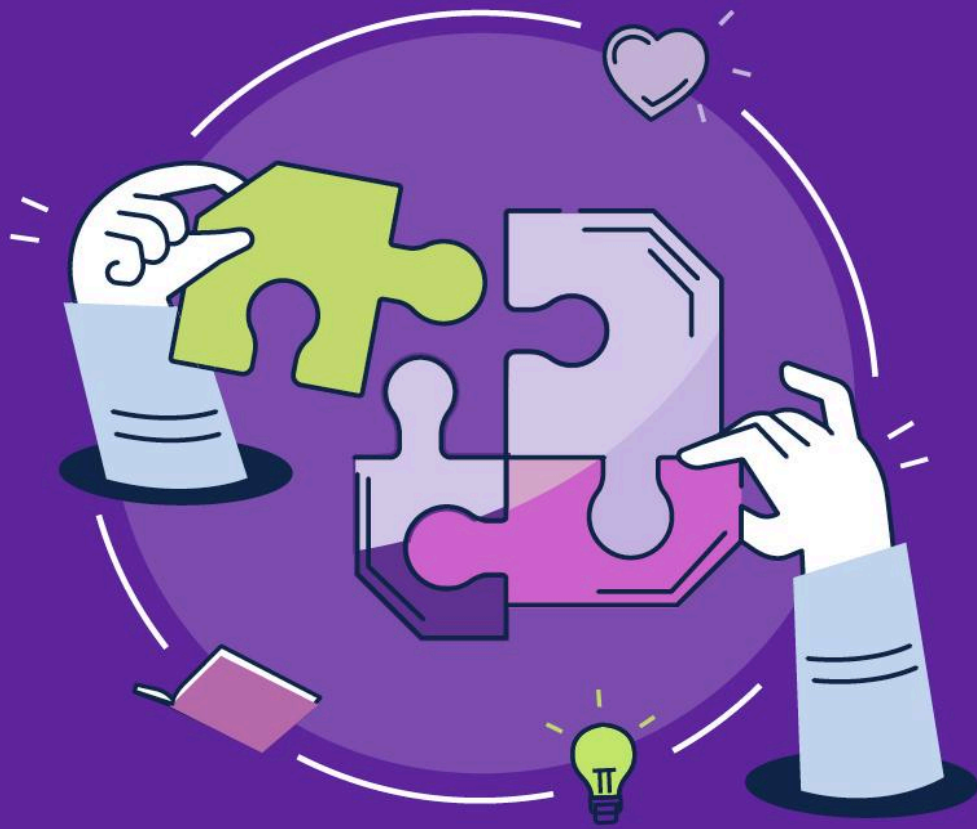


POSITIVE CULTURE HANDBOOK



Farmington
PUBLIC SCHOOLS

The District does not discriminate, nor permit discrimination, in its programs and activities on the basis of race, color, national origin, religion, sex (including sexual orientation and gender identity/expression), marital status, pregnancy status, genetic information, disability, age, or any other basis prohibited by law. If you have questions about the District's nondiscrimination policies or would like to report or make a complaint of prohibited conduct, please contact:

Christopher O'Brien
Director of Student Support Services

Title IX Coordinator
Section 504 Coordinator
ADA/Title II Coordinator
Maxfield Education Center
32789 West Ten Mile Road
Farmington, MI 48336
(248) 489 - 3596
christopher.obrien@fpsk12.net



Farmington Public Schools
32500 Shiawassee
Farmington, MI 48336
248.489.3349
www.farmington.k12.mi.us

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SECTION ONE

Positive Culture Handbook Overview



SECTION 1 | Positive Culture Handbook Overview

Positive Culture Handbook Purpose

The Farmington Public Schools' Positive Culture Handbook was written in accordance with the policies of the Farmington Public Schools' Board of Education (the Board), Superintendent Administrative Regulations, and Michigan Law and Regulations.

The Positive Culture Handbook includes the rights and responsibilities of the school community, a range of disciplinary responses, and policies and codes of Farmington Public Schools. All members of

the school community, including students, families/guardians, principals, school staff, and the District office, have rights and responsibilities that support a strong school community. Disciplinary responses focus on promoting positive relationships, teaching positive behaviors, and implementing intervention strategies. Suspensions are a disciplinary measure of last resort.

School Climate and Culture

Farmington Public Schools defines school climate as the elements in a school-related to relationships, teaching and learning, physical environment, and safety. Positive relationships are critical to creating a positive school climate. School leaders set the tone and expectations for the entire school community, and teachers are the facilitators of climate, paving the way for all members of that community to take simple yet meaningful steps to improve school climate.

Schools with a positive climate and culture have:

- Positive relationships with all community members—parents, students, teachers and school staff.
- Training and resources to resolve conflicts peacefully and respectfully, with suspensions only as a disciplinary measure of last resort.

- Support for all students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities.
- Engaging academic and extracurricular activities for all students that meet behavioral and academic needs.
- Effective communication among schools, parents, and communities.
- Clean and well-maintained environments that clearly demonstrate school pride and a love of learning.
- A learning environment where all students and staff feel physically and emotionally safe.

Positive Culture Handbook Principles

The Farmington Public Schools' Positive Culture Handbook is based on five principles that provide an important foundation to guide behavior, both individually and in interpersonal relationships. If students abide by these principles, the learning environment will be strengthened.

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I seek to correct harm that I have caused to others in the school community.
3. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
4. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
5. I take pride in promoting a safe and clean learning environment at my school.

This Positive Culture Handbook applies when students are on Farmington Public Schools' property, on vehicles funded or owned by Farmington Public Schools, and at any school-sponsored event, including field trips. Farmington Public Schools may also intervene or impose disciplinary consequences for off-site student conduct that causes, or is likely to cause, a material and substantial disruption to the educational environment.

SECTION TWO

Rights and Responsibilities of the School Community



SECTION 2 | Rights And Responsibilities Of The School Community**Student Rights And Responsibilities****Students have the right to:**

1. Attend school.
2. Learn in a safe environment.
3. Be treated courteously, fairly, and respectfully by other students and school staff.
4. Access and review District and school policies and procedures.
5. Report complaints of bullying, discrimination, and harassment without fear of retaliation from District staff.
6. Be told, orally or in writing, the reason(s) for disciplinary decisions.
7. Receive information about the procedures for appealing disciplinary decisions.
8. Have parents/guardian(s) attend applicable disciplinary conferences and hearings.
9. The protection of their personally identifiable information in accordance with the Family Education Rights and Privacy Act.

Students have the responsibility to:

1. Attend school daily, be prepared for class, and complete assignments to the best of their ability.
2. Know and follow school rules and instructions given by the school staff.
3. Tell school staff about any behavior or activity that occurs on school grounds, or off school grounds if it may result in disruption or danger to the educational setting.
4. Bring only those materials to school that are required to learn.
5. Behave respectfully toward everyone in the school community.
6. Keep parents or guardians informed of school-related issues and give them any materials intended for parents or guardians and sent home with students.

Parents' and Guardians' Rights and Responsibilities

Parents/Guardians have the right to:

1. Be involved in their children's education.
2. Be treated courteously, fairly, and respectfully by all school staff.
3. Access and review District and school policies and procedures.
4. Receive regular and timely reports of their child's academic progress and standing.
5. Inspect and review their child's education records, upon request.
6. Receive prompt notification of any behavioral concerns regarding their children and any disciplinary actions taken by school staff.
7. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
8. Receive information, upon request, from school staff about ways to improve their child's academic and/or behavioral progress, including but not limited to, opportunities for counseling, tutoring, after-school programs, academic programs, and mental health services within Farmington Public Schools and the community.
9. Receive information about services for students with disabilities and English Language learners, when applicable.
10. Translation and interpretation services, if necessary to participate in their children's education

Parents/guardians have the responsibility to:

1. Make sure their children attend school regularly and arrive on time and provide notification when children will be absent.
2. Inform school officials about any concerns in a respectful and timely manner.
3. Work with school staff to address any academic or behavioral problems their children may experience.
4. Support Farmington Public Schools by being involved with their children and discussing school and school expectations, and when concerns arise, how to engage in conversations that lead to a shared understanding and fair solution for all.
5. Become familiar with the policies of the Board, Superintendent Administrative Regulations and this Positive Culture Handbook.
6. Give updated contact information to their children's individual school.
7. Give their children a space to complete their homework (at home or in after-school programs that permit the completion of homework).
8. Be respectful and courteous to staff, other parents, guardians, and students while on school premises.

SECTION THREE

Code of Conduct: Behaviors and Disciplinary Responses



SECTION 3 | Code Of Conduct: Behaviors And Disciplinary Responses**Promoting Positive Relationships**

Research shows that positive relationships help children learn. When our communities, schools, and homes are free from fear, anger, and other distractions, human development can occur. We know that students are more likely to succeed, and less likely to act out in ways that

cause disruption, when they feel connected to others in their community. (For more on this topic, see Bonnie Bernard's *Fostering Resiliency in Kids* or Robert Blum's "A Case for School Connectedness," *Educational Leadership*, April 2005.)

Effective And Proactive Behavioral Strategies

Positive relationships establish the foundation of a strong school climate. However, even in a strong school climate, conflicts will occur. Restorative practices emphasize positive relationships. Positive relationships offer the safety net for resolving conflict. The following strategies are recommended approaches to resolving conflict while maintaining a positive school climate.

Tips for Calming Conflict

Show students you understand. Listen with sincere concern to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.

Ask open-ended questions. Say, for example, "What was that like for you?" or "Tell me more about that." This gets more than a "Yes" or "No" response and helps students tell their story.

Use reflective listening when intervening in a conflict. When a student is angry, reflect back the feelings you hear in a nonjudgmental way. Let students tell their story—say just enough to help them do it.

Help students problem-solve disputes. Use open-ended and restorative questions and reflective listening to help students think about what happened. Trust that with guidance, students will identify a solution that works for them.

Skills and Strategies for Building Positive Relationships

- Communicating understanding
- Structuring tasks for student success
- Reinforcing student behavior in a positive manner
- Examining limits and consequences
- Creating a safe and trusting environment
- Remaining neutral
- Using nonjudgmental language
- Responding only when a response is necessary
- Staying calm in tense situations.
- Assisting people in using a positive problem-solving process
- Encouraging people to express their feelings/ ideas while being aware of safety
- Listening and repeating what students say (reflective listening)
- Identifying and labeling feelings, values, and topics to be resolved (strategic listening)
- Asking open-ended and restorative questions

Suggested Practices for Establishing Positive Relationships

Morning Meetings. Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a conflict. At the Morning Meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place for students to understand the true meaning of “finding common ground.” They come to see, tolerate, and appreciate one another’s ways. The most basic element of caring that aids this process is the genuine willingness to listen attentively.

Student Advisories. Students meet in small groups with an adult adviser regularly to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, hone communication skills, and participate in social justice or service-learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. The activity can provide peer recognition in an accepting environment and offset peer pressure and negative responses from peers in other areas.

Intervention Strategies

To help students conduct themselves appropriately, the Farmington Public Schools’ Positive Culture Handbook lists prevention and intervention strategies that may be used prior to, or in addition to, any disciplinary response to student behavior. Evidence-based interventions and/or evidence-based processes will be matched to the student’s area of need by the teacher, Student Support Team, Multi-Tiered System of Supports (MTSS) Team, and/or teams trained on the best practices of intervention implementation. Interventions should be developed, implemented, monitored, and reflected on with the team that began the intervention process.

Examples of such strategies include the following:

Functional Behavioral Assessment: Involves gathering information about a student’s inappropriate or disruptive behavior to understand the student’s motivation behind the behavior. When we understand a student’s motivation, we can develop plans to help the student meet their needs in a positive way.

Functional Behavioral Assessment data is used to develop a Behavioral Intervention Plan for the student.

Behavioral Intervention Plan: An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to teach positive behavioral interventions, strategies, and supports. This plan is appropriate for students with and without disabilities.

Classroom Strategies: There are a variety of evidence-based classroom strategies designed to proactively establish positive relationships within the classroom and strategies to restore positive relationships when behavior problems occur.

Community Conferencing: Allows students, school staff, and others involved in a conflict to discuss the conflict and how it affected them, and to propose a solution.

Community service: Allows students to participate in some sort of activity to give back, restore, and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a facility for the aged, etc.

Conference: Involves students, parents, guardians, teachers, school staff, and principals in a discussion about student misbehavior and potential solutions that address social, academic, and personal issues related to the behavior.

Conflict resolution: Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.

Individualized Education Program (IEP) teams: Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing, and revising IEPs for students with disabilities, Functional Behavioral Assessments, and Behavioral Intervention Plans; and determining the placement of students with disabilities in the least restrictive environment.

Mentoring program: Involves pairing students with mentors (a counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.

Parent outreach: Requires school staff to inform parents or guardians of their children's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware

of students' behavior, task completion, and achievement, and can include a request for parents to accompany students to school.

Peer mediation: A form of conflict resolution in which students help other students deal with and develop solutions to conflicts.

Provide information about appropriate substance abuse counseling services: Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Services can be school or community-based.

Provide information about community-based organizations: Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and tutoring.

Provide information about school-based counseling and/or social work services: Provides counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school.

Restorative Practices: Intentional actions and interventions designed to build community, improve relationships, and/or address and correct harm caused by an incident.

Student Support Team: Usually consists of teachers, school administrators, social workers, nurses, mental health clinicians, psychologists, external agency

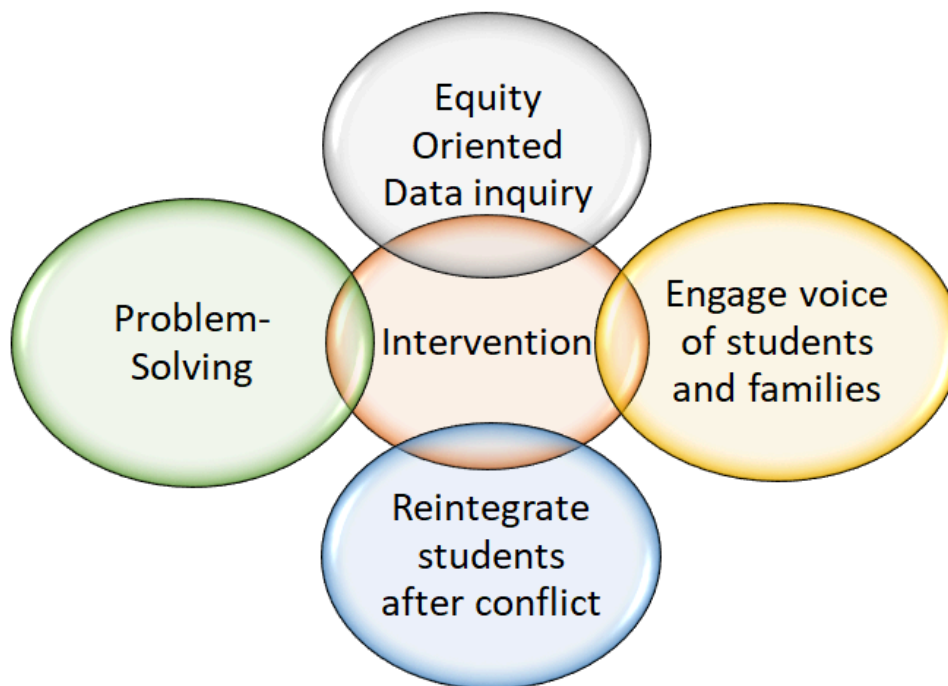
representatives who help develop prevention and intervention techniques and alternative strategies that ultimately lead to student success. When student behavior requires intervention, parents, school staff, and the principal may request that the student support team develop a plan to address the behavior. If the behavior does not improve after implementation, timely review, and revision of the plan, the student support team may initiate a more extensive evaluation.

Systems of Support: When instructional and intervention strategies are aligned within a system of support, research conclusively shows substantial academic, social and emotional gains for students. FPS implements a Multi-Tiered System of Supports (MTSS) which is designed to offer all students equitable growth opportunities so they can gain the skills necessary for success. The framework of equity is embedded within MTSS

Students with Disabilities

Farmington Public Schools complies with state and federal law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Michigan Mandatory Special Education Act, when disciplining students with disabilities. For more information, see the [Procedural Safeguards Notice](#).

A Framework for Equity within an MTSS system



Level Of Disciplinary Response

When students engage in inappropriate or disruptive behaviors, school staff and principals respond logically, appropriately, empathically, and consistently. The Farmington Public Schools' Positive Culture Handbook introduces four levels of response to inappropriate and disruptive behaviors. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. When determining the appropriate level of intervention, administrators and school staff will consider the levels suggested for each behavior and the following 7 "restorative factors":

- **Student's Age:** A student's age can influence the appropriate level of intervention.
- **Disciplinary History:** A student's past disciplinary record is relevant to understanding the context of the current behavior.
- **Disability:** If the student has a disability, it may be a factor in determining the appropriate intervention.
- **Seriousness of the Violation:** The severity of the offense is a crucial consideration in deciding on disciplinary action.
- **Safety Risk:** The extent to which the student's behavior posed a risk to

themselves or others is a critical factor.

- **Restorative Practices:** Schools should consider whether restorative practices, which focus on repairing harm, will be used to address the student's behavior.
- **Lesser Intervention:** The school must determine if a lesser intervention would properly address the student's behavior.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be appropriate. In these cases, Farmington Public Schools' goal is to limit these instances, make sure that students continue their education, learn alternative positive behaviors, and make amends for any harm they may have caused.

For secondary students, concerted effort will be made to include the Restorative Practices facilitator before a decision is made for suspension. While administrators make the final decision about whether or not a student is to be removed, long-term removal will remain a consequence of last resort.

Possible responses include the following for the most extreme circumstances:

Short-term suspension: The disciplinary removal of a student from school for up to, but not more than, ten (10) school days. The decision to impose a short-term suspension is made by the principal or his/her designee. There is no right to appeal.

Long-term suspension: The disciplinary removal of a student from school for longer than ten (10) but less than sixty (60), school days. A long-term suspension may only be

imposed by the Superintendent or the Superintendent's designee.

Expulsion: Expulsion is the disciplinary removal of a student from the district for 60 school days or more.

Expulsion may be recommended by the Superintendent or their designee only when a suspension is not sufficient to address the behavior; the behavior has seriously

endangered the health, safety, or welfare of other students or staff; or the student's continued presence poses a significant safety risk to the school community.

Permanent Expulsion: Subject to consideration of the 7 restorative factors, the District is required to permanently expel students who engaged in certain offenses under the Revised School Code: possession of a dangerous weapon, arson, and criminal sexual conduct in a school building or on school grounds; assaulting a District employee, contractor, or volunteer (for students in grades 6 or above), and pleading to, being adjudicated of, or being convicted of criminal sexual conduct against another student in the same District. There are some exceptions, which are discussed further below.

Alternative Educational Placement

An alternative educational placement refers to the assignment of a student to a program or setting, either within or outside of the regular school environment, that continues to provide educational services. These placements may include in-school suspension programs, alternative classrooms, off-site programs, or virtual learning options.

During Suspension/Expulsion:

Students who are suspended or expelled are not permitted to be on Farmington Public School property or attend district-sponsored events for the duration of their suspension or expulsion, except with the express approval of the Director of School Safety and Athletics. Consideration for inclusion in activities may be considered for students participating in an approved alternative educational program.

Due Process Hearings (Long-Term Suspensions and Expulsions)

Students cannot be suspended for more than ten (10) consecutive school days or expelled without the approval of the Director of School Safety and Athletics (the "Hearing Officer") following a hearing. Reasons for the extension of days should be clearly defined and documented for the student, family, and school.

Parents will receive written notification any time their child is removed from the classroom or school for disciplinary reasons.

Listed below are the procedures that must be followed in cases of suspension:

- Students are entitled to a conference with the school staff when they are removed from the classroom or school for disciplinary reasons.
- Students must be given an opportunity to tell their side of the story before being placed on in-school, short-term, or extended suspension.
- The student will receive behavior reflection materials. The reflection questions can be found here: [Reflection Materials](#)
- Students are entitled to make up work when they are excluded from school. It is the responsibility of the family or guardian to coordinate with the school to obtain the makeup work, and the student is expected to complete it in a timely manner.
- A hearing will be scheduled for students and parents within ten (10) school days of the first day of removal. Students and parents have a right to appeal the decision to remove the student.
- Students must be admitted to the school on the assigned reinstatement date regardless of whether parents have attended a conference with the school principal. A reentry conference with the administrator and RP/student support person is required

before the student returns to class after suspension.

- If a child comes home prior to the end of the school day without a letter informing

parents/ guardians of the reason for, and the length of the suspension, families should immediately contact the principal.

The Appeal Process

Students and families may appeal the Hearing Officer's decision to issue a long-term suspension, expulsion, or place a student in an alternative educational placement/setting.

To initiate an appeal, a written request must be submitted within 10 school days of receiving the discipline decision. The appeal should be directed to the Director of School Safety and Athletics as well as the Assistant Superintendent of Innovation and Strategic Initiatives. The appeal should clearly outline the reason for the challenge, which must include either concerns about due process or the emergence of new evidence.

Once the appeal is received, within 10 days, the Assistant Superintendent of Innovation and Strategic Initiatives, as well as at least one additional District-level supervisor not involved in the original decision, will review the case. This review may include a meeting with the family and an examination of the hearing records. A written decision will typically be issued within ten school days.

In cases involving permanent expulsion, families may request an additional review by the Board of Education. The Board may choose to review the written record or hear brief statements from both the family and administration. The Board's decision is final within the district.

Levels Of Interventions And Disciplinary Responses

Level 1 (Positive Intervention)

Examples of Classroom Interventions and Responses

These interventions aim to teach positive and alternative behaviors so students can learn and demonstrate safe and positive community behavior. Teachers are expected to try a variety of teaching and classroom management strategies.

- Contact parent/guardian via telephone, email, or text message.
- Daily progress sheet on behavior
- Verbal correction
- In-class time-out
- Reminders and redirection (e.g., role play)
- Establish a buddy teacher system
- Written reflection
- Evaluation of privileges in class
- Citizenship feedback
- Seat change
- Teacher or student conference
- Family/guardian conference
- After school interaction
- Family/guardian accompany the student to school

Examples of Student Support Team Interventions and Responses

These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Give family or guardian notification and pursue their participation
- Community service to school
- PBIS Check In Check Out
- Conflict resolution
- Mentoring program
- Restorative practices
- Peer mediation
- Learning Community mediation/conferencing
- Short-term behavioral progress reports
- Referral to counseling or school social work
- Referral to a community organization
- Referral to an after-school program

Level 2 (Positive Intervention)

Examples of Intensive Support Staff and Administrative Interventions and Responses

These interventions can involve the school administration and aim to correct behavior by educating the student on the seriousness of the behavior with the goal of keeping the student in school.

- Change in schedule or class
- Conference with the appropriate administrator
- Parent or guardian notification
- Referral to MTSS/ EWIMS team, including IEP team
- Restorative practice strategies
- Motivation list
- School/Community conferencing
- Restitution
- In-school/After school program
- Assignment of reflection project
- Restorative Conference
- Mentoring
- Peer Mediation
- Special ed students referred to team for IEP review
- Alternative to suspension projects
- In-school alternative placements for reflection and reteaching when allowable
- Functional Behavioral Assessment
- Behavioral Intervention/Support Plan

Level 3 (Behavioral/Disciplinary Responses)

Examples of Suspension and Referral Responses

These interventions/ actions may involve time away from the school community, because of the impact the behavior has had on the community.

Removal should remain a consequence of last resort and provide a plan for re-entry for the student.

- Parent or guardian notification
- Notice to IEP team (students with disabilities)
- Behavioral Intervention Plans
- Short-term suspension (one (1) to ten (10) days)
- Referral to student support team (MTSS/ EWIMS team)
- Referral to substance abuse counseling
- Referral to credit recovery options
- Referral to community organizations, including community conferencing and community mediation
- Removal from transportation service
- Due process discipline hearing with hearing officer

Level 4 (Behavioral/Disciplinary Responses)

Examples of Extended Suspension and Referral Responses

These interventions/ actions involve the removal of a student from the school environment because of the impact on the student and the community. They may involve the placement of the student in a safe environment that provides additional support to promote positive behavior. These interventions focus on maintaining the safety of the school community and to encourage and re-engage the student in positive community participation. Removal should remain a consequence of last resort and provide a plan for re-entry for the student, as appropriate.

- Parent or guardian notification
- Alternative educational placement/setting
- Extended suspension
- Behavioral Intervention Plan
- Functional Behavioral Assessment
- Referral to community organizations
- Referral to substance abuse counseling
- Expulsion (serious behavioral infractions)
- Permanent expulsion
- Referral to 504 or IEP team (students with disabilities) for manifestation determination review
- Due process discipline hearing with Hearing Office

Disciplinary Responses for School Community Disruptions

Inappropriate And Disruptive Behaviors And Levels Of Response	Level 1	Level 2	Level 3	Level 4
Absences				
- Unexcused absence from school - Intentionally avoiding classes - Persistent or excessive absences from school - Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 10 percent of any marking period, quarter, or year) <i>*Michigan state law prohibits out-of-school suspensions for attendance-related offenses.</i>	✓	✓		
Academic Misconduct				
- Cheating - Plagiarizing Please refer to the Academic Integrity Procedure.	✓	✓		
Attack on Student (e.g., hitting, kicking, spitting on, pushing or punching another student without warning or provocation, or with advanced planning)				
No visual, physical injury	✓	✓	✓	
Bodily injury		✓	✓	✓
Two or more persons intentionally attacking a student		✓	✓	✓
Bullying (Including Cyberbullying)				
Bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect other members of the school community's ability to participate in or benefit from a school's education or extracurricular programs) including verbal, physical, written or electronic communication.		✓	✓	✓

Recording or publishing a fight or other disturbance				
Bus Violations				
Disruption that impacts the safety of self and/or others				
Disruption of Learning/Community Environments				
Persistent Misbehavior: Repeated and/or sustained failure to respond to school staff questions or requests (insubordination)				
Disruption that directly affects the safety of self and/or others (e.g., throwing items, turning over tables, or disrupting a fire or safety drill)				
Hallway Disruptions: Running, making excessive noise, loitering, or persistent hall-walking				
Disrespectful Behavior				
- Making inappropriate gestures, symbols, or comments, or using profane, offensive language (in any language), including racial slurs - Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff				
Dress Code Violation				
Please refer to the dress code section				
Drugs, Alcohol, Inhalants*, Consumables or Controlled Substances (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community) <u>MANDATORY REPORTABLES PROCESS</u> (when applicable) <i>*Inhalants include but are not limited to marijuana, tobacco, nicotine or related products, vape/vaporizers/e-Cigarettes, or related products, (containing or not containing tobacco products).</i> <i>School staff is required to refer students to appropriate substance abuse counseling.</i>				

Under the influence <i>Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer students to appropriate substance abuse counseling.</i>				
Using or possessing				
Distributing or selling (prescribed, over the counter, or other substances)				
Extortion/Coercion A student will not make another person do any act against his or her will by threat, force, or threat of force, expressed or implied				
Pre-K to 12				
Unsuitable Physical Contact				
- Physical aggression with another student (e.g., shoving or pushing) 'Horseplaying'				
Fighting				
Fighting (may include incidents resulting in injuries)				
Weapons (using an object to inflict injury)				
Fire Setting/Arson				
Students may be required to complete fire safety class(es) offered by the Farmington Hills Fire Department.				
Forgery/Fraud				
- Signing, including electronically, a name of another person for purpose of fraud or misrepresentation - Deceiving another or causing deception by providing false or misleading information				

Gambling

- Requiring the use of money, exchangeable goods, or actions

**Gross Misconduct/Harassment, against a member of the school community**

(Use of racial slurs, derogatory name-calling or insults, verbal or physical abuse, social exclusion, gossip, or other targeted behavior based on an individual's race, color, ethnicity, religion, sex, sexual orientation, gender identity, disability, or other protected status - Report to the Office of Instructional Equity for Civil Rights Compliance).

- Minor and/or isolated occurrence



- Severe and/or pattern of conduct

**Inciting or Participating in a Disturbance**

Causing a significant disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as:

- A false report of an active shooter,
- A false report of a bomb threat,
- False activation of a fire alarm,
- Using an electronic device to initiate disturbance or any cause of public panic.

**Physical Contact with School Personnel**

- Unintentional physical contact with school personnel



- Unintentionally striking a staff member who is intervening in a fight or other disruptive activity



- Unwelcomed physical contact against school personnel of a nonsexual nature



- Physical assault against an employee, contractor, or volunteer at school or on school grounds

*Physical assault means intentionally causing or attempting to cause physical harm to another through force or violence.



Property Damage (Including Graffiti)				
Accidental damage				
Intentional damage to another person's or school property				
School Equipment				
Use without Permission				
Serious Bodily Injury				
Intentionally causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body				
Sex-Based Misconduct				
Inappropriate sexual conduct, including or similar to indecent exposure, engaging in sexual activity (consensual) at school, or other inappropriate verbal or written conduct of a sexual nature				
Sexual harassment, including sexual assault and nonconsensual sexual contact, as defined by Title IX and Administrative Regulation 8007.3				
- Criminal sexual conduct at school in a school building or on school grounds - Pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district (permanent expulsion required, subject to consideration of the 7 restorative factors) - Criminal sexual conduct against another student enrolled in the same school district *Criminal sexual conduct is defined in the Michigan Penal Code, MCL 750.520 <i>et seq.</i>				
Tardiness				

- A student is tardy if he/she is not in the classroom at the designated time the class period begins. <i>(Out-of-school suspensions for attendance-related offenses are prohibited.)</i> - A student is skipping class or not in the designated area at the assigned time.				
Technology Violations				
Possession or use of technology on school grounds in violation of the school or District Technology Policy and/or Acceptable Use Policy				
- Illegal or unauthorized entry or attempt to gain access to another's files, computers, network, or electronic devices. - Inappropriate use of electronic devices in a way that is inconsistent with school policies				
Theft or Robbery				
Theft: Taking money or property				
Robbery: Taking money or property from another by force or intimidation (K- 12)				
Threat Against School Personnel, Written or Verbal				
Threatening or aggressive language or gestures directed at school personnel				
Threat to Student, Written or Verbal				
Threatening or aggressive language or gestures directed toward another student				
Threat of Violence to School Community (e.g. include bomb threats, school shooting) AS DETERMINED BY DISTRICT THREAT ASSESSMENT				
Transient threats (Level of concern identified as Minimal on the District Threat Assessment)				

Substantive threats (Level of concern identified as Moderate to Severe on the District Threat Assessment)				
Trespassing				
Being on school property without permission in order to incite or participate in a disturbance				
Breaking and entering				
Unauthorized Sale or Distribution (e.g., unauthorized or unapproved selling or distributing of goods or services not otherwise included in this Positive Culture Handbook)				
Possession of a Weapon At school, on school vehicles, and/or at school-sponsored activities				
Possession of a Dangerous Weapon “Dangerous weapon” is defined by law to include a firearm (including any destructive device), 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. A student who commits this offense will be permanently expelled, subject to consideration of the restorative factors listed above and the provisions set forth in the Revised School Code, MCL 380.1311(2).				
Possession of a weapon other than those defined as a “dangerous weapon” above. This includes a knife with a blade length of three (3) inches or less, air soft or bb gun, paintball or splat gun, baton, martial arts device, blackjack, taser, pepper spray, mace, or other object or instrument if used to threaten or inflict bodily injury, as well as lookalike or imitation weapons when used to or intended to threaten or coerce others or cause a substantial disruption in the educational environment.				

SECTION FOUR

Academic Integrity Code



SECTION 4 | Academic Integrity Code

Cheating

Students who take class materials or knowingly allow others to use their materials to cheat will be subject to disciplinary consequences. A parent conference will be held with the parent and the student(s). If a student is found to have cheated on a semester exam, assignment, project, etc, the student will be required to retake the exam or redo the work at a time agreed upon by the teacher and administrator. Notes/crib sheets,

text messaging in the exam room, exact wording as another student on a finished test, and any type of digital information sharing, among other things, will be considered evidence of cheating. fabricating

If a student is found to have cheated on a standardized test, the test will be invalidated and the student's parent/guardian and testing companies/state agencies will be notified.

Plagiarism

Plagiarism occurs when the student presents material as though it is his/her own when it actually comes from another source, whether written, oral, or electronic. If a student plagiarizes, that person takes another person's ideas about a subject, their method of organizing or presenting ideas, or the actual work itself. Plagiarism should be avoided in oral presentations, written work, and student work in other media. A student plagiarizes when a student does any of the following:

- Fail to show with quotation marks that you copied another person's exact written words or symbols, regardless of how few words or symbols are used.
- Fail to identify the author and source of material used in your work through a footnote, parenthetical citation, or in-text reference.
- Fail to give a bibliography (a list of sources) for a project that requires research.
- Fail to name a person whose exact words you use in an oral report.
- Fail to indicate through inflection or introduction that you use another person's exact words in an oral report.
- Fail to indicate in a report or project that you are using another person's ideas when you change (paraphrase or summarize) their words to yours.
- Use another person's work or ideas as your own in the creative or practical arts in pieces such as essays, short stories, poems, musical compositions, artwork, projects, or computer software.
- Copy another student's work.
- Copy or paraphrase ideas from literary criticism or the commentary in study aids (such as Cliff's Notes or Sparknotes) without acknowledgment.

To avoid plagiarism in classwork and homework, a student should always do his/her own work so they can show their knowledge of the material and their skill in organizing it. If the student and another share data, be sure to reach separate conclusions and interpretations. To avoid plagiarism in research projects, carefully acknowledge the source (author, text) for each idea that is not your own. This plagiarism policy covers not only work done specifically for class but also contest entries, and extracurricular work.

Plagiarism is a serious offense, warranting academic responses. The possible responses for specific types of plagiarism are:

- If any portion of a student's work has been plagiarized, a "0" will be assigned until original work is produced to replace the "0."
- A conference may be called by administration involving the teacher, instructional leader, counselor, parent/guardian, and student

Appeal Process:

If the student wishes to appeal the decision they have violated the Academic Integrity Code, contact their building principal. The administrator will schedule a conference with the teacher, counselor, instructional leader, parent/guardian, and student, at which time all will be given copies of the alleged plagiarized work and it will be discussed.

The Superintendent's designee will rule on the appeal following the conference.

Under the Farmington Public Schools' Student Positive Culture Handbook, Academic Misconduct would elicit Level 1 and/or Level 2 interventions and disciplinary responses.

Sanctions under this code carry over from year to year and across all classes. All incidents of academic misconduct are considered violations of this code.

1st Violation

- The teacher will contact the student's parent/guardian to inform them of the violation.
- The teacher will contact administration and log the incident into MiStar indicating that the student has received their first violation.
- The classroom teacher will set up a conference with the student to discuss the matter and the impact of their choices.
- School Administration will issue the equivalency of a one-hour detention (served according to administrative discretion) for student learning or service in accordance with the Student Code of Conduct.
- Students will make up the assignment at the teacher's earliest convenience and the grade assigned will reflect performance on the assignment, not the academic integrity violation.
- School Administration will determine if the student is an athlete or involved in extracurricular activities in Farmington Public Schools. The appropriate response per the student extracurricular/athletic code of conduct will be applied.
- Students will be notified that further violations will result in Academic Misconduct being reported on transcripts.

2nd Violation

- The teacher will contact the student's parent/guardian to inform them of the violation
- The teacher will contact administration and log the incident into MiStar indicating that the student has received their second violation.
- School Administration will set up a conference with the student, teacher, parent/guardian, and administrator/support personnel such as caseload teacher, teacher consultant, restorative practices facilitator, etc. A simple behavior plan will be put in place.
- School Administration will issue the equivalency of a two-hour detention (served according to admin discretion) for student learning or service in accordance with the student code of conduct.
- The student will make up the assignment at the teacher's earliest convenience and the grade assigned will reflect performance on the assignment, not the academic integrity violation
- School Administration will determine if the student is an athlete or involved in extracurricular activities in Farmington Public Schools. The appropriate response per the student extracurricular/athletic code of conduct will be applied.
- Students will be notified that further violations will result in Academic Misconduct being reported on transcripts.

3rd Violation

- The teacher will contact the student's parent/guardian to inform them of the violation.
- The teacher will contact administration and log the incident into MiStar indicating that the student has received their 3rd violation.
- School Administration will set up a conference with the student, teacher, parent/guardian, and administrator/support personnel such as caseload teacher, teacher consultant, restorative practices facilitator, etc.
- School Administration will issue the equivalency of a three-hour detention (served according to admin discretion) for student learning or service in accordance with the student code of conduct.
- The student will make up the assignment at the teacher's earliest convenience and the grade assigned will reflect performance on the assignment, not the academic integrity violation.
- School Administration will determine if the student is an athlete or involved in extracurricular activities in Farmington Public Schools. The

appropriate response per the student extracurricular/athletic code of conduct will be applied.

- (Optional for serious cases): Transcript entry will be applied to reflect “Academic Misconduct has been noted for this student.”
- Students will be notified that further violations will result in Academic

Misconduct being reported on transcripts.

4th (and subsequent) Violations

- Students will be subject to all of the above in addition to a meeting to determine a specialized plan for the remainder of the student’s academic career in Farmington Public Schools.
- Transcript entry will be applied to reflect “Academic Misconduct has been noted for this student”

SECTION FIVE

Attendance



SECTION 5 | Attendance

Philosophy

One of the goals of Farmington Public Schools is to help students become academically and socially prepared to begin their adult lives. Regular school attendance is essential to the success students attain from their school programs. For each student, daily teaching, classroom interactions, discussions, lectures, clarifications, explanations, audiovisuals, etc. cannot be duplicated and, therefore, constitute valid and crucial parts of course-work.

An important part of the student's preparation for adult life is to develop a positive attitude toward attendance through a responsible attendance pattern in school. The underlying premise of this regulation is that all absences result in the loss of valuable instructional time; thus, this regulation includes excused and unexcused absences. For example, in most employment situations, employers discriminate between excused and unexcused absences, with unexcused absences being handled with greater severity. Most employers require timely notification regarding employee absences. Thus, we would like for our parents to treat their student's attendance at school as an employer would treat an employee's attendance. Another premise of this regulation is our belief that the vast majority of parents/guardians exercise good judgment when making decisions about school attendance. Consistent with this belief, parents/guardians providing timely notification will result in absences being excused.

Michigan school laws are specific with regard to the compulsory attendance of children 6-18 years of age, and hold parents/guardians responsible for their child/children's regular attendance in a manner, which is "continuous

and consecutive for the school year." (MCL 380.1561). If attempts by the administration to improve a student's attendance fail, it may be necessary to petition public agencies for assistance. The county juvenile court may become involved, and the prosecuting attorney has the option of filing charges against parents/guardians including but not limited to: delinquency charges against the student in family court, educational neglect charges against parents/guardians in family court, or any combination of these alternatives.

Therefore, the major responsibility for acceptable attendance lies with the student and parents/ guardians. Teachers, counselors, and administrators have the responsibility to assist the student and work with parents/guardians in meeting the goal of acceptable attendance.

Students are expected to be in school and on time to each class every day. Students must attend all scheduled classes unless prior arrangements have been made. Students should be fully aware that interactions in the classroom constitute a valid and critical part of the coursework; they cannot be duplicated. Students should be attentive and prepared with proper materials in order to be actively involved during class time.

Parents/guardians must notify the school of any absences within 24 hours of the student's absence. Parents/guardians must notify the school of the reason for the absence. A sample list of excused and exempt absence reasons is included in the "Attendance Policy and Procedures" section in this document. Every effort should be made to schedule routine appointments after school hours. Family vacations should be planned during holidays as outlined in the school calendar.

Parents/guardians should discuss the importance of good attendance with their students as a factor of success in school. Teachers are expected to maintain accurate daily attendance/tardy records and to report them when they have concerns.

School staff members are to help students recognize possible consequences of poor attendance and to counsel students in making good decisions. School staff is expected to communicate with parents/guardians and work closely with administrators and other support personnel to provide early intervention.

Administrators are to coordinate the efforts of students, teachers, parents/guardians, and counselors when a student's absences are adversely affecting school success.

Reasonable attempts will be made to notify parents/guardians of unexcused absences within 24 hours by phone. Teachers and administrators are to enforce whatever steps and procedures are necessary to improve the student's attendance and follow the guidelines of this policy and the rights and responsibilities within the Student Code of Conduct. Parents/guardians are able to review student attendance at any time in the parent portal of the student information system.

To excuse an absence parents/guardians must call the attendance office within 24 hours of the student's absence. There are no exceptions to this rule. The school phone/attendance office phone records messages 24 hours per day, seven days a week.

Attendance Policy and Procedures

Elementary School, Middle School, and High School

Attendance is an essential aspect of educational success. All absences will be tracked in the online student information system.

BOTH excused and unexcused absences count toward the attendance number, except for the following: school educational opportunities or other school business, observation of

religious holiday, or medically documented homebound illness.

Please note that long-term absenteeism may lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition with Oakland County.

Excused Absences

To excuse an absence, parents/guardians must call the attendance office within 24 hours of the student's absence and provide a valid reason for the absence. Extenuating circumstances due to emergent situations that prevent this notification will be addressed on an individual basis. The school phone/attendance office phone records messages 24 hours per day, 7 days a week.

If no communication is received from a parent/guardian, the absence will be considered unverified.

An absence will be considered an "excused absence" if a parent/guardian contacts the school and provides a reason for the absence. The absence, as well as the reason for the absence, will then be documented in our attendance system.

Excused absences include, but are not limited to, absences due to the following:

- Personal injury or illness
- Family emergency
- Medical/dental/legal appointment
- Funeral
- Verifiable chronic illness – Statement signed by a physician
- School suspension
- Pre-arranged absences with proper notification
- A short term family trip or vacation (no more than 10 consecutive school days) with prior notification

of the absence being provided to the school administration

- Observance of religious holiday
- Documented college visits
- Mandated and documented court appointments
- Placement by a juvenile court in detention, shelter care, foster care, or residential placement
- Educational opportunities approved by school officials
- Other reason as approved by the student's administrator

Unexcused Absences

Unexcused absences are defined as an absence for any other reason other than those listed excused. They include but are not limited to:

- Willful truancy
- Oversleeping
- Travel
- Needed at home
- Weather
- Missed bus
- Leaving the school or a designated area within the school without permission
 - A student may not leave a designated or assigned area without permission from the teacher.
 - A student may not leave school without permission from parent/guardian.
 - A student must sign out and receive permission to leave school.

A student who leaves school without permission and whose parent/guardian calls in after-the-fact will be marked unexcused for those class periods.

If a student fails to attend class(es), and a parent/guardian has not called the office within 24 hours of the student's return, the absence(s) will be recorded as unverified.

Administrators or school personnel will make reasonable attempts to notify a parent/guardian of unexcused absences, by phone, within 24 hours.

Absence From School On Day Of Activity: Secondary Grades (Grade 6 – 12)

If you are absent from school for three (3) periods or more on the day of an activity, you are ineligible for any activity on that day unless the absence has been approved in writing by the Coach/Advisor/School Administration. If you are absent from school on a Friday before a

weekend event, you may be withheld from weekend activities at the discretion of the school administration, coach, or activity advisor.

Late Arrival/Early Dismissal/Tardiness

If compelling circumstances require a student to be late to school or be dismissed before the end of the school day, a parent/guardian must notify the school, stating the reason for the request. Your child will be released only to you or to a person authorized by you on your emergency form. You or the authorized individual must come to the office with a valid State issued ID to sign-out and pick-up your child. It is helpful to teachers if parents can notify the teacher of any pre-arranged appointments that will require their child to leave school during the regular school day. The person picking up the student should allow enough time to sign the student out, AND then wait for the child to arrive in the office. Children will not be called down to the office to wait for pick-up.

Students who check-in after the start of the elementary school day and prior to being 30 minutes late will receive a tardy. Students who arrive more than thirty (30) minutes after the start of the elementary school day will receive a half-day absence. Students who check out prior to the end of the elementary school day and with less than thirty (30) minutes remaining in the school day will receive a tardy. Students who check out more

than thirty (30) minutes before the end of the elementary school day will receive a half-day absence.

At the secondary level, if a student arrives to class or leaves class fifteen (15) minutes late or early, an absence will be recorded for the student.

A student is tardy if he/she is not in the classroom at the designated time the class period begins. Cooperation by parents/guardians is necessary to minimize student tardiness. Oversleeping, traffic issues, and/or missing the bus are not valid reasons to be tardy to school. All students must report directly to the office/attendance office when arriving late.

Additionally, any student who is tardy to school, or to any class during the school day, may be subject to intervention/discipline based upon the policy of the school.

Please note that excessive tardiness can lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition with Oakland County.

Truancy From School

Lack of school attendance disrupts the continuity of instruction and may also signal that a student may be experiencing difficulties at home and/or at school.

The Oakland County Prosecutor, Oakland County school districts, and Oakland Schools

have joined in partnership to address truancy issues through an early intervention Oakland County Truancy Program. This collaborative effort will ultimately help students who are not regularly attending school.

Consequences Of Excessive Absences Including Unexcused/Excused Absences

Excessive absences do not support a positive culture and qualify as disruptive behavior that will result in a school response. This includes full day or partial day absences and both excused and unexcused absences. It is the expectation that the parent/guardian will provide medical documentation to the school whenever absenteeism becomes excessive. School responses include, but are not limited to: parent/guardian contact, conference, attendance/behavioral contract, Youth Assistance referral, Oakland County Health referral, Oakland County Truancy Program referral, support services, and eventually possible court intervention. Ultimately, if excessive absences continue, despite multiple interventions, educational neglect or truancy charges may be filed through the Oakland County Truancy Program or as a petition to the court.

If there is a history of truancy, initial communication to the home, as well as any of the following interventions, may ensue earlier.

- The first intervention letter is sent when the student's absenteeism reaches 10-15 days.

- The second intervention usually occurs when the student's absenteeism reaches a total of 15-20 days absent. A parent/guardian meeting will be required to discuss interventions. The student may be placed on an attendance contract. Additionally, a building team committee meeting may be convened to discuss further support service interventions which may include: assistance from school social worker/psychologist, teacher consultant, counselor, and/or referrals to the Oakland County Health Department, the Oakland County Social Services, and/or Youth Assistance.
- The third intervention should occur when the student's absenteeism reaches a total of 25 days. If the pattern of poor attendance still exists after the first two communications and parent meetings, a referral will be made to the Oakland County Truancy Program. The parent/guardian will be notified that a court petition is being filed to address truancy/ educational neglect.

SECTION SIX

Athletic/ Extracurricular Code



SECTION 6 | Athletic/Extracurricular Code

Athletic/Extracurricular

[Link to the Athletic Department handbook.](#)

SECTION SEVEN

Dress Code



SECTION 7 | Dress Code

Dress Code Philosophy

Farmington Public Schools' student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in

a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

Community Norms

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- Students should select clothing that will support learning and contribute to a positive environment.
- All students and staff are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- Teachers should be able to focus on teaching without the additional burden of dress code enforcement.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Prevent students from wearing clothing or accessories that denote, suggest, display, or reference alcohol, drugs, nicotine, or related paraphernalia or other illegal conduct or activities.

- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body.

Dress Code

Farmington Public Schools expects that all students will dress in a way that aligns with a supportive learning environment for the school day or for any school-sponsored event. Student dress choices should contribute to the District's goal to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student

attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with **opaque (not transparent or able to be seen through)** fabric.

All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Students Must Wear ALL of the Following*, while following the basic principle of Section 1 above:

- A Shirt (with fabric covering the midriff in the front, back, and on the sides under the arms)
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts)
- Shoes

** Courses that include attire as part of the curriculum (for example, professionalism, public speaking, science labs, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE)*

Students May Wear, as long as these items do not violate Section 1 above:

- Headdress (such as hats, religious headwear, hoodies, etc) as long as it allows the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- Fitted pants, including opaque (not transparent or able to be seen through) leggings, yoga pants, and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear (below waistband) and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops as long as in compliance with covering the midriff of both front and back.
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above)

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs, nicotine, or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography (including images of exposed body parts not in alignment with dress code)
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that makes underwear visible beyond the waistband or straps.
- Swimsuits (except as required in class or athletic practice).
- Accessories that are dangerous or could be used as a weapon.
-

2. Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined above. Students in violation of the code will be provided three (3) options to correct the violation:
 - Students asked to put on their own alternative clothing, if already available at school.
 - Students provided with acceptable and non-shaming temporary school clothing.
 - Students' families contacted to bring alternative clothing.
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- Students will not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - kneeling or bending over to check attire fit;
 - measuring straps or skirt length;
 - asking students to account for their attire in the classroom or in hallways in front of others;
 - calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall promote an inclusive and positive school community as such will apply to regular school days and summer school days, as well as any school-related events and course/club activities, such as graduation ceremonies, dances, prom, and athletic events. Students who feel they have been subject to discriminatory enforcement of the dress code should contact any adult in the building who will be required to report the concern to the Superintendent's office.