

TRAVERSE CITY AREA PUBLIC SCHOOLS

2023-2024 Student/Parent
Elementary Handbook



Welcome to TCAPS! We are delighted to partner with you on your educational journey.

Our outstanding team of educators, staff, and administrators are dedicated to providing a caring and supportive learning environment for every student we serve. TCAPS teachers provide engaging, challenging, and inspiring learning experiences and encourage students to use their imagination, develop critical thinking skills, and form habits that will benefit them as they continue to learn and grow.

Contained within this handbook is important information, including links to policies, guidelines, procedures, and resources that we hope you will find useful as you and your student prepare for the upcoming school year. Please review this information.

In addition, there are many opportunities to get involved at your school as a student, parent, volunteer, mentor, or community supporter of our public schools. It is through a strong partnership with families and the community that we can ensure every student succeeds.

We are proud that our incredible school system supports, and is part of, this great community. On behalf of the Board of Education and staff, thank you for choosing TCAPS.

[TCAPS Board of Education](#)

Scott Newman-Bale, President

V. Flournoy Humphreys, Vice President

Josey Ballenger, Secretary

Andrew R. Raymond, Treasurer

Holly T. Bird, Trustee

Erica L. Moon Mohr, Trustee

Beth Pack, Trustee



COMPASS

CRUCIAL OBJECTIVES AND METRICS TO PLAN FOR ACTIONABLE STUDENT SUCCESS

VISION

An educational community providing opportunities and resources to relentlessly support all learners in achieving their full potential.

MISSION

TCAPS educates, inspires, and supports all learners to maximize individual excellence and success.

VALUES

Students First

Prioritizing the needs of all learners

Excellence

Offering a world-class educational experience to all students

Integrity

Operating with honesty, transparency and fairness

Inclusive

Ensuring equitable access and acceptance for all

Success for All

Supporting each learner to maximize their full potential

Leadership

Developing high-quality programs and people through innovation, empathy, and mindfulness

Community

Connecting with each other and our community to serve our students greater

STRATEGIC PLAN GOALS

2022-25

- Implement strategies to attract and retain students, leading to sustainable enrollment.
- Engage and collaborate with the community to address resources to the district leading to student success.
- Analyze and improve communication systems to establish a culture of collaboration and transparency.
- Focus on preventing and addressing harassment and bullying to provide a safe and inclusive environment for all students.
- Attract, recruit, and retain a diverse and robust employee workforce to provide a world-class learning environment.
- Develop and implement structures and systems of support to increase mental and emotional health and social well-being.
- Continuous improvement of academic achievement to maximize student success.
- Identify and implement strategies regarding student behavior to maximize learning.
- Provide additional resources and supports for diverse learners so that all students can be successful.
- Develop a 3-5 year facilities plan to provide optimal student learning environments.
- Develop a collaborative plan for the exploration of a Regional Enhancement millage to prioritize safety, security and other operational needs.
- Assess current conditions and identify areas of improvement related to safety and security, using best practices to enhance a healthy and productive school environment.

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1. DIRECTORY OF ELEMENTARY SCHOOLS

Blair Elementary

231.933.5700
1625 Sawyer Road, Traverse City, MI 49684
www.tcaps.net/blair
9:04 AM - 4:00 PM
1/2 Day Dismissal: 12:11 PM
Early Release Dismissal: 2:00 PM
Principal: [Kirk Ranney](#)

Central Grade (& TAG)

231.933.5910
301 W. Seventh Street, Traverse City, MI 49684
www.tcaps.net/centralgrade
8:15 AM - 3:11 PM
1/2 Day Dismissal: 11:22 AM
Early Release Dismissal: 1:11 PM
Principal: [Jana DuGuay](#)

Cherry Knoll Elementary

231.933.8940
1800 Three Mile Road, Traverse City, MI 49696
www.tcaps.net/cherryknoll
9:00 AM - 3:56 PM
1/2 Day Dismissal: 12:07 PM
Early Release Dismissal: 1:56 PM
Principal: [Dr. Victoria Derks](#)

Courtade Elementary

231.933.5800
1111 Rasho Road, Traverse City, MI 49696
www.tcaps.net/courtade
9:00 AM - 3:56 PM
1/2 Day Dismissal: 12:07 PM
Early Release Dismissal: 1:56 PM
Principal: [Andrew Phillips](#)

Eastern Elementary

231.933.5600
1600 Eastern Avenue, Traverse City, MI 49686
www.tcaps.net/eastern
9:00 AM - 3:56 PM
1/2 Day Dismissal: 12:07 PM
Early Release Dismissal: 1:56 PM
Principal: [Jonathan Swegles](#)

Long Lake Elementary

231.933.7800
7600 N. Long Lake Road, Traverse City, MI 49685
www.tcaps.net/longlake
9:05 AM - 4:01 PM
1/2 Day Dismissal: 12:12 PM
Early Release Dismissal: 2:01 PM
Principal: [Kate Burwinkel](#)

Silver Lake Elementary

231.933.3580
5858 Culver Road, Traverse City, MI 49685
www.tcaps.net/silverlake
8:30 AM - 3:26 PM
1/2 Day Dismissal: 11:37 AM
Early Release Dismissal: 1:26 PM
Principal: [Angela Camp](#)

TCAPS Montessori

231.933.6420
4053 Franke Road, Traverse City, MI 49684
www.tcaps.net/montessori
8:15 AM - 3:11 PM
1/2 Day Dismissal: 11:22 AM
Early Release Dismissal: 1:11 PM
Principal: [Tracy Rucker](#)

Traverse Heights Elementary

231.933.3500
933 Rose Street, Traverse City, MI 49686
www.tcaps.net/traverseheights
8:19 AM - 3:15 PM
1/2 Day Dismissal: 11:26 AM
Early Release Dismissal: 1:15 PM
Principal: [Bryan Kay](#)

Westwoods Elementary

231.933.7900
1500 Fisher Road, Traverse City, MI 49685
www.tcaps.net/westwoods
9:00 AM - 3:56 PM
1/2 Day Dismissal: 12:07 PM
Early Release Dismissal: 1:56 PM
Principal: [Toby Tisdale](#)

Willow Hill Elementary

231.933.8540
1250 Hill Street, Traverse City, MI 49684
www.tcaps.net/willowhill
9:00 AM - 3:56 PM
1/2 Day Dismissal: 12:07 PM
Early Release Dismissal: 1:56 PM
Principal: [Angela Sides-McKay](#)

2. ANNUAL NOTIFICATIONS

Traverse City Area Public Schools (TCAPS) required annual notifications are shared with families in September of each school year and are also available on the district's website at: <https://www.tcaps.net/about/annual-notifications/>

3. INTRODUCTION & DISCLAIMER

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the district. **The use of the word "parent" in this handbook means a student's natural or adoptive parent or legal guardian.** Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their student(s) with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. **Students will review this handbook with a staff member or parent at the beginning of the school year and be asked to sign an acknowledgement form.** The use of the words "Policy" or "Guidelines" in this handbook includes policies and guidelines adopted by the Board of Education. For more information and to search or review Board Policies and Guidelines in their entirety, visit www.tcaps.net and go to the "[Board](#)" section and click on "[Board Policies and Guidelines](#)".

Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the district and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school's educational program and wellbeing of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law, policy, and/or guideline. The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

TCAPS believes education is a partnership between our schools, students, and parents. Please [click here](#) for resources intended to assist families in staying connected with our schools and curriculum. If you are unable to find what you are looking for or have a suggestion for improving the website or this handbook, please contact us at info@tcaps.net.

4. DISTRICT CALENDAR

The district calendar is below and also available on the district's website by [clicking here](#).

TRAVERSE CITY AREA PUBLIC SCHOOLS 2023-2024

FINAL
4/21/23

JULY 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2023

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24	25	26	27	28	29	30

OCTOBER 2023

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22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023

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DECEMBER 2023

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24	25	26	27	28	29	30
31						

- 7/4 Holiday
- 8/28 No school (*optional professional development half day for teachers - 3 hours of DPPD*)
- 8/29 No school (*required professional development day for teachers - 6 hours of DPPD*)
- 8/30 No school (*required professional development day for teachers - 6 hours of DPPD*)
- 8/31 Teacher work day
- 9/1 No school
- 9/4 No school, *Labor Day holiday*
- 9/5 First day of school for students
- 10/4 Count day
- 10/5* Two hour early release for students, full day for staff
- 11/2* Two hour early release for students, full day for staff
- 11/7*** No school, *Election Day*, regional training day, full day for staff
- 11/22 No school, full day for staff
- 11/23-24 No school, *Thanksgiving recess*
- 12/7* Two hour early release for students, full day for staff
- 12/22* Half Day/Winter recess for students begins
- 1/2 No school, full day for staff
- 1/3 School resumes
- 1/11* Two hour early release for students, full day for staff
- 1/15 No school, *Observance of Martin Luther King Jr.*
- 1/19* Half day for students, full day for staff, **end of second quarter/first semester (records day staff)**
- 2/1* Two hour early release for students, full day for staff
- 2/14 Count day
- 3/7* Two hour early release for students, full day for staff
- 3/21 **End of third quarter**
- 3/22 No school, full day for staff
- 3/29 No school, *holiday*
- 4/1 School resumes
- 4/4* Two hour early release for students, full day for staff
- 5/2* Two hour early release for students, full day for staff
- 5/27 No school, *Memorial Day holiday*
- 6/7* Last half day for students, **end of fourth quarter/second semester (records half day for staff)**
- 6/10-14 Make up days for inclement weather

SYMBOLS:

- Holiday/vacation days
- Teacher work days (4)
- Two hour early release, teacher collaborative routines (8)
- Half days for all students (3)
- Professional development days (3)
- Regional training day (1)
- Make up days for inclement weather
- Count days

Instruction days (180-elementary)
(180-secondary)

*If school is cancelled on a two hour early release day, the two hour early release day will occur on the following Thursday when school is in session. If school is cancelled on a half day, the half day will occur on the following Tuesday when school is in session.

***Pending state approval and NorthEd schedule.

JANUARY 2024

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28	29	30	31			

FEBRUARY 2024

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MARCH 2024

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24	25	26	27	28	29	30
31						

APRIL 2024

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28	29	30				

MAY 2024

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19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5. ELEMENTARY SCHOOL CALENDARS

Each elementary school's web page provides links to various calendars including activities, special events, and daily schedules. The list of schools and links to each web page can be found on [page 8](#) of this handbook.

6. DISTRICT-WIDE DIRECTORY

To utilize TCAPS district-wide searchable directory by staff member name, building, department, or position, click here: <https://www.tcaps.net/staff-directory/>.

7. STUDENT, TEACHER, & PARENT AGREEMENT

STUDENT AGREEMENT

It is important that I work to the best of my ability. I will strive to do the following:

- Come to school ready to learn;
- Finish my schoolwork and participate in classroom activities;
- Follow all school rules;
- Respect others and their belongings;
- Do my part in keeping my school clean and safe;
- Set aside a regular time and place each night to complete homework;
- Use technology appropriately, safely, and responsibly.

TEACHER AGREEMENT

It is important that students achieve. I will strive to do the following:

- Provide teaching and leadership;
- Demonstrate care and concern for each student;
- Make efficient use of academic learning time;
- Facilitate special activities in the classroom;
- Provide an environment that allows for positive communication between parents, students, and myself;
- Encourage students and parents by providing information about student progress;
- Provide leadership in the digital space;
- Give students strategies to increase competence.

PARENT AGREEMENT

I want my student to achieve. I will strive to do the following:

- See that my student is punctual and attends school regularly;
- Support the school in its efforts to maintain proper discipline;
- Encourage my student's efforts to do their best;
- Stay aware of what my student is learning;
- Encourage positive attitudes;
- Attend parent-teacher conferences and other school functions;
- Communicate with teachers and/or school officials;
- Establish a time for sharing daily school experiences and/or completing homework;
- Monitor my student's technology usage and provide leadership in the digital space;
- Read with my student and let my student see me read;
- Provide a library card for my student.

8. PARENTAL INVOLVEMENT

PARENT PARTICIPATION (POLICIES 2112, 2261.01, GUIDELINE 2416)

Parents are invited and welcome in their student's school. Opportunities for families to interact, share experiences, and participate appropriately in planning, development, and decision-making about TCAPS programs are provided. Regular meetings held at convenient times may address specific topics, activities, and information that promote student learning and achievement. Please refer to the policy linked above for specific details regarding Title I buildings.

It is understood that parents may have unique situations regarding custody and visits. Therefore, it is the responsibility of the custodial parent to supply a copy to the school office of any official documentation that specifically prohibits an individual from contacting a student at school. Without official documentation, a non-custodial parent will be granted the same access to the student and school records as the custodial parent. This information may be shared with school staff as needed. Typically this would include the school administrator, administrative assistant, teacher, counselor, Nursing Department, school social worker, and transportation.

VOLUNTEERING AT SCHOOL (POLICY 2120.09)

TCAPS values the many ways our community members contribute to an enriching learning journey for our students. One of our goals is for community members to have a genuine and dynamic relationship with TCAPS. Connecting students with caring adults promotes success, healthy behaviors, and a stronger community. We invite community members to share their time and talents with our students by becoming a volunteer. All adult volunteers are background checked for the safety of students. How to become a volunteer:

1. Visit the volunteer webpage at: www.tcaps.net/volunteer;
2. Read the [Volunteer Standards of Conduct](#);
3. Complete the [online volunteer application form](#). Once submitted, a background check will be conducted;
4. Complete any additional forms that may be required. Volunteer positions may require additional paperwork. For more information, call 231-933-1711 or email HR@tcaps.net.

VISITORS (POLICY 9150)

All persons visiting any TCAPS facility are to report to the main office. Prospective students who wish to visit or tour a school are encouraged to schedule an appointment in advance of their visit. To schedule an appointment, please contact the school registrar or main office. Every effort will be made to develop a planned tour and answer individual questions.

OPEN HOUSES

A wonderful tradition in early fall is the scheduling of open houses for parents to visit their school. This is a great time for students to meet their classroom teachers and classmates prior to the start of the school year. Look for specific dates and times of open houses on the district website (www.tcaps.net/elementary). Open houses are not to discuss individual student progress. If you have specific questions about your student or other information to share with your student's teacher, please contact the staff member involved and arrange for a private conference.

COMMUNICATING CONCERNS

Occasionally, a parent or a community member may wish to express interest or register a concern regarding a school matter. The following procedure provides an avenue for two-way communication to deal with the request as expeditiously as possible: 1.) Communicate with the employee involved, and 2.) If the issue is not resolved, communicate with the immediate supervisor. Questions, suggestions, or general comments may also be shared via email at: info@tcaps.net.

TRANSLATION/INTERPRETER SERVICES

Translation or interpretation of any documents, or during any meeting, will be provided for any parent who requests translating or interpretation. To request translation or interpreting services, contact your school directly. A school may use the Tele-Interpreter Service if necessary.

POWERSCHOOL PARENT PORTAL

Parents are encouraged to take advantage of the PowerSchool portal to monitor/access real-time student attendance, online district forms, and phone/email messages sent to families. This tool allows you, as parents, to access your student's information. You may access this portal through your school's website or the TCAPS district website. If you need assistance with login information, please contact your student's school office.

PARENT/TEACHER ORGANIZATIONS

TCAPS supports Parent/Teacher Organizations (also known as PTO or PTA) whose objectives are to promote and support educational experiences of district students. These organizations operate in a manner consistent with public expectations for the schools. Each school has an organization in which you can be involved. Activities may include sponsoring activities that include parents, assemblies, student activities, and parties. Fundraising efforts are typically a component of these initiatives. Contact your school for meeting dates and times.

FUNDRAISING ([POLICY 5830](#), [GUIDELINE 5830](#))

The Board permits fundraising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity connected with the schools. Fundraising by approved school organizations, those whose funds are managed by the district, may be permitted in school by the principal. Students wishing to hold a fundraiser need to obtain guidelines for conducting the fundraising activity from the school office. Permission must be obtained in advance from administration before students can conduct any fundraising activity.

Classrooms, schools, departments, and parent organizations find it necessary to engage in fundraising initiatives to provide enriching experiences for students. Field trips, technology tools, and other equipment are examples of things and experiences funded through these efforts that our schools could not afford otherwise. Participation in these programs is strictly voluntary. While your participation is appreciated and the outcomes typically benefit all students, we understand if you opt to not join in.

All personal checks written for fundraising efforts should be made out to TCAPS or to the PTO responsible for the project.

FLYERS IN SCHOOLS

In support of green school initiatives and to reduce non-school related requests of staff time, TCAPS does not send flyers or promotional materials home with students. However, TCAPS believes in being a good community partner and provides several opportunities for community organizations to share their program information with TCAPS families via the district's [Community Events and Resources webpage](#) and/or posters in schools. We also offer multiple sponsorship opportunities. All materials must be pre-approved prior to posting. To share your organization's information, please contact TCAPS Marketing & Communications Department at info@tcaps.net.

SOCIAL FUNCTIONS & EVENTS ([POLICY 5850](#), [GUIDELINE 5850](#))

The Board recognizes the value of student social functions and events in enhancing and enriching the educational experience for the students of this community. See policy and guideline linked above for information on social functions and events.

USE OF DISTRICT FACILITIES ([POLICY 7510](#), [GUIDELINE 7510A](#))

The Board recognizes that school facilities belong to the school community. Furthermore, the Board encourages the use of facilities by established local groups, organizations, and individuals whose purpose and objectives contribute to the school program or community. The guideline linked above governs the use and rental of school facilities, outdoor grounds, and stadiums, and was developed to protect the regular instructional program, protect those who use the facilities, and protect the taxpayer that has provided the facilities. For information on the appropriate forms to fill out or to inquire about facility use, contact the school's front office or call the [Facilities Department](#) at 231.933.1950.

CARE OF DISTRICT PROPERTY ([POLICY 5513](#), [GUIDELINE 5513](#))

District property is for all students and the community. School buildings, lockers, books, supplies, technology, and all educational facilities and equipment are paid for by parents and other taxpayers. Students who cause damage to district property may be subject to disciplinary measures and their parents shall be financially liable for such damage to the extent of the law. Restitution or replacement will be expected for stealing from or destroying school property grounds (buildings, facilities, or structures, and other real estate owned, leased, or otherwise controlled by TCAPS). Per State law and Board policy, smoking or any use of tobacco products are prohibited on district property or at school-sponsored activities. Loitering is not allowed in or around school buildings.

9. GETTING STARTED

For information on Enrollment, please visit <https://www.tcaps.net/enroll/>.

OPEN ENROLLMENT ([POLICY 5111](#))

Parents who wish to enroll their student at a school different from the school they are assigned to attend according to their home address, must complete an **open enrollment application** and submit it to the school they are seeking to attend instead. **Transportation of open enrolled students is the parent's responsibility.**

SCHOOL OF CHOICE ([POLICY 5111](#))

Parents who wish to send their student to a school outside the [TCAPS district boundary map](#) must complete a [School of Choice application](#) and submit it to the school they wish to attend. Depending on several factors, (example: class sizes) administration will determine whether a student will be able to attend or not. This decision will be made with as much notice as possible for the student's benefit and the parent's convenience.

Transportation of School of Choice students is the parent's responsibility.

CLASSROOM PLACEMENT

As students are assigned to classrooms, many considerations are used including: a balance of gender, a balance of ability levels, a blend of attitudes that students demonstrate for learning, as well as separating students that may have a history of interfering with one another's learning. Individual learning styles and teaching styles are taken into consideration as well. Parents are encouraged to trust the system to make the decision based on our observations of your student in the school environment.

CHANGE OF CONTACT INFORMATION

Please inform your school's office as soon as possible if there are any changes in mailing or home address, zip code, phone number, or email. If we need to contact you in case of an emergency, current information is essential.

EMERGENCY FORMS

Emergency forms are distributed the first day of school and/or when you register your student. Please return them to the office as soon as possible. Emergency forms must be on file in the office for every student. Please make sure that the information is kept current in case there is a need to contact you regarding an emergency or illness. This form also asks you to identify who may be contacted in case of urgent need when you are unavailable. Adults listed on the form will be the only people who may sign students out of the building unless you inform the office differently in writing.

RAPID COMMUNICATIONS SYSTEM

TCAPS utilizes a rapid communications system to keep parents informed of news and events happening at TCAPS schools as well as to quickly send notifications for any school incidents that may occur, such as power outages or after-school activity cancellations due to inclement weather ([click here for more information](#)). The system allows schools to deliver voice and email messages within minutes. Parents may also view messages sent to families via the PowerSchool Parent Portal. If you have not yet provided your school with an email address and home phone/cell phone contact information, please contact your school office so you can be included in all important communications.

TCAPS will also send text alerts to staff and families provided that they have opted in to receive text alerts from the district. This will allow the district and schools to share important and timely information with staff and families via text messaging, including snow day alerts. All text messages will come from the same number (87569). **If you do not currently receive text messages, you can always opt in at any time by sending the word YES to 87569 and make sure your phone number is on file with the school.** Texting is limited to contact numbers tied to the district's staff and student databases, therefore is not available to the general public.

TRANSFERRING TO A DIFFERENT TCAPS SCHOOL

Families seeking to transfer their student to a different elementary school within the TCAPS district, should contact the office of the school they are seeking to transfer to for assistance.

WITHDRAWAL FROM SCHOOL ([POLICY 5130](#), [GUIDELINE 5130](#))

Arrangements to withdraw from school are to be initiated in the school office, and in accordance with Board policy and administrative guidelines. A withdrawal form must be completed stating why the student is leaving, the date they are leaving, and state future educational plans. Providing no fees have been incurred, the withdrawal process will be completed. If fees have been incurred, TCAPS will bill the student or parents.

10. ATTENDANCE ([POLICY 5200](#))

regular and prompt attendance in school is an important and a major factor in academic success. In school, active participation and interaction by students in the classroom is an essential part of the instructional process and is only experienced through regular and prompt attendance. The primary responsibility for ensuring regular and prompt school attendance rests with the parents and the student.

- **Students have the responsibility to:**
 - be prompt in their attendance;
 - regularly attend class;
 - work with their teacher for make-up work when absent.
- **parents have the responsibility to:**
 - provide confirmation to the school each time a student is absent for any reason;
 - set priorities at home that support education by requiring regular daily attendance for their student.

Please call the office as soon as possible if your student will be missing school for any reason. All phone lines have a voicemail system so that you may leave a message twenty-four hours a day. If the school has not received a call regarding a student's absence, the school will make efforts to contact parents at home or at their place of employment to ensure the safety of the student. Upon the student's return to school, a note should be sent stating the reason for the absence (examples: illness, appointment, personal). We recognize that the presence of a student in the classroom enables them to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel. The Board considers the following factors to be reasonable excuses for time missed at school:

1. illness (excess illnesses may require a doctor's note);
2. recovery from an accident;
3. required court attendance;
4. professional appointments;
5. death in the immediate family;
6. observation or celebration of a bona fide religious holiday;
7. attending, returning, or farewell service for military parent or relative;
8. such other good cause as may be acceptable to the Superintendent or designee.

TARDIES OR LEAVING EARLY; [TRUANCY](#)

Students up to one (1) hour late for school are marked "tardy" in state record books. After one hour, they are marked absent i.e., excused, unexcused for one-half day. Students that are signed out by a parent/guardian or designee more than one (1) hour before dismissal are marked as absent i.e., excused, unexcused for one-half day. Early departures of less than 60 minutes will be treated like a tardy. Prompt attendance is most beneficial for the student.

The following steps may be instituted in response to students consistently missing school, arriving late to school, or leaving early from school:

1. A letter sent to the parent, at the principal's discretion, based on knowledge of why a student is absent.
2. Enrollment in the [Truancy Intervention Program](#) may be considered, at the principal's discretion, regarding the student's current and prior attendance.

ABSENCE FOR RELIGIOUS INSTRUCTION ([POLICY 5223](#))

Upon the signed request of a student's parent, the Board will allow exceptions to the student's continuous attendance at school for religious instruction outside the school building for not more than two (2) class hours per week. For more information, see [Board Policy 5223](#). No solicitation for attendance at religious instruction shall be permitted on school property. No member of the staff shall either encourage or discourage participation in any religious instruction program.

WHEN SHOULD I KEEP MY STUDENT HOME FROM SCHOOL? ([POLICY 8450](#), [GUIDELINE 8450](#))

Whenever a student complains of not feeling well on a school day, parents are faced with the decision of whether or not to send their student to school. How do you make the right choice? Generally speaking, if a student is sick, they should NOT come to school. If your student is vomiting, experiencing diarrhea, has a rash, sore throat, or running a fever of 100.4° or greater, please keep your student home for at least twenty-four hours or until they are completely recovered. The student should be fever-free for at least 24 hours without the use of fever-reducing medications. Upon the student's return to school, a note should be sent stating the reason for the absence. Should a student become ill during the school day, parents will be contacted and expected to take them home. If your student is sick, but you feel they can come to school as long as they stay inside, please reconsider: a student well enough to attend school will be considered well enough to participate in outside recess. Without a doctor's note, students will be sent outside. For more information about managing communicable diseases in schools and for disease-specific information and exclusion guidelines, please reference the [document linked here](#) (reference chart can be found on pages 10-15) from the Michigan Department of Education and the Michigan Department of Health & Human Services.

SNOW/INCLEMENT WEATHER DAYS & DELAYS ([POLICY 8220](#))

In the interest of safety, school occasionally needs to be canceled due to inclement weather. Announcements are posted on TCAPS' website (www.tcaps.net), social media, and via the **Bus Hotline at 231-933-1955** by 6:00 a.m. and are made available on all local radio and television stations between 6:00–7:30 a.m. TCAPS will also send text alerts to staff and families about snow/inclement weather days and delays provided that they have opted in to receive text alerts from the district ([click here for more information](#)). This will allow the district and schools to share important and timely information with staff and families via text messaging. All text messages will come from the same number (87569). **If you do not currently receive text messages, you can always opt in at any time by sending the word YES to 87569 and make sure your phone number is on file with the school.** Texting is limited to contact numbers tied to the district's staff and student databases, therefore is not available to the general public.

All elementary (and middle school) after school/evening activities are canceled when school is canceled due to inclement weather. On very rare occasions, weather conditions may dictate an early dismissal. While all attempts will be made to avoid early dismissal, in the rare instance that an early dismissal is necessary, parents will need to make care arrangements for their student.

- [Click here](#) for TCAPS FAQ regarding "snow days."

ABSENCE NOTIFICATIONS & [ATTENDANCE MONITORING PROCESS](#)

When attendance issues arise, notification to parents may include, but is not limited to, automated phone calls or emails from the school, calls from the administrative assistant or principal, or emails/letters from the principal or main office. Parents are encouraged to monitor their student's attendance through the PowerSchool portal.

ABSENCE & ATTENDANCE CODES IN POWERSCHOOL

EXC = Excused Absence - parent has given the school verification of absence for legitimate reason

UNX = Unexcused Absence - parent has notified school of student's absence without reasonable excuse

UNV = Unverified Absence - no verification of a student's absence by a parent

ACT = School-Sponsored Activity - approved and pre-arranged with staff and administration

ECC = Extenuating Circumstances - as determined by administration

ILL = Illness - parent notified school student home ill or gone home ill after partial day or is in sick room

NTE = Illness with Note - student provided a note from parent regarding illness

QUA = Quarantine - student is quarantined due to illness

HLT = Health Room - student is in the health room with permission of staff or administration

WTH = Early Withdrawal - student left school day early

ISS = In-School Suspension - student under in-school suspension in the office for a code of conduct violation

MTG = Meeting - student meeting with a counselor, staff, or administration

OFF = Office - student is needed in the office

OSS = Out-of-school suspension - student under out-of-school suspension for a code of conduct violation

11. GETTING TO SCHOOL

BUS TRANSPORTATION SIGN-UP ([POLICY 8600](#))

TCAPS strives to provide safe and efficient transportation services to eligible students. Eligibility shall be determined within the limitations established by State law and the TCAPS Transportation Policy. Parents of eligible students must submit a request for transportation form annually in order to receive transportation services. Transportation Request Forms are available via your [PowerSchool Public Portal](#). For more information, visit www.tcaps.net/transportation. If you have not yet signed up for a parent portal account, please view these [instructions](#) to get you started.

BUS BEHAVIOR EXPECTATIONS ([POLICY 8600](#), [GUIDELINE 8600](#))

Students are reminded that it is a privilege to be able to ride a district vehicle, and this privilege may be revoked if the student's conduct is in violation of the guidelines and/or expectations of the transportation department or the Student Code of Conduct. See the policy and guideline linked above for more information.

BUS PASSES ([POLICY 8600](#))

All students using TCAPS school bus transportation are assigned to a particular bus stop based on the address of their home residence. Students are expected to use this bus stop to board their morning bus and get off of their afternoon bus. Changes in this procedure are reserved for emergencies only. The bus driver cannot accept verbal requests from students or handwritten notes. For after school parties and other events, students are expected to ride their regular bus home. Parents should make all other transportation arrangements. Bus passes cannot be issued for providing students rides to friend's homes due to bus capacity issues. The Transportation Department expects the school to determine an emergency and write a pass as appropriate when deemed necessary (for example, if a daycare emergency arises).

BUS STOPS ([POLICY 8600](#))

TCAPS Transportation Department determines the location of bus stops for the district using State guidelines. Some students may need to walk or be driven a short distance to their bus stop. Please plan on students arriving five minutes prior to their scheduled pick-up time. Drivers are not allowed to alter or change bus stop locations and they cannot wait for students who are not at their designated bus stops on time. Parents who request transportation in writing for a student but fail to utilize the requested services may have those services rescinded. A temporary change in the bus stop location can be requested for medical reasons. Parents should contact the Transportation Department at 231.933.1933 and the Nursing Department at 231.933.1789 to request the change and provide the necessary medical documentation. The bus stop can be adjusted only if a safe and legal location can be arranged. While waiting for the bus, students are expected to demonstrate appropriate behaviors and should arrive no earlier than five minutes prior to pick-up time. Parent supervision is recommended at the bus stop whenever possible.

DROPPING OFF/PICKING UP STUDENTS & STUDENT ENTRY AT SCHOOL

When transporting students to school or when picking them up, do not drive in areas designated for the school buses. Please follow your school's specific instructions for drop off and pick up as communicated to parents from the principal. For safety and supervision reasons, no students should be at school prior to posted entry times before the start of school unless specific arrangements have been made with school administration. Students should exit the vehicle curbside; please do not drop students off in or near moving lanes of traffic.

BIKES & OTHER WHEELED TRANSPORTATION ([POLICY 5514](#))

Check with your school to learn which grades are allowed to ride bikes. Contact your school's office to learn if a permission slip is required by that school for students who choose to walk or ride their bike. The school is not

responsible for bikes parked at school and students are encouraged to lock their bikes.

In the interest of student safety, **ALL bike riders must:**

1. walk their bikes while on school property; and
2. wear bike helmets while on school property.

If this provides a financial challenge for you, we urge you to contact your school's office to learn if there is any assistance available or select the school bus as the safest transportation alternative. No scooters, skateboards, roller blades, or wheeled shoes are allowed on any campus.

12. CHOICES & RIGHTS

LEARNING ENVIRONMENT

All students and staff have the responsibility to create and maintain a safe and orderly school environment that is conducive to teaching and learning, and to provide respect for self and others. TCAPS is dedicated to creating and maintaining a positive learning environment for all students. TCAPS will exercise its independent legal authority to educate, protect, and discipline its students. Additionally, parents, staff, teachers, and administrators must assume a responsible role in promoting behavior that enhances academic and social success. Everyone's courteous, respectful, and responsible behavior will foster a positive learning climate in our school community. Each person has certain rights, and along with these rights go certain responsibilities. You have the right to pursue your own fulfillment, but your rights must end when they begin to infringe on the rights of others. Administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

STUDENT/PARENT RIGHTS & RESPONSIBILITIES ([POLICY 5780](#))

The rules and procedures of our school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights of freedom of expression and association and fair treatment as long as they respect those rights of their fellow students and staff. Students will be expected to follow teacher directions and obey all school rules. Disciplinary procedures are designed to ensure due process before a student is removed because of behavior. The order and actions required may vary with the type and seriousness of the situation. Parents have the right to know how their student is succeeding in school. Information will be provided with additional contacts as needed or if conditions arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used for contacts. Parents are encouraged to help build a link with teachers and support staff by informing the staff of suggestions or concerns that may help their student accomplish educational goals. The staff expects students to arrive at school prepared to learn. It is the student's responsibility to arrive on time and be prepared to participate in the educational program; if this is not possible, the student should seek help from a staff member.

PERSONAL PROPERTY

Students are not to bring personal property to school that is not needed for educational purposes. Items that are involved in or cause a disruption to the school environment will be confiscated and held in the appropriate administrative office until a parent picks the item up. If an item of personal property is brought to the school, the care and maintenance of the item is the sole responsibility of the students. TCAPS will not assume any responsibility for such items. Items worth more than \$5.00, treasured toys, trading cards, and electronic devices should NOT be brought to school. Items brought to school could be held in the principal's office until a parent picks them up. **The following items are deemed inappropriate and are not to be brought to school. The items include, but are not limited to:**

1. chains;
2. lighters/matches;
3. knives of any size;
4. pepper spray/mace;

5. razors/razor blades;
6. roller skates, in-line skates, or shoeskates;
7. skateboards;
8. vaporizers/vapes/vape pens/vape pods/dab pens.

CELL PHONES & PERSONAL ELECTRONIC DEVICES (POLICY 5136)

The intent of this policy is to enrich the learning environment by reducing external distractions, enhancing student focus, and fostering social interaction. As advised by the [US Surgeon General](#) in 2023, social media poses a risk to the mental health and well-being of children and adolescents.

The use of cell phones and other personal electronic devices (PEDs) as defined in [Guideline 5136](#) is prohibited for all students in **grades PreK-8** at all times during the instructional day. The instructional day includes, but is not limited to, lunch breaks, class changes, testing and any other structured or non-structured activities on school property during the normal school day. It is also applicable to offsite school sponsored activities, such as field trips and assemblies, that occur during the normal school day.

Students in grades 9-12 may not use cell phones and other PEDs during the instructional day with the exception of before school (prior to the bell for the first period), class changes and during their lunch break. Students are encouraged to leave their PEDs at home, but if they are brought to school, they are required to check the device(s) in at the beginning of each instructional period.

Students in grades 9-12 who participate in dual enrollment programs offered at local colleges and universities, as well as those students who attend vocational education programming offered through Northwest Education Services, shall be subject to the cell phone policy of the hosting institution while attending the offsite classes.

To protect privacy and safety of students, at no time while riding in a district owned vehicle, such as a school bus or van, shall any student be permitted to take pictures or video recordings.

For grades PreK-8, all technology students need for learning will be provided and students will not be asked to use cell phones or other PEDs for instructional purposes at school. In **grades 9-12**, only the Superintendent or designee may approve the use of a cell phone or PED for educational purposes.

Administrative staff are authorized to give permission for a student to possess and use a cellular phone or other PED under highly unusual circumstances, such as medical necessity. Requests for an exception based on medical necessity or other special circumstance must be submitted by the parent or guardian to the Principal and require written approval. Use of the device during the school day shall be restricted to the approved special circumstances described in the parent request.

Students are encouraged to leave cell phones PEDs at home. If a student in **grades PK-8** chooses to bring a cell phone or PED to school, it must be powered off and stored in the student's assigned locker during the school day. If the student is choosing not to use their assigned locker, the cell phone PED must be powered off and stored for the day.

Students who bring a cell phone or PED to school shall assume full responsibility for its care. At no time, including those times that the cell phone or PED are turned over to the district due to a violation of this policy, shall the district be responsible for preventing theft, loss or damage to cellular telephones and/or other PEDs brought to school.

Violations of this policy are subject to corrective action, restorative practices or progressive discipline consistent with [Guideline 5136](#) and the [Student Code of Conduct](#).

Phones are available in our offices should a student need to contact their parent/guardian. Additionally, if a parent needs to send a message to a student they can do so by calling the Main Office (wing or grade level office at the secondary level).

STUDENT USE OF CELL PHONES & OTHER ELECTRONIC DEVICES (GUIDELINE 5136)

- A. Students in **PK-8** are prohibited from using cell phones or other personal electronic devices (PED), or having them "On" during the school day. The school day begins when the student in **PK-8** enters the school building and includes class periods, lunch periods and passing periods, as well as on school-sponsored trips. The school day ends at the conclusion of the final class period. "Using" refers to, not only the making and/or receiving of calls/texts, but also using the cell phone or PED for any other purpose. A "PED" includes, but is not limited to, tablets, smartwatches (with cellular service used to receive and transmit data), earbuds, headphones and other accessories. A PED does not include calculators.
- B. Students are not permitted to wear their cell phones or PED clipped to a belt or otherwise display them in plain sight during the school day. Students may also not carry their cell phone or PED inside a pocket of slacks, jeans, jacket, etc. Students may, however, carry the device (powered off) in a backpack or store the device (powered off) in a district issued locker or designated cell phone storage area.
- C. Cell phones or PEDs may not be "On" or otherwise used in restrooms or school locker rooms, whether here or at another school district where a school activity or athletic event is occurring. This includes the use of the picture/camera feature available with some electronic devices. The use of the picture/camera feature is also prohibited while a student is being transported in a district owned vehicle, such as a school bus.
- D. The unauthorized use of cellular phones, or PEDs to communicate or access information during classes or testing is prohibited. This prohibition applies to testing that may occur off school property and/or outside of normal school hours.
- E. Students may use their cell phone or PED during after school activities as allowed by the school principal or designee.
- F. The district is not responsible for the loss, theft, damage, or vandalism to student cell phones or PED as well as other student property. Students and parents are strongly encouraged to ensure that, if students have cell phones or PED in their possession, they should not leave them unattended or unsecured. They are a popular theft item. When the phone is confiscated due to a violation of [Policy 5136](#), the district will store the device(s) in a secure area, however, the district is not responsible for the loss, theft, or damage to the device(s) while in the District's possession.

Using a cell phone or other PED in an unauthorized manner or in violation of the policy, may result in disciplinary action, depending upon the nature of the prohibited activity and/or whether it is a repeat offense for that student. The administration reserves the right to modify the consequences, as appropriate.

- **1st Offense:** Student secures the device and places the device in a sealed envelope which is turned into the Main Office (wing or grade level office at the secondary level). The student may pick up the device from the Main Office at the end of the school day. A notification will be emailed home.
- **2nd Offense:** Student secures the device and places the device in a sealed envelope which is turned into the Main Office (wing or grade level office at the secondary level). A parent will be notified and be required to pick up the device from the Main Office.
- **3rd Offense:** Student secures the device and places the device in a sealed envelope which is turned into the Main Office (wing or grade level at the secondary level). The student will receive disciplinary action which may include detention(s), social probation, or other consequences. A parent will be notified and be required to pick up the device from the Main Office.
- Additional offenses may result in loss of privilege of bringing a cell phone to school, and additional disciplinary consequences as listed above under third offense.

In all cases, the district will work with the students using Restorative Practices to support student growth in following the TCAPS Cell Phone Policy.

STUDENT APPEARANCE ([POLICY 5511](#))

In order to establish and maintain a productive, safe, and appropriate learning environment and instill respect for the educational environment, students shall maintain a reasonable standard of apparel that is not disruptive to the educational process. The following list is meant to serve as a guideline but is not an exhaustive list:

1. Clothing may not promote or encourage the use of drugs, alcohol, or tobacco products;
2. Clothing may not exhibit illegal activities, vulgarities, obscenities, profanity, sexually explicit language/ suggestions, or ethnic, religious or gender intimidation;
3. Students must wear a shirt and bottom that covers the buttocks, pelvic region and chest;
4. Students must wear shoes;
5. Clothing may not reveal undergarments;
6. Swimwear is not permitted;
7. Head coverings that obscure the face (except as a religious observance or medical masks) may not be worn.

An administrator may request a change in attire when a student's apparel does not meet the expectations above and/ or creates a disruption to the educational environment.

SEARCH AND SEIZURE ([POLICY 5771](#), [GUIDELINE 5771](#))

The Board has charged school authorities with the responsibility of safeguarding the safety and wellbeing of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property of a student, in accordance with the Board policy and guideline linked above.

VIDEO SURVEILLANCE & ELECTRONIC MONITORING ([POLICY 7440.01](#), [GUIDELINE 7440.01](#))

TCAPS facilities utilize video surveillance/electronic monitoring equipment to observe, monitor and/or record the behavior and activity of all persons on school property or grounds, or participating in school functions. For more information, please contact your school's principal or Security Systems Manager Chris Wise at 231.933.3316 or wisech@tcaps.net.

CORPORAL PUNISHMENT ([POLICY 5630](#), [GUIDELINES 5630A](#), [5630B](#))

While recognizing that students may require disciplinary action in various forms, the Board cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline. In accordance with State law, corporal punishment shall not be permitted. If any employee, substitute, volunteer, or contractor deliberately inflicts, or causes to be inflicted, physical pain by hitting, paddling, spanking, slapping, or makes use of any other kind of physical force as a means of disciplining a student, they may be subject to discipline by this Board and possibly criminal assault charges. For more information, please read the policy and guidelines linked above.

SECLUSION & RESTRAINT ([POLICY 5630.01](#))

TCAPS will follow and adhere to all applicable State and Federal laws and regulations pertaining to emergency seclusion and restraint of students.

- http://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf

13. DISCIPLINE & CODE OF CONDUCT

Board policies on student discipline and due process are published in their entirety as appendices starting on page 83 of this handbook. The Board policies can also be found on the [district's website](#) and are also linked within each appendix. Following is an overview of those policies and the Student Code of Conduct:

The district may discipline students who engage in misconduct, up to and including suspension, expulsion, or permanent expulsion (subject to possible Board reinstatement) from school. The district will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The district will comply with applicable laws related to student discipline, including the consideration of the [Mandatory 7 Factors](#) and possible use of [restorative practices](#).

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

The district reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The district will cooperate with those agencies in their investigations as permitted by law.

The district's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

CODE OF CONDUCT

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration. Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing following limits the district's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following **Mandatory 7 Factors**:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether [restorative practices](#) will be used to address the behavior;
7. whether lesser interventions would properly address the behavior.

Nothing in this handbook limits the district's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically outlined in the [Prohibited Conduct, Descriptions, and Potential Consequences Chart](#) starting on page 25. Depending on the circumstances of a particular situation, separate extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

CODE OF CONDUCT SPECIFIC TO: **CLASSROOM**

Look for additional or more specific expectations from your student's teacher.

1. Show respect for everyone;
2. Listen to each speaker;
3. Keep hands and feet to self;
4. Walk;

5. Listen to directions and follow them;
6. Report anything dangerous/destructive immediately;
7. Attend school regularly;
8. Come to class prepared to be involved;
9. Make up assignments after absences;
10. Complete assignments and turn them in on time;
11. Rely on staff to deal with problems that may occur if you cannot solve the problem on your own.

CODE OF CONDUCT SPECIFIC TO: TECHNOLOGY

Look for additional or more specific expectations from your student's teacher.

1. Be polite, thoughtful, and ethical in all online communications and language;
2. Exercise caution, safety, and common sense online;
3. Use technology in a way that does not disrupt or harm others;
4. Be mindful of copyright laws;
5. Protect passwords, personal data, and the district's network;
6. Use Artificial Intelligence appropriately.

CODE OF CONDUCT SPECIFIC TO: BATHROOMS

Look for additional or more specific expectations from your student's teacher.

1. Use, Flush, Wash;
2. Return to where your class is as soon as possible;
3. Use indoor voices.

CODE OF CONDUCT SPECIFIC TO: HALLWAYS

Look for additional or more specific expectations from your student's teacher.

1. Speed Limit: WALK;
2. Walk on the right hand side of the hall;
3. Do NOT disrupt classes in session;
4. Respect the displays of student work;
5. Walk around people, not between them;
6. Use indoor voices.

CODE OF CONDUCT SPECIFIC TO: CAFETERIA

Look for additional or more specific expectations from your student's teacher.

1. Use polite manners;
2. Wait in line patiently;
3. Use indoor voices;
4. Remain seated until excused;
5. Clean up area when finished;
6. Raise hands and wait patiently for help.

CODE OF CONDUCT SPECIFIC TO: PLAYGROUND

Look for additional or more specific expectations from your student's teacher.

1. The equipment is for the use of all students;
2. All equipment is to be used in the way it was designed;
3. Use appropriate language;
4. Share;
5. No eating on the playground;
6. No fighting or "play fighting";
7. Stay within the boundaries;

8. Things on the ground (sticks, stones, snow) stay on the ground;
9. No spitting;
10. Use common sense.

Potential Consequences	Description
<i>Discretionary</i>	Shorter term action or consequence that may include parent contact, time in the office, lunch detention, after-school detention, or a short time in a suspension room at school.
<i>Restorative Practices (RP)</i>	Restorative practices (RP) emphasizes repairing the harm to the victim and the school community caused by a student’s misconduct. Before suspending or expelling a student (unless mandated by state statute), administrators must determine whether RP would better address the student’s misconduct or whether RP should be used in addition to a suspension or expulsion. RP, which may include victim-offender conferences, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal, and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying. All victim-offender conferences must be conducted consistent with state and federal laws, and district policies. No student who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment or as part of a RP. See Appendix G : Policy 5600 - Student Discipline.
<i>Suspension from Class, Subject, or Activity by Teacher</i>	A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe that the student: <ol style="list-style-type: none"> 1. intentionally disrupted the class, subject, or activity; 2. jeopardized the health or safety of any of the other participants in the class, subject, or activity; or 3. was insubordinate during the class, subject, or activity. See Appendix L : Policy 5600.05 - Student Discipline - Suspension from Class, Activity, Subject, or Activity by Teacher.
<i>In-School Suspension (ISS)</i>	The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their ISS will face further disciplinary action.
<i>Out-of-School Suspension (OSS)</i> <ul style="list-style-type: none"> • <i>Suspension of 10 or fewer school days by a Building Administrator</i> 	Before a student is suspended for 10 or fewer school days, an administrator will: (1.) provide the student verbal notice of the offense the student is alleged to have committed, and (2.) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

	See Appendix G : Policy 5600 - Student Discipline. See Appendix H : Policy 5600.01 - Due Process.
<p>Suspension or Expulsion (S or EXPEL)</p> <ul style="list-style-type: none"> • <i>Suspension = more than 10 school days and less than 60 school days (decision made by the Hearing Officer)</i> • <i>Expulsion = 60 or more school days (decision made by the Hearing Officer)</i> 	<p>Before a student is suspended for more than 10 school days but less than 60 school days or expelled for 60 or more school days, the district will provide the parent or student with: (1.) written notice of the offense the student is suspected to have committed; (2.) an explanation of the evidence relied upon by the district in arriving at the conclusion that disciplinary action may be warranted; and (3.) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence. The district will provide the parent or student at least three (3) calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing. The Hearing Officer will not suspend the student unless, following the hearing, the Hearing Officer is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension or expulsion is the appropriate consequence. The Hearing Officer will consider the 7 factors noted in the Student Code of Conduct before suspending a student.</p> <p>See Appendix G: Policy 5600 - Student Discipline. See Appendix H: Policy 5600.01 - Due Process.</p>
<p>Mandatory Permanent Expulsion (MPE)</p> <ul style="list-style-type: none"> • <i>180 school days, subject to possible Board Reinstatement</i> 	<p>Certain violations of the Student Code of Conduct will result in Mandatory Permanent Expulsion (MPE), per state law, the Revised School Code, and Board Policy, unless, in some instances, certain criteria are demonstrated in a clear and convincing manner (see Appendix G: Board Policy 5600 for more information). All MPE's are 180 school days and are subject to possible Board Reinstatement (see Appendix I: Board Policy 5600.03 for more information).</p>

PROHIBITED CONDUCT, DESCRIPTIONS, & POTENTIAL CONSEQUENCES

Prohibited Conduct	Description	Potential Consequences
Academic Integrity - Lying/Cheating, Record Falsification	[Violation 30a - Lying/Cheating] Students are expected to hold themselves to a high standard of Academic Integrity. This includes, but is not limited to, avoiding cheating, plagiarism, artificial intelligence, fabrication, misrepresentation, and multiple submission. Falsification of school work, identification, or forgery are also forms of lying and are not acceptable. This includes but is not limited to forgery of hall passes, bus passes, or identification cards.	Discretionary RP ISS OSS S or EXPEL
Arson	[Violation 34b - Arson] Purposely setting a fire is arson; anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony and may be subject to permanent expulsion (subject to possible Board reinstatement). This rule is in effect 12 months out of the year.	OSS S or EXPEL MPE

<p>Assault - Physical or Verbal</p>	<p>[Violation 50b - Major-Other Behavior] A physical assault against a student or against an employee, volunteer, or contractor means intentionally causing or attempting to cause physical harm to another through force or violence. This action will result in charges being filed and the student will be suspended or expelled. The school will have jurisdiction during the school day and at school activities. A verbal assault or threat, as well as profanity, directed toward a staff member in a threatening tone is included in this behavior.</p>	<p>Discretionary (in some instances) RP ISS OSS S or EXPEL MPE (in some instances)</p>
<p>Behavior Dangerous to Self or Others; Bodily Harm by Accident</p>	<p>[Violation 10b - Disruption] Any behavior which may cause harm to oneself or others (even if by accident), such as running and/or pushing in the hallway and/or any behavior that endangers the safety of others is forbidden. Accidentally hurting another individual.</p>	<p>Discretionary RP ISS OSS</p>
<p>Bullying, Cyberbullying, Harassment, Discrimination, Hazing, Intimidation, False Accusations</p>	<p>[Violation 22a - Harassment] [Violation 22b - Bullying] [Violation 50b - Major - Other Behavior] Prohibited conduct includes any hostile, intimidating, provoking, threatening, coercive, objectively offensive, or discriminatory conduct which has the purpose or effect of disrupting or interfering with a person's ability to attend school or participate in school activities in an environment conducive to learning and to courteous and peaceable social interaction.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
<p>Cafeteria Misconduct</p>	<p>[Violation 10b - Disruption] Students are expected to be courteous and respectful at all times. Cutting in line, shoving, tripping, running, or other inappropriate behaviors will result in disciplinary action. Additionally, students are expected to take good care of the cafeteria furniture and facility, clean up after themselves, and to cooperate with lunchroom staff.</p>	<p>Discretionary RP ISS OSS</p>
<p>Criminal Sexual Conduct (CSC)</p>	<p>[Violation 04b - Crim Sexual Conduct] This includes, but is not limited to, committing CSC in a school building, on school grounds/property (including transportation); pleading to or convicted of, or is adjudicated for CSC against another student enrolled in the district; or for committing CSC against another student enrolled in the same district.</p> <ol style="list-style-type: none"> 1. CSC 1st Degree 2. CSC 2nd Degree 3. CSC 3rd Degree 4. CSC 4th Degree 	<p>Discretionary RP ISS OSS S or EXPEL MPE</p>
<p>Disruptive Behavior</p>	<p>[Violation 10b - Disruption] Any actions or manners that interfere with school activities or disrupts the educational environment are unacceptable. Such disruptions also include delay or prevention of classes, assemblies, field trips, athletic, and/or performing arts events.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
<p>False Alarm</p>	<p>[Violation 10b - Disruption] [Violation 50b - Major - Other Behavior] It is a criminal offense to intentionally cause a false alarm. These include tripping a pull station, exposing a smoke detector to a smoke source, or otherwise causing activation of an alarm system in a non- emergency situation.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>

False Report	<p>[Violation 10b - Disruption] [Violation 50b - Major - Other Behavior]</p> <p>A false emergency alarm or report endangers the safety forces that are responding, the citizens of the community, and the persons in the building. What may seem like a prank is a dangerous stunt.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
Fighting, or Filming a Fight or Assault, or Distributing or Publishing a Fight or Assault Video	<p>[Violation 23b - Fighting] [Violation 50b - Major - Other Behavior]</p> <p>This includes, but is not limited to: fighting, pushing, shoving, punching, tripping, slapping, or body slamming another person. If a student is a witness to a fight or an assault at school, on school property (including transportation), or at a school event they are to report it to a principal, assistant principal, teacher or other employee <u>immediately</u>. The student witness is not to film a fight or an assault and is not to distribute or publish a fight or assault video. Student witnesses who violate this rule will be subject to disciplinary action.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
Fireworks or Explosives	<p>[Violation 34a - Possess Combustibles] [Violation 34c - Use of Combustibles]</p> <p>Explosives, fireworks, and chemical-action objects such as smoke bombs, small firecrackers, and poppers are forbidden and dangerous.</p>	<p>ISS OSS S or EXPEL</p>
Gambling	<p>[Violation 50b - Major - Other Behavior]</p> <p>Making bets or wagers on school activities is prohibited. The act of gambling is also prohibited on school grounds.</p>	<p>Discretionary RP ISS OSS</p>
Gross Misbehavior	<p>[Violation 50b - Major - Other Behavior]</p> <p>Public indecency and/or deliberate, malicious, or willful conduct detrimental to the normal functioning of school or school activities.</p>	<p>ISS OSS S or EXPEL</p>
Inappropriate Affection	<p>[Violation 04a - Inapprop Affection]</p> <p>Students displaying affection between each other is personal and not meant for public display. This includes: touching, kissing, petting, or any other contact that may be considered sexual in nature.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
Insubordination/Defiance	<p>[Violation 06b - Defiance/Insubord]</p> <p>Schools have the independent legal authority to educate, protect, and discipline students. When a staff member makes a reasonable direction, students are expected to comply.</p>	<p>Discretionary RP ISS OSS S or EXPEL</p>
Loitering	<p>[Violation 10b - Disruption] [Violation 20a - Inappropriate Location]</p> <p>To linger without appropriate, relative educational purpose.</p>	<p>Discretionary RP ISS OSS</p>
Obscenity	<p>[Violation 18b - Language Inapprop]</p> <p>Offensive drawings, gestures, or remarks (gross, vulgar, indecent, or profane language).</p>	<p>Discretionary RP ISS OSS</p>
Possession of Personal Property	<p>[Violation 10b - Disruption]</p> <p>Students are not to bring personal property to school that is not needed for educational purposes. Items which are involved in or cause a disruption to</p>	<p>Discretionary RP ISS</p>

	the school environment will be confiscated and held in the appropriate administrative office until the end of the school day or until a parent picks up the item(s).	OSS
Repeated Violations of School Regulations	[Violation 50b - Major-Other Behavior] Consistent and/or repeated violations of the Student Code of Conduct will result in disciplinary action.	Discretionary RP ISS OSS S or EXPEL
School Grounds Conduct	[Violation 06b - Defiance/Insubord] [Violation 08b - Disrespect] [Violation 10b - Disruption] For health and safety reasons, students are not allowed to throw, kick, or propel objects (i.e. snow, dirt, rocks, etc.) in any manner.	Discretionary RP ISS OSS
Sexual Conduct, Sexting, or Sextortion	[Violation 50b - Major-Other Behavior] This includes, but is not limited to: sexually suggestive or provocative behavior and/or sexual contact. Sexting is sending, sharing, viewing, or possessing pictures, text messages, emails, or other materials of a sexual nature. Sextortion occurs when a student is coerced into sending sexually explicit material to another person, often under the threat of harm to themselves or someone they know.	Discretionary RP ISS OSS S or EXPEL
Substance Abuse, Possession and/or Distribution	[Violation 32a - Use/Poss Alcohol] [Violation 36a - Possession of Drugs] [Violation 36b - Use of Drugs] [Violation 38a - Use/Poss of Tobacco] [Violation 38b - Use/Poss Vaping] Per Policy 5530 , schools are a "Drug Free" zone that extend 1,000 feet beyond the school boundaries as well as to any school activity and/or transportation. Students violating these rules will be referred to law enforcement. Distribution of drugs, fake drugs, look-alike drugs, alcohol, and tobacco will result in a disciplinary hearing. Drugs mean: dangerous, controlled substances as so designated and prohibited by Michigan statute; vapes, vaping, vape pens, dab pens, e-cigs, or other similar devices; chemicals, including inhalants, which release toxic vapors; alcoholic beverages or malt beverages labeled as "non-alcoholic" that may contain alcohol; any prescription or patent drug, except those for which permission to use in school has been granted pursuant to policy; "look-alikes" (examples include but are not limited to: Spice, Incense, K2, and Blaze); chemicals used to make bath salts (mephedrone, methylenedioxypropyvalerone [MDPV], and methylone); synthetic stimulants sold under the guise of "bath salts" or "plant food" (examples include but are not limited to the following: "Ivory Wave", "Purple Wave", "Vanilla Sky", or "Bliss"); performance-enhancing drugs; tobacco products; or other illegal substances so designated and prohibited by law.	Discretionary RP ISS OSS S or EXPEL
Tardy/Tardiness; Skipping Class; Truancy	[Violation 28b - Tardy] [Violation 28c - Skip Class] [Violation 20a - Inappropriate Location] Not being on time or "tardy" is defined as not being in the room at the start of class time. "Skipping class" is defined as not being where you're supposed to be during class time, such as loitering in a hallway or hanging out in a bathroom. "Truancy" is excessive absences without permission or valid	Discretionary RP ISS OSS

	reason, or skipping class/school. Students who develop a pattern of tardiness or skipping class will receive disciplinary consequences. Excessive or chronic tardiness will be considered a form of truancy and may result in, as determined by the school principal, in-school suspension and/or initiation of the TCAPS Truancy Intervention Program .	
Technology Acceptable Use Violation	[Violation 26b - Technology Violation] This includes, but is not limited to, incorrect use of programs, files, network, and/or venturing into areas on the web that are prohibited. For more information, see Appendix E: Technology Acceptable Use.	Discretionary RP ISS OSS S or EXPEL
Theft/Stealing; Robbery/Extortion	[Violation 30b - Forg/Theft/Plag 100-] [Violation 30c - Forg/Theft/Plag 100+] [Violation 30d - Robbery/Extortion] This includes taking another person's belongings, willful possession of stolen items, or robbery/burglary; taking items that belong to the school or a classroom without permission. Extortion is the use of threat, intimidation, force, or deception to take or receive something from someone else.	Discretionary RP ISS OSS S or EXPEL
Threat - Verbal or Written, Including a Bomb Threat or Similar Threat	[Violation 03a - School Threat] [Violation 02b - Bomb Threat] This includes, but is not limited to: making a verbal or written threat against the school (i.e. talking or writing about shooting up the school) or against a person, making a verbal or written bomb threat or similar threat. Law enforcement will be contacted.	Discretionary RP ISS OSS S or EXPEL
Transportation Violation	[Violation code will depend upon behavior] Bus regulation violations and/or major misconduct on a school bus or school provided transportation could result in immediate suspension from transportation (See Guideline 8600).	Discretionary RP ISS OSS
Trespassing	[Violation 50b - Major-Other Behavior] 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 or at a school or district sponsored event/activity without authorization of the administrator. This includes breaking and entering.	Discretionary RP ISS OSS S or EXPEL
Unauthorized Student Protest or Distribution of Material	[Violation 10b - Disruption] Students will not be denied their right of 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 feels there is a need to organize some form of demonstration, they are encouraged to contact an administrator to discuss the proper way to plan such an activity.	Discretionary RP ISS OSS S or EXPEL
Vandalism	[Violation 50b - Major-Other Behavior] Vandalism (including littering and graffiti) and disregard for school property/personal (student or staff) property will not be tolerated. Violations will result in restitution to the school or personal property owner.	Discretionary RP ISS OSS S or EXPEL
Weapon or Dangerous Weapon	[Violation 40a - Use/Poss of Weapons] Possession of a look-a-like weapon, a weapon, or a dangerous weapon may result in criminal charges being filed and may subject a student to the	ISS OSS S or EXPEL

	<p>disciplinary hearing process leading to a suspension, expulsion, or permanent expulsion (subject to possible Board reinstatement). This rule is in effect 12 months out of the year on school property or at any school event or activity. A “Weapon” may include, but is not limited to: any toy that is presented as a real weapon or reacted to as a real weapon or an object converted from its original use to an object used to threaten or injure someone, razors, clubs, martial arts weapons, any guns of any type whatsoever, including spring, air, and gas-powered guns (whether loaded or unloaded) that will expel a BB, pellet, or paintball, ammunition, and/or explosives, or any other weapon described in 18 U.S.C. 921. A “Dangerous Weapon” is defined as a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. A “Firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.</p>	<p>MPE</p>
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REPORTING STUDENT MISCONDUCT TO LAW ENFORCEMENT AGENCIES

The district is legally required to report certain instances of student misconduct to local law enforcement agencies. These acts of misconduct include: Arson, Bomb Threat, Bus Incident/Accident, Criminal Sexual Conduct, Cyberbullying, Explosion, Extortion, Gang-Related Activity, Homicide, Hostage, Illegal Drug Use or Overdose, Illegal Possession or Distribution, Larceny (Theft), Minor in Possession (Drugs, including alcohol, marijuana, and tobacco), Physical Assault, Robbery, Sexting, Sextortion, Suicide or Suicide Threat/Attempt, Trespassing/Intruding, Unauthorized Removal of Student, Vandalism for Property Damage over \$1,000, or Weapons/Dangerous Weapons.

14. ANTI-BULLYING, ANTI-HARASSMENT, UNLAWFUL DISCRIMINATION, & TITLE IX

Board policies on Anti-bullying, Anti-harassment, Unlawful Discrimination, and Title IX are published in their entirety as appendices starting on page 55 of this handbook and can also be found on the [district’s website](#) and also linked within each appendix. Below is a brief overview:

ANTI-BULLYING (POLICY 5517.01)

It is the policy of the district to provide a safe educational environment for all students. **All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are strictly prohibited.** For the purposes of this policy, "bullying" is defined as aggressive behavior that involves unwanted, negative actions; involves a pattern of behavior repeated over time; and involves an imbalance of power or strength that is intended or that a reasonable person would know is likely to harm one or more pupils directly or indirectly.

Prohibited Conduct

1. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:
 - a. substantially interfering with a student's educational opportunities, benefits, or programs;
 - b. adversely affecting a student's ability to participate in or benefit from the 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;
- d. causing substantial disruption in, or substantial interference with, the orderly operations.

Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness or another person with reliable information about an act of bullying are strictly prohibited.

HOW TO REPORT BULLYING or CYBERBULLYING

TCAPS takes bullying and cyberbullying very seriously and will investigate all reported incidents.

Reports can be made by contacting your school office or by filling out the

[TCAPS Bullying Preventions & Intervention Incident Reporting Form](#).

All reported incidents will follow the [bullying/cyberbullying investigative process](#).

ANTI-HARASSMENT, UNLAWFUL DISCRIMINATION, & TITLE IX (POLICIES 5517, 2266)

The district prohibits unlawful discrimination, including unlawful harassment and retaliation. The district will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination. This Policy 5517 applies to student-to-student conduct and staff-to-student conduct, and applies to all conduct occurring on school property, including in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, at a school-sponsored activity or event whether or not it is held on school premises, or conduct with a direct nexus to school. Complaints alleging Title IX sexual harassment (staff-to-staff, staff-to-student, student-to-student, or student-to-staff) are governed by Policy 2266. The district will comply with all applicable State and Federal laws related to unlawful discrimination.

Types of Unlawful Harassment

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a student because of the student’s race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of:

1. creating an intimidating, hostile, or offensive environment; or
2. unreasonably interfering with the student’s ability to benefit from the District’s educational programs or activities.

- **Race, color, and national origin harassment are prohibited by Title VI of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act.** Race, color, and national origin harassment is unwelcome conduct based on a student’s actual or perceived race, color, or national origin. Race, color, and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, and national origin harassment.
- **Disability harassment is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act.** Disability harassment is unwelcome conduct based on a student’s actual or perceived disability. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act.** For the definition of sexual harassment under Title IX, see Policy 2266. Sex-based harassment prohibited by this Policy includes harassment based on gender identity or sexual orientation. This Policy also prohibits harassment of a sexual nature that does not rise to the level of Title IX sexual harassment, as defined in Policy 2266.

Reporting Requirements

District personnel must immediately report incidents of alleged unlawful discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of unlawful discrimination must intervene immediately unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of unlawful discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination, including unlawful harassment and retaliation. A student may also anonymously report an incident of unlawful discrimination, including unlawful harassment and retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below. Minor students do not need parent/guardian permission to file complaints or participate in the formal complaint resolution process described below.

How to Report Unlawful Discrimination

If you or someone you know has been the victim of sex-based discrimination, harassment, or retaliation, you may file a report with any District employee. Formal complaints of sexual harassment must be filed with the Title IX Coordinator:

- Coni Taylor, Associate Superintendent of Labor Relations and Legal Services
412 Webster St., Traverse City, MI 49686
231.933.1716 or taylorco@tcaps.net, OR
- Erika Lahti, Director of Human Resources
412 Webster St., Traverse City, MI 49686
231.933.1719 or lahtier@tcaps.net

For information on the District's Title IX Sexual Harassment Grievance Process, see [Policy 2266](#).

If you or someone you know has been the victim of disability-based discrimination, harassment, or retaliation, you may file a complaint with:

- **Section 504 Coordinator**
Tiffany Pomaville, Executive Director of Special Education
412 Webster St., Traverse City, MI 49686
231.933.1780 or pomavillti@tcaps.net

If you or someone you know has been the victim of any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

- **Civil Rights Coordinator**
Coni Taylor, Associate Superintendent of Labor Relations and Legal Services
412 Webster St., Traverse City, MI 49686
231.933.1716 or taylorco@tcaps.net

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made verbally or in writing.

The coordinators identified above will document all unlawful discrimination reports, as well as any incidents they personally observe. The District will retain this documentation in accordance with applicable record retention requirements.

Complaint Process

Any person who has been the victim of unlawful discrimination or any person who has witnessed an incident of unlawful discrimination may make a complaint at any time. District personnel who receive a complaint of unlawful discrimination must immediately document the reported incident and notify the appropriate coordinator identified above by the end of the next school day.

FEDERAL REGULATION

No qualified disabled person shall, on the basis of disability, be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance. In compliance with Section 504 of the Rehabilitation Act, TCAPS will not discriminate against individuals on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. It is the policy of the Board to identify, evaluate, and provide a Free Appropriate Public Education (FAPE) to students who have a physical or mental impairment that substantially limits a major life activity and are handicapped within the meaning of Section 504 of the Rehabilitation Act of 1973. Due process rights of students with disabilities and their parent(s)/legal guardian(s) under Section 504 will be enforced. The following person is designated as the **district Section 504 Compliance Officer/ADA Coordinator**:

- Tiffany Pomaville, Executive Director of Special Education
412 Webster Street, Traverse City, MI 49686
Phone: 231.933.1780, Email: pomavillti@tcaps.net

15. TECHNOLOGY ACCEPTABLE USE

TECHNOLOGY ACCEPTABLE USE ([GUIDELINE 5540.01](#))

STUDENT NETWORK; INTERNET ACCEPTABLE USE/SAFETY ([POLICIES 7540, 7540.03](#))

Use of district technology is a privilege, not a right. Students are expected to use computers, the Internet, and other district technology resources for school-related educational purposes only. Students and their parents are expected to review and acknowledge an Acceptable Use Agreement annually before they may use or access district technology resources. Students who violate the district's Acceptable Use Agreement ([responsibilities are outlined in Guideline 5540.01](#) - linked herein and **also included in the Student/Parent Device Use Agreement in this handbook as [Appendix F](#)**) may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

The district uses "Securly," which is an Internet filter provider. Securly provides alerts to a designated district administrator when certain words that could indicate violence, self-harm, suicidal, or bullying behavior are used on the district's technology resources. This alert system is not required by law. While the district recognizes the value in receiving these alerts, parents and students must understand that alerts are only monitored during school hours on days when school is in session. Alerts that are received on weekends, holidays, or after-school hours will be reviewed the next business day. Parents are responsible for ensuring that their student uses technology responsibly. This policy applies while students are using district technology on or off-campus.

16. ACADEMICS & ALL IN A SCHOOL DAY

CURRICULUM

TCAPS provides students with a comprehensive curriculum rich in experiences designed to give students a good foundation in reading, writing, math, science, health, and social studies. The overall vision of TCAPS elementary school and PreK-12 aligned curriculum is to provide an engaging, inspiring, and challenging environment for each learner to reach his or her potential. For more information please visit

<https://www.tcaps.net/programs/curriculum/> and [click here](#) to access the district's curriculum database.

ART EDUCATION

Art is taught in Kindergarten through fifth grade in TCAPS. Classes meet once each week for thirty minutes for grades K-2 and forty-five minutes for grades 3-5. Students explore ideas about themselves, their world, and other cultures through work in various art processes such as painting, collage, drawing, sculpture, and ceramics. References to art of the past and present teach students how these ideas have been explored by others. Art history is a major component of the elementary art curriculum. Art class is sometimes messy, so it is recommended that an art smock or oversized shirt be sent to school for your student's use.

MUSIC EDUCATION

Kindergarten through fifth grade students enjoy General Music. General Music is taught in two thirty-minute class periods each week. The emphasis of the general music program is on developing each student's capacity to respond to music in an expressive, sensitive manner. The classes are carefully structured around concepts of melody, harmony, rhythm, form, timbre and interpretive elements. The major activities involve singing, playing classroom instruments, listening, and creating.

PHYSICAL EDUCATION

Physical education in TCAPS is a sequential program that allows students to become physically fit, mentally alert, emotionally secure, and socially aware, preparing them to lead a healthy lifestyle. The physical education program at the elementary level incorporates thirty-five objectives in the areas of:

1. Personal/Social Skills;
2. Locomotor Skill;
3. Cognitive Concepts;
4. Physical Fitness;
5. Object Control Skills.

Students develop skill proficiency by participating in a wide variety of activities and games. A consistent theme of cooperation, respect for others, sportsmanship, and problem solving is also expected and encouraged.

Kindergarten through second grade students participate in physical education for thirty minutes three times per week. Third through fifth grade students participate for thirty minutes twice a week. Your cooperation in the following areas will enable your student to achieve success in physical education class:

1. For safety reasons, students are required to wear athletic shoes during physical education class;
2. When students are unable to partially or fully participate in class, the parent should send a note explaining the circumstances and the length of inactivity;
3. On a physical education day, parents should send students dressed properly for physical education activities. Students will be active! Skirts or dresses may prohibit participation in some activities;
4. Encourage your student to discuss physical education experiences outside of school;
5. Encourage your student to participate in fitness and sports activities outside of the school day.

Please feel free to contact your student's physical education teacher with any questions or concerns you may have regarding the physical education program. Working together as parents and teachers, we can ensure a positive physical education experience for your student. If a student cannot participate in a scheduled physical

education class, a doctor's note must be provided.

LIBRARY/MEDIA CENTER

Students may visit the library each week. They learn how to use the library to meet their needs for information and for individual reading. The library is available throughout the school day for individual, small group or class use. Books and other materials found in the library/media center support classroom curriculum and provide materials for student's recreational reading. The library/media collection provides students and teachers the opportunity to access information in the form of print, non-print, and electronic resources. Many special reading promotional and enrichment activities are sponsored by the library program. The library is staffed by a library media assistant with training and support provided by the district's elementary librarian. Parents are welcome to use the library/media center as a resource. Volunteers are always welcome.

RECESS PARTICIPATION

Recess is an important part of the elementary student's day. All students are expected to take advantage of the fresh air and movement opportunities during outdoor play, and to be dressed appropriately for current weather. Students who are too sick to go outside for recess are probably too sick to be in school, and parents should reconsider sending them to school. However, following an illness related absence, the school will honor a parent's written request to have their student held back from outside recess for one day. After one day, a physician's note will be required for the student to not participate in outdoor recess.

FIELD TRIPS ([POLICY 2340](#), [GUIDELINES 2340A](#), [2340C](#), [2340D](#), [2340E](#), [2340F](#))

Field trips are an enriching experience for our students. Permission slips communicate the destination, duration, mode of transportation, and specific needs for the excursion. No student will participate in any trip off school grounds without specific written permission from the student's parent. Donations to fund the field trip experience may be requested but are not required for student participation.

SCHOOL PICTURES

School pictures will be taken every fall on a prepay basis. Retakes are scheduled for a later date. Pictures are published in the school yearbook. You are not obligated to purchase picture packets. Some schools may also offer a spring picture opportunity. From time to time newspaper photographers, reporters, and/or television crews visit various schools. We also may wish to publish your student's picture and/or name in a newsletter or on a school-authorized website and/or social media. Unless we hear from you, we will assume we have your permission for your student to appear in a picture and/or be interviewed by a reporter for possible publication. Please let us know in writing if you prefer that your student not answer questions or appear on camera. Please see the [Disclosure of Directory Information section](#) for details.

HOMEWORK ([POLICY 2330](#))

The Board realizes that homework is an essential part of the learning process. The assignment of homework to students by teachers is expected where it is likely to promote the achievement of instructional objectives. It is recognized that the quantity and frequency of homework assignments will vary from grade to grade. If your student is regularly spending more than an hour nightly on homework tasks you may wish to consider contacting your student's teacher to discover if time is being used wisely in school. It is the student's responsibility to budget time for completion of homework assignments. Teachers will share their individual expectations with parents at the beginning of each year.

LATE OR MISSING ASSIGNMENTS

Late or missing assignments have negative effects on quarterly grades. Students are expected to turn in all assignments when they are due or as agreed upon with their teachers. In case of absence, students will be expected to make up missing assignments and turn them in using the following rule of thumb: one day absence = one school day to make up work; two days absence = two school days to make up work; three days absence = three school days to make up work, and so on.

VACATION HOMEWORK

If you cannot arrange family vacations during scheduled breaks, the following are suggestions to make sure your student keeps on thinking while away from the classroom's four walls. It is important to note that staff are not required to compile specific assignments in advance due to vacations, but you are encouraged to contact your student's teacher(s) at least two days in advance to discover if more specific expectations will be required.

Writing:

1. Keep a diary;
2. Write a summary of the trip;
3. Write a description of a special event while on the trip.

Reading:

1. Read books about the area visited;
2. Read books by an author from the area visited;
3. Read any fiction or non-fiction book while vacationing.

Math:

1. Figure out mileage;
2. Keep track of expenses;
3. Have some math games on hand.

Science:

1. Keep track of weather;
2. Compare flora and fauna;
3. Visit a museum.

Social Studies:

1. Visit historical landmarks;
2. Read local newspapers;
3. Make a map of the entire trip.

MONTESSORI PROGRAM

TCAPS is one of the few public school districts in the state that offers a Montessori program, which emphasizes an environment that develops character, skills, and independent learning. The Montessori methodology is used with the goal of providing students the opportunity to develop independence and to be a contributing member in their learning community. In a Montessori environment, the students experience hands-on learning with concrete materials in all areas: sensorial, language, math, geography, science, art and practical life. The Montessori directress facilitates learning by encouraging the students to follow their interests, make appropriate choices and take responsibility for their education. In addition, instruction in world language (elementary Spanish), music (instrumental and vocal), and physical education are also provided. All Montessori educators teaching Kindergarten through eighth grade students have both Michigan certification as well as Montessori training. TCAPS Montessori offers a toddler program for ages 18-36 months, a primary program for ages 3-6, the elementary program for ages 6-12, and the adolescent community for students ages 12-14. For more information, please call 231.933.6420 or visit www.tcaps.net/programs/elementary/montessori-programs/.

JUNIOR KINDERGARTEN

Junior Kindergarten is designed for students who meet the kindergarten age requirement, but may benefit from a year of additional time prior to entering our traditional kindergarten program. Students may have a later birth date or simply need more time to develop in academic or social areas. The intended academic track for these students is Junior Kindergarten, Kindergarten, first grade, and so on. Junior Kindergarten follows the school year calendar and is a five day, full day program provided at no cost to families. Unless living within the host school boundary area, transportation is provided by the parent. For more information, [click here](#).

TALENTED & GIFTED (TAG) PROGRAM

The TAG program serves fourth and fifth grade students who have been identified by academic and ability testing. Students who score within a specific range are invited to participate in the district's magnet program housed at Central Grade School. Some elementary schools provide enrichment programs at their own sites to identified students. Testing typically takes place during the end of a student's third grade year or upon teacher recommendation. For more information, please call the Curriculum Office at 231.933.1779 or visit www.tcaps.net/tag.

PRESCHOOL & CHILD CARE PROGRAMS

TCAPS offers a variety of early childhood education and child care options for parents. Programming includes preschool, school age extended day child care, Summer Explorers Club, and Montessori programs. Our programs provide quality opportunities for children in a well supervised setting. For more information, please call the Early Childhood office at 231.933.1759 or visit www.tcaps.net/programs/earlychildhood.

GREAT START READINESS PROGRAM (GSRP)

TCAPS offers a GSRP preschool program designed to provide educational success for children who may otherwise be at risk for school failure. The Michigan Department of Education funds this program to provide participating children with a high quality preschool experience. GSRP serves eligible children who are four years old by September 1st of the enrollment year. Classes are taught by licensed child care providers with an assistant in each room at select sites. The curriculum is child-centered and aligned with district and state Kindergarten curricula. This tuition-free program provides nutritious snacks as well as transportation (in most cases). Research supports that children served by this preschool program show significant, positive developmental differences when compared to those children not attending the program. For more information, please call the early childhood office at 231.933.1734 or visit www.tcaps.net/earlychildhood.

ENGLISH LEARNER (EL) PROGRAM

The EL program ensures successful academic achievement for all students who qualify for English language services. To ensure access to this service for any EL, all families are required to fill out a home language survey form during registration. For more information, call the Curriculum Office at 231.933.1779 or visit www.tcaps.net/programs/el/.

UPNORTH VIRTUAL PROGRAM

UpNorth Virtual is a full-time K-12 online learning program open to K-12 students in the five-county region. UpNorth Virtual provides a unique opportunity for students to receive 100% of their courses virtually while still being part of a local school community, including opportunities to participate in school activities and events and to utilize school resources, like counseling services, while taking courses completely online. Students and parents must sign an agreement to abide by the program rules and expectations at the time of enrollment into the program. Visit www.tcaps.net/upnorthvirtual for more information.

CAREER PREPARATION

At the elementary level, career preparation is initiated as career awareness. Students will focus on work as a life role, the many and varied career options available, and begin developing a career vocabulary. Parents can help in this process by reinforcing at home: work as a life role, the many career options available, and interests/abilities helping to guide choices.

TEXTBOOKS ([POLICY 5513](#))

TCAPS strives to provide the very best in instructional materials. Student textbooks are one part of the materials needed for an effective educational program. Students will be provided textbooks when needed for their use in class and for homework tasks. Textbooks assigned to the student are expensive and remain the student's

responsibility to maintain and to return after use. The cost for lost or damaged textbooks (beyond normal use) will be charged to the student so that replacements can be secured for another student's use.

SCHOOL SUPPLIES

TCAPS supplies materials that students need to accomplish assignments. Occasionally, a student may be asked to locate some supplies to support a project. No student will be discriminated against if they are unable to secure the materials and the school will seek other resources to benefit the student. If you are unable to locate any requested donations of materials, send a note to your student's teacher or principal and they will address your needs confidentially.

LOCKER ASSIGNMENTS ([POLICY 5771](#), [GUIDELINE 5771](#))

In accepting a locker assignment the student agrees that the school principal has joint use and control of the locker and may open the locker and examine any of the items or contents at any time. Locks are not allowed on student lockers.

BACKPACKS

Backpacks can be a great way for students to carry their belongings to and from school. If you are going to provide a backpack to your student, we respectfully request that it is NOT one with wheels due to the fact they do not fit inside lockers. Thank you for helping us keep the school environment neat and safe.

LOST & FOUND

Each school building has a special area for lost and found items. If your student is missing items, we are sure they know where to check for this special area. Schools reserve the right to donate unclaimed items to a community organization. To avoid losses, label your student's belongings and ensure valuable items are left at home! Remember to check with your bus driver for items left on the bus.

GUEST TEACHERS OR SUPPORT STAFF SUBSTITUTES ([POLICIES 3120.04](#), [4120.04](#))

Circumstances may occur that necessitate having a guest teacher or support staff substitute in a classroom. Guest teachers are provided with detailed lesson plans and technology to facilitate consistency in the classroom. Students are expected to follow classroom rules and treat the guest teacher and substitutes with courtesy and respect.

CELEBRATIONS/PARTIES

Classroom celebrations/parties can offer a fun learning experience and an opportunity to celebrate cultural traditions. For example: a school's Halloween celebration typically includes a parade of costumes that highlight a student's creativity and ingenuity. Celebrations/parties should not interfere with the instructional program. If you wish to have your student celebrate a birthday during the school day, check your school's practice regarding birthday parties and make arrangements with the teacher. Ask your student's teacher if there are any food allergies or other health issues to take into consideration.

17. STUDENT ASSESSMENTS & RECORDS

PROGRESS REPORTING

All elementary students benefit from two parent/teacher conference times (fall and spring). At those times, student progress will be discussed. Student work samples, assessments, and any other relevant information will be shared. A report card is sent home at the end of each semester. A parent is welcome to request conferences at any time throughout the year, and is also encouraged to reach out to the teacher at any time through a phone call or email.

PARENT/TEACHER CONFERENCES

In the fall and spring, parent/teacher conferences are scheduled for parents of all Kindergarten through fifth grade students.

PRIOR TO THE CONFERENCE

- Make a list of things you want to share with the teacher about your student so the teacher can understand your student better (examples: health, attitude toward school, relationships, hobbies);
- Decide what you need to ask the teacher. Discuss the upcoming conference with your student to see if there is anything they would like you to talk about;
- Ask the teacher if it would be appropriate to bring your student along with you for the conference.

DURING THE CONFERENCE

- Know that you are welcome;
- Listen and take notes;
- Ask questions.

AFTER THE CONFERENCE

- Discuss the conference with your student;
- Celebrate strengths and talk about your expectations for areas that need improvement;
- Start immediately on any action you agreed to take;
- Feel free to call and inquire about any progress;
- Make certain that your student understands that school and parents are working together for their benefit.

REPORT CARDS ([POLICY 5420](#))

Report cards are issued two times per year, near the end of each semester, for students in Kindergarten through fifth grade. Please review your student's progress carefully, make your expectations reasonable and well known to your student. If you have any questions, contact the teacher involved.

GRADING SCALE (TAG PROGRAM ONLY) ([POLICIES 5420, 5421, GUIDELINE 5420A](#))

Percentile Range	Grade	Descriptors
90-100	A	Excellent
80-89	B	Above Average
70-79	C	Average
60-69	D	Below Average
0-59	E	Goal Not Attained

STUDENT RECORDS - FERPA ([POLICY 8330, GUIDELINE 8330](#))

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records (an "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age). These rights are outlined in the policy and guideline linked above and are part of the district's [Annual Notifications](#) to families.

STUDENT RECORDS - DIRECTORY INFORMATION ([POLICY 8330](#), [GUIDELINE 8330](#))

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that TCAPS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, **TCAPS may disclose appropriately designated "directory information" without written consent, unless you have advised TCAPS ("opted out") to the contrary in accordance with TCAPS' procedures.** The primary purpose of directory information is to allow TCAPS to include information from your student's education records in certain school publications. Examples include:

- Programs, rosters or line ups for a school event or contest
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Social media and other digital recognitions

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information: names, addresses and telephone listings, unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent [these laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c)].

If you do not want TCAPS to disclose any or all of the types of information designated below as directory information from your student's education records without your prior written consent, you must notify TCAPS in writing (OPT OUT) by the third Friday of October. TCAPS has designated the following information as directory information:

- Student's name
- Addresses
- Telephone/cell number
- Email address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade Level
- Participation in official, recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational institution attended
- Student ID number, user ID, other unique personal identifier, including a student ID number or other unique personal identifier that is displayed on a student ID badge, used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identify (such as a PIN, password or other factor known or possessed only by the authorized user).

STUDENT SURVEY RIGHTS ([POLICY 2416](#), [FORM 8330F9](#))

The Protection of Pupil Rights Amendment ("PPRA") requires the Board to notify parents and eligible students and obtain consent to allow parents or eligible students to opt the student out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one (1)

or more of eight (8) areas ("protected information surveys") as outlined on page five in Form 8330F9 linked above. This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys") that may be allowed consistent with the prohibition against selling or otherwise providing personally identifiable information to for-profit business entities, and certain physical exams and screenings. Parents have the right to inspect upon request a survey created by a third party before the survey is administered or distributed by the school to its students. See the Board policy linked above for more information.

18. FOOD FOR THOUGHT

FOOD & NUTRITION SERVICES

As an extension of the educational programs of the school district, TCAPS' Food & Nutrition Services Department, is dedicated to the improvement of the health of students by providing palatable and nutritious meals at an affordable cost, to provide service to the school, to enhance the educational environment, and have a positive impact on the community.

HEALTH & WELLNESS ([POLICY 8510](#), [GUIDELINE 8510](#))

The Board recognizes the important connection between a healthy diet, safe and enjoyable physical activity, and a student's ability to learn effectively and achieve high standards in school. The Board also recognizes the school's role, as part of the larger community, to promote health, lifelong physical activity, the local economy, sustainable agriculture, and environmental restoration. The Board recognizes that the sharing of food is a fundamental experience for all people; a primary way to nurture and celebrate diversity; and an excellent bridge for building friendships and intergenerational bonds. Part of the educational mission of the district is to improve the health of the entire community by teaching students and their families to establish and maintain life-long healthy social-emotional, eating, and physical activity habits. The mission shall be accomplished through nutrition education, physical education, garden experiences, the food served in and available at school, environmental restoration and core academic content in the curriculum.

BREAKFAST & LUNCH MENUS

View breakfast and lunch menus at: www.tcaps.net/menus.

SNACK TIME AT SCHOOL

If your student has a scheduled snack time, please send nutritious foods. We spend precious class time on nutrition instruction and appreciate your support in modeling for one another the value of fresh vegetables, fruit, cheese, and crackers as the best fuel for kids. Please let the classroom teacher and office staff know if your student has food allergies. **Parents may need to adjust what is sent for snacks or treats if there are students with food allergies in the classroom.**

PAYMENTS FOR STUDENT MEAL ACCOUNTS

Payments to student meal accounts may be made online at: <https://traversecity.familyportal.cloud/>

MEAL CHARGE POLICY ([POLICY 8520](#))

Michigan Department of Education (MDE) and National School Lunch Program (NSLP) have provided schools with administrative guidelines and policy for meal charges. TCAPS will adhere to the following meal charge policy:

- A. A student may charge up to \$10.00 in meals.
- B. When a student reaches or exceeds the \$10.00 meal credit limit, the building will contact the parent to let them know they need to deposit money into their lunch account.
- C. Students will continue to receive a reimbursable meal after reaching the meal charge limit. Each reimbursable meal charged will continue to increase the amount of the money charged over the \$10.00

limit.

- D. Students who have reached the \$10.00 limit may not charge any "ala carte" item(s), including extra main entrees, beverages, or snacks.
- E. If a student repeatedly comes to school with no lunch and no money, food service employees must report this to the building administrator. School officials will investigate the situation to determine if district supports are needed or if the mandated reporting criteria for abuse/neglect are met.
- F. The food service director or other school staff will coordinate communications with the parents to resolve the matter of unpaid charges.
- G. All accounts must be settled at the end of a school year. Negative balances not paid in full will force the district to take action to collect unpaid funds by means of collection agencies, small claims court, or any other legal method deemed necessary by the district.

FREE & REDUCED-PRICE MEALS ([POLICY 8531](#))

Parents are encouraged to apply for free or reduced lunches. Whether or not your student plans to participate, gathering information on the number of students who qualify is still vital for the district. It is used not only to determine meal prices for qualifying families, but it is also used as part of the application process for a number of grants and other funding opportunities.

Families can apply at any time throughout the school year should they experience a change in income or living situation. One application can be completed per parent (family), listing all students attending public schools. To apply online for free or reduced meals, please visit <https://traversecity.familyportal.cloud/> and follow the instructions for TCAPS. If you choose to submit an online application, you do not need to complete a paper application. A letter will be sent to you with the status of the application within ten (10) business days. Parents are responsible for paying for lunches until they receive a letter of notification from TCAPS Food & Nutrition Services stating whether their student is eligible for free or reduced meal status. Please call 231.933.1910 for questions regarding applications. Applications are available at any school and can be returned to the school office or mailed to: TCAPS, Attn: Food and Nutrition Services Office, 1180 Cass Road, Traverse City, Michigan 49685.

19. SAFETY, SECURITY, & RESOURCES

SCHOOL SAFETY, DRILLS, & CRISIS MANAGEMENT ([POLICIES 8400](#), [8420](#), [8430](#), [GUIDELINES 8400A](#), [8420](#))

All TCAPS schools have Crisis Teams and Crisis Management Plans in place. These plans are continually reviewed and adapted to fit circumstances in our rapidly changing world. For safety and security reasons, these plans are kept confidential. Good information is still the best deterrent to a developing crisis. Parents are strongly encouraged to trust their instincts and inform building administrators at the first sign of danger.

Michigan law requires three lockdown drills per year as well as five fire drills and two severe weather drills. All safety drills are recorded by the school and are available to view at [this section of the TCAPS website](#). To view school safety drills conducted throughout the school [click here](#). Helpful Tips for Students and Parents:

- **Lockdown drills** are a specific safety drill to prepare students and staff to achieve maximum safety in the event of an imminent threat or the presence of a hazardous material in the school building or on campus.
- **Secure Mode** would be used when heightened security is warranted due to a possible threat outside the building. During Secure Mode, the doors will remain in the normal daily locked mode, therefore, Secure Mode only adds the provision that no one can enter or exit the building. The school day will continue as normal with students moving about the building as they typically would.
- **Lockdown** would be used when there is an imminent threat to the building or presence of a hazardous material.

- **Blue Lights** are activated (and building interior lights are turned off) as a notification system to alert staff and students inside and outside of the building that a lockdown has been implemented.

If you have any questions, please let your school's main office or your student's wing or neighborhood office know.

SECURE ENTRANCES

All students and parents are asked to use only the secure entrance to the school building and to follow posted check-in procedures during the school day. **All visitors must check in. NEVER** prop doors open or let students or adults in the building during the school day

SCHOOL THREATS & STUDENT THREAT ASSESSMENTS

All threats or comments of violence are taken extremely seriously. The district stresses the importance of school safety, and for students who hear something, to say something. Students can always talk to any staff member at their school or can anonymously report an incident to the OK2SAY tip line (see graphic on next page). Ensuring students understand the importance of school safety provides an added layer to the safety and well-being of students and staff. If you have any questions or concerns please contact your school office or administration at TCAPS Central Office.

Student Threat Assessment Notice for Parents & Community

Student Threat Assessment			
What is a threat?	<ul style="list-style-type: none"> ➤ An observable behavior or communication that elicits concerns in bystanders re: the safety of an individual or those around them. ➤ May be verbal, written, drawn, posted on the internet, texting, or made by a gesture. 	Duty to Report	<p>To keep the school communities safe;</p> <ul style="list-style-type: none"> ➤ Staff, parents, students, and community members must report all threat-related behaviors to the school principal.
What is the purpose of a threat assessment?	<ul style="list-style-type: none"> ➤ To ensure and promote the emotional and physical safety of student, staff, parents, the student making the threat, and others ➤ To ensure a full understanding of the context of the threat ➤ To understand the factors contributing to the threat maker's behavior ➤ To be proactive in developing a safety and intervention plan that addresses the emotional and physical safety of the person making the threat ➤ To promote the emotional and physical safety of everyone in the school building 	What behaviors warrant a student threat assessment to be initiated?	<p><i>A STUDENT THREAT ASSESSMENT WILL BE INITIATED FOR THE FOLLOWING BEHAVIORS BUT ARE NOT LIMITED TO:</i></p> <ul style="list-style-type: none"> ➤ Serious violence or violence with intent to harm or kill a person or persons ➤ Verbal/written threats to harm/kill others (direct threats and/or threats with hidden intent) ➤ Online and/or cell phone text threats to harm/kill others ➤ Possession of weapons (including replicas) ➤ Bomb threats (making and/or detonating explosive devices) ➤ Fire starting ➤ Sexual intimidation or assault ➤ Gang related intimidation and violence

What Parents & Students Need to Know:

- ❑ Any threat made against you or another person should be reported to the school principal.
- ❑ Investigations are conducted by a trained building threat assessment team composed of an administrator, school-based mental health worker (counselor or social worker), and instructional personnel. The investigation may involve the police or other community agencies working with your student.
- ❑ Investigations may involve locker and personal property searches. (CONTINUED ON NEXT PAGE)
- ❑ Schools must exercise reasonable care to protect all students, faculty, and staff from “reasonably foreseeable” acts of violence that occurs at school or a school sponsored activity.
- ❑ Authority to conduct a threat assessment is stated in TCAPS Board Policy 8400.
- ❑ It is important for all parties to engage in the threat assessment process. The threat assessment will continue (even with parent and/or student refusal in participation) in order to promote a safe and caring learning environment. Interviews will be held with the student making the threat and other students or adults who have information about the threat. (CONTINUED ON NEXT PAGE)
- ❑ Parents will be notified by school personnel the same day the investigation occurs.
- ❑ Threatening behavior may result in disciplinary action which *could* include a recommendation for expulsion.
- ❑ A safety intervention plan will be developed for the student making the threat. The student’s that were threatened may have a support plan.



Stop the Silence. Help End the Violence.

 8-555-OK2SAY
855-565-2729

 652729 (OK2SAY)

 ok2say.com

 ok2say@mi.gov

Search “OK2SAY”

 GET IT ON
Google Play

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App Store

FAMILY ISSUES

Many factors influence a student's ability to concentrate and learn. We want to be sensitive to each student's needs. If your student is experiencing a situation that may impact learning, please let the classroom teacher, the student assistance worker, school nurse, or principal know as soon as possible. Working together, we can provide the support your student may need. Examples of factors: loss of a loved one or pet, new resident in the home, upcoming move, change in family structure, or incarceration of a parent or relative.

SCHOOL SOCIAL WORKERS

School Social Workers offer help to students experiencing difficulties which interfere with social, emotional, and/or academic development. The Student Assistance Program is staffed with certified, trained professionals. School Social Workers are not provided as a replacement for private counseling within the community, but are available to all students, staff, and families. School Social Workers are engaged in prevention programs, individual and group services, and crisis intervention. Recommendations may include short term counseling, participation in support groups offered during the school day, or a referral to a community resource.

STUDENT SUPPORT NETWORK (SSN) ([POLICY 5111.01](#), [GUIDELINE 5111.01](#))

The Student Support Network (SSN) is a program administered by TCAPS that provides free supportive, education-related services and non academic support to help overcome obstacles that may create barriers to learning for all students, ages 3-20. [Click here for resources.](#)

The McKinney-Vento Homeless Assistance Act of 2001 states that school districts must ensure the right to a Free, Appropriate Public Education (FAPE) for students, ages 3-20, who are living in residential transition due to loss of housing. TCAPS SSN provides supportive education-related services to families who have lost permanent housing. SSN helps to work with parents of school-age children, and unaccompanied youth, to ensure regular attendance and academic success in their home school for the entire academic year. Students living in the following situations may be eligible for services (any time in the school year):

- In a shelter, motel, vehicle, camper, or campground;
- With relatives or friends due to eviction, foreclosure, or economic hardship (doubled-up);
- Unaccompanied youth living on their own, without a parent or guardian (couch surfing);
- Inadequate accommodations (lack of electricity, heat, plumbing, or overcrowding);
- Abandoned buildings or on the street;
- Foster care-placement less than six months.

Students who do not have a fixed, regular and adequate overnight residence have the right to:

- Enroll in, and attend school, no matter where they live or how long they have lived there;
- Continue in the last school attended before experiencing loss of housing, or if in the best interest of the student, transfer to the school serving their current residence;
- Enroll in school, even if proof of a permanent address cannot be provided;
- Enroll in, and attend school while the school arranges for the transfer of a birth certificate, or school and immunization records;
- Enroll in and attend school while a dispute over enrollment is being resolved;
- Receive school meal programs, school supplies, and Title I services as needed;
- Receive transportation assistance to the school of origin, if feasible;
- Receive support in participation in school activities and sports.

Please contact SSN for assistance in determining if a student may be eligible and advocating for the educational rights of students and youth who are experiencing homelessness. TCAPS SSN Office: 231.933.1789.

TITLE I SERVICES

Title I federal monies are allocated to schools based on the number of students that qualify for the free or reduced meal program. Even if a parent opts to not receive financial assistance, their application helps provide additional funding for the entire student body. Applications are widely distributed in the fall, however, they are available throughout the year as financial circumstances change for a parent. Title I services are available to those students who demonstrate a need. The Title I program provides additional support in math, reading, and science for students in a variety of approaches. Title I personnel may “pull-in” to the general education classroom setting and assist students in that environment. They also might provide an occasional “pull-out” program to build on the student’s skills outside of the classroom.

PROTECTIVE SERVICES ([POLICY 8462](#))

State law mandates that any employee immediately report concerns of student neglect or abuse to the proper authorities. In most cases, a case worker will contact the involved parties and make recommendations. The identity of the person(s) making the initial referral is kept strictly confidential. TCAPS employees respond to this mandate in the best interest of all of our students.

SPECIAL EDUCATION SERVICES

Special education services are provided in the least restrictive environment for each student with a disability meeting eligibility requirements under the Individuals with Disabilities Education Act of 2004 and Michigan Statutes. Special education support services are based on the individual needs of the student and follow a continuum starting for all students with access to the general curriculum. Since special education is a service and not a place, services may be different from school to school within TCAPS, depending on the needs of the student.

Eligibility for special education services is determined by the Individualized Educational Plan (IEP) team under one or more of the disabling conditions recognized by state and federal mandates. These eligibility categories include: Emotionally Impaired (EI), Hearing Impaired (HI), Visually Impaired (VI), Speech and Language Impaired (SLI), Learning Disability (LD), Severely Multiply Impaired (SXI), Autistic Impaired (AI), Cognitively Impaired, Physically Impaired, Otherwise Health Impaired, Early Childhood Developmentally Delayed, and Traumatic Brain Injury.

If you suspect your student has an educational disability, please contact the school principal to discuss concerns. In most cases, the student will be referred to the Team Addressing Student Concerns (TASC Team) in order to gather necessary documentation and seek solutions to assist your student. If there are additional questions or concerns, please contact the Executive Director of Special Education at 231.933.1780.

NORTHWEST EDUCATION SERVICES (NORTH ED) DISTRICT DIAGNOSTIC STAFF

North Ed services special education students throughout TCAPS. They provide assessment and diagnostic evaluations as well as direct or indirect services as determined by the student’s individualized plan. To reach a North Ed staff member, please call 231.922.6200. North Ed provides the following support services:

- School Psychologist
- Teacher Consultant
- School Social Worker
- Occupational Therapist
- Physical Therapist
- Speech/Language Pathologist
- Autism Consultant
- Deaf & Hard of Hearing Consultant
- Visually Impaired Consultant
- Behavior Consultant

- Assistive Technology Consultant

For more information about these services, please contact your school principal.

20. STUDENT HEALTH

TCAPS NURSING DEPARTMENT

Students benefit from the services of a district Nursing Department. The Nursing Department provides services for all district school sites and may be available on campus for student needs on a scheduled basis.

Typical services provided by the Nursing Department include:

- Consultation with students, staff, and parents regarding health issues
- Assisting with health-related referrals in the community
- Monitoring and investigating communicable diseases
- Following up on safety and accident reports, and
- Supporting special education and 504 Plans
- Nursing Department contact information:
 - **West side schools** - Liisa Szarapski 231.933.8389
 - **East side schools** - Erin Johnson 231.933.7314
 - **Administrative Assistant** - Amy McKean 231.933.6461

ACCIDENT OR SERIOUS INJURY ([POLICY 5340](#), [GUIDELINE 5340A](#), [FORM 5340F1](#))

In the event of an accident or serious injury, the immediate concern is to aid the student. The following procedures are to be followed:

1. Take immediate steps to assess the student and administer first aid.
2. Stay with the injured student and notify the wing/neighborhood office and/or main office, Nursing Department, and/or person designated to handle emergencies. This person takes charge and administers any further first aid needed.
3. DO NOT MOVE a severely injured person unless absolutely necessary for their immediate safety.
4. IF INJURY IS LIFE THREATENING, CALL 911 IMMEDIATELY.
5. Otherwise, a principal, Nursing Department, or other person designated to handle such emergencies shall determine the course of aid to call the appropriate staff and agencies. When using interoffice telephones, CALL 911.
6. The office will check for medical information and locate the emergency telephone numbers, notify the parents, and agree on a course of action.
7. No medicine is to be given without a physician's order.
8. Involved staff shall fill out a student accident/incident report for ALL accidents in accordance with the policy, guideline, and form linked above.

ACUTE ILLNESS

The function of school staff is not to diagnose illness, but rather to monitor, isolate, and potentially exclude the student from class/school and refer for treatment if necessary. The decision to notify parents in regard to a student's illness requires judgment based on the student's statement of symptoms and observation of behavior and appearance. When a student is ill, they should report to the grade level/wing office. If the illness is of sufficient severity, a call to the parents should be made. If the illness is minor, a student may rest for a short period of time. When assessing a student who is ill, the following general principles will be followed:

- Students with expressed or observed breathing difficulty, severe pain, or altered consciousness may have a life threatening condition which requires immediate medical attention. parents should be contacted regarding a treatment plan. If the symptoms are severe, call 911. When using

interoffice telephones, CALL 911.

- Students who are suspected of having a communicable disease that is spread by casual contact should be isolated from other students and excluded from school until they are no longer ill or have medical clearance. Students with a communicable disease may exhibit the following symptoms: fever, rash or skin eruptions, congestion, sore throat, cough, reddened eyes, nausea, vomiting, abdominal pain, and/or diarrhea.
- In the case of suspected overdose and poisonings, the Poison Control Center: 1.800.222.1222, will be contacted for recommendations and the parents will be notified.

CHRONIC OR SERIOUS ILLNESS

TCAPS staff is committed to providing appropriate educational opportunities for students with chronic and/or serious illnesses. The Nursing Department is available to coordinate services for students with medical conditions. The Nursing Department and other staff members will work cooperatively with the student, parents, and health care professionals. When they are physically able, students benefit from attendance in school. However, staff realizes that at times the student's educational program may have to be adapted to the student's individual needs. In the case of prolonged absences, students may qualify for homebound or other support services.

SELF-HARM CONCERNS ([POLICY 5350](#), [GUIDELINE 5350.01](#))

If you or a friend are having thoughts of self-harm or have been self-harming, it is very important to tell a trusted adult such as your parents, school social worker, guidance counselor, teacher, principal, mental health professional, or health care provider in the community. If immediate action is needed, call 911.

Community Resources:

1. Third Level Youth Services: 1.800.442.7315
2. Munson Healthcare: 231.935.5000
3. National Suicide Prevention Lifeline: 988 (call or text)
4. Community Mental Health 24-Hour Crisis Line: 1.833.295.0616
5. OK2SAY: 1.855.565.2729
6. [Psychology Today Find a Therapist](#)

SOCIAL MEDIA USAGE & HEALTH

The effects of social media use on adolescents' social, educational, psychological, and neurological development is a rapidly evolving and growing area of research. Social media usage is not inherently good or bad, but because young people mature at different rates, some are more vulnerable than others to the content and features on many social media platforms that science has demonstrated can influence healthy development. We recommend that parents play an active role in their student's social media experience and exercise extreme caution. Further reading: [Social Media and Youth Mental Health: The US Surgeon General's Advisory \(Executive Summary\) | HHS.gov](#)

SPECIAL MEDICAL CONDITIONS ([FORM 5341F3](#))

Students with both chronic and acute medical problems should have their medical condition indicated on their school enrollment form and updated annually. It is imperative that school staff are informed in order to adequately care for students in medical emergencies or adapt their educational programs. Medical conditions that should be noted include, but are not limited to: ADHD, allergies, asthma, cardiac problems, diabetes, hearing/ vision problems, orthopedic conditions, seizure disorders, and medications taken. Students requiring specialized healthcare services and procedures, including VNS magnet, G-button replacement, oral suctioning, catheterizations, tracheostomy care, during the school day must have their parents complete the form linked above.

INDIVIDUAL HEALTH CARE PLANS

TCAPS supports students with significant medical needs. Our Nursing Department coordinates the development of Individual Health Care Plans (IHCPs) in conjunction with the student's health care provider and parent/guardian. IHCPs identify the student's health care needs as well as recognize their potential for medical emergencies. It is a personalized outline of the care to be provided to ensure the student's safety.

Typically, all staff members who come in contact with a student with an IHCP, including medical emergency related procedures, are made aware of these plans. Staff members designated by the administrator receive specific training in assisting the student with maintaining good health and knowing how to respond in a medical emergency related situation when the student is in clear and present danger. Several staff members may need to be trained and available to respond.

IHCPs will be shared with emergency responders on an as needed basis. If a student attends a program outside of TCAPS, such as Northwestern Michigan College, North Ed's Career Tech Center, and/or the LEAP program, we will share IHCPs with administrators of the program.

If you do not want your student's IHCP to be shared with anyone outside of the student's building, please email either of the TCAPS District Nurses at szarapskli@tcaps.net or johnsoner@tcaps.net.

EPINEPHRINE AUTO-INJECTORS ([POLICY 5330](#), [GUIDELINE 5330.01](#))

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in the policy and guideline linked above. Furthermore, school staff authorized under the policy and guideline linked above may administer epinephrine auto-injections to 1) any student who has a prescription on file with the district, in accordance with the directives in such prescription, or 2) any individual on school grounds who is believed to be having an anaphylactic reaction. Each school in the district shall have at least two (2) epinephrine auto-injectors available at the school site. It shall be the responsibility of the principal or designee and the district Nursing Department to be sure that the supply of epinephrine auto-injectors is maintained at the appropriate level and they have not expired. The principal or designee and district Nursing Department shall also be responsible for coordinating the training of district employees to administer epinephrine auto-injections and to maintain the list of employees authorized to administer such injections.

OPIOID ANTAGONISTS ([POLICY 5330.02](#))

The Board has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained staff. An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose. Each secondary school in the district shall possess at least one (1) package of an opioid antagonist on site. Any school staff who have reason to believe that a student is having an opioid-related overdose must call 911. Any person who administers an opioid antagonist to a student shall promptly notify a school administrator who shall be responsible for promptly notifying the student's parent/guardian that an opioid antagonist has been administered. The person who notifies the student's parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program. For more information, please read the policy linked above.

COMMUNICABLE DISEASES ([POLICIES 8450, 8453](#), [GUIDELINE 8450](#))

TCAPS is committed to providing educational opportunities in a safe, orderly, and healthy environment. The district is also committed to protecting the rights of individuals infected with a communicable disease and the rights of the population who may come in contact with an individual infected with a communicable disease.

TCAPS, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a health care provider or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

The policies and guideline linked above outline in detail the control of casual-contact and non casual-contact communicable diseases. For more information about managing communicable diseases in schools and for disease-specific information and exclusion guidelines, please reference the communicable disease chart beginning on page 10 of the [document linked here](#) from the Michigan Department of Education and the Michigan Department of Health & Human Services.

MEDICATIONS IN SCHOOL ([POLICY 5330](#), [GUIDELINE 5330](#))

Whenever possible, medications (including, but not limited to: prescription, non-prescription, herbal medications, inhalers, injectables, eye/nose drops, skin applications) should be scheduled outside of the school day, however, the Board recognizes that the use of medications and/or medically prescribed treatments during the school day may enable students to participate at their fullest independent capacity. Furthermore, the Board recognizes that medications and/or medically prescribed treatments may be required by a student's Individual Educational Program (IEP) or Section 504 Plan. The administration of medication/medically prescribed treatments by school staff or the self-possession/ self-administration of medications/medically prescribed treatments shall be in compliance with state and federal laws and Board policy.

- **Parents assume the responsibility** that all medication should be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company and labeled with the student's name, name of medication, time to be given, dosage, frequency, and expiration date. Any changes in time or dosage of medication requires written instructions from a health care provider and written parent permission. Written notification from the parents is required for discontinuation of medication. Medications and treatment supplies, which are administered by school staff, will be brought to school by the parents unless other safe arrangements are necessary and approved by the Nursing Department. Medications administered by school staff left over at the end of the school year should be picked up by the parents or the school will dispose of the medication according to Board policy.
- **Students assume the responsibility** for taking the prescribed medication if self-administering and for presenting themselves on time to the appropriate school office if staff administers medication. The student's parent shares responsibility to instruct their student to appear for dispensation of the medication at the designated medication time. Students shall not share, transfer, or otherwise distribute any medication to other students. Students who violate this conduct standard shall be subject to disciplinary action. Students self-administering medication at school must have written health care provider's instructions as well as written parent permission.

MEDICATION TREATMENT AUTHORIZATION FORM ([FORM 5341 F2](#))

The [Medication Treatment Authorization form](#) (linked here) **MUST** be completed to comply with the requirements Board policy. The form is also available in school offices and some physician's offices. The Nursing Department or your school can also fax the form to you or your healthcare provider.

IMMUNIZATION REQUIREMENTS ([POLICY 5320](#), [GUIDELINE 5320](#))

As part of the school enrollment process, parents must provide the school with immunization records showing that their student has received all immunizations listed in the [Vaccines Required for School Entry in Michigan](#)

[chart linked here](#). The following documents will be accepted as evidence of a student's immunization history: an official school record from any school, a record from MCIR, a record from a county health department, a record from a health care provider, a waiver form signed by a physician for medical contraindication or a county health department for all other objections. If a parent cannot provide the aforementioned documentation, their student is not to be allowed to attend school until such documentation is provided or until the student has received at least one (1) dose of each required vaccine. The school is responsible for reviewing immunization information into the Michigan Care Improvement Registry (MCIR) for analysis. If the student is not fully immunized, the student may not attend school unless the following occurs:

- **PROVISIONAL:** Student is in the process of being fully immunized. The student may attend class until the day that they are no longer provisional. The excluded student shall be readmitted upon showing evidence to the principal or designee of the progress in the immunization interval schedule.
- **EVIDENCE OF DISEASE:** A student who has had chicken pox and presents a signed statement from their health care provider to that effect is not required to be immunized against such disease. Measles and Mumps require lab evidence (titer) to prove that the student has had these diseases or the immunity.
- **WAIVERS:**
 - A. **MEDICAL CONTRAINDICATION**
A student may have a medical waiver if a licensed physician has completed the Medical Contraindication Form, which can be found online by [clicking here](#), indicating which immunizations the student cannot medically receive. The physician's statement is good for the school year the student is enrolling. The physician's statement shall be maintained by the school in the student's educational record (CA-60).
 - B. **PARENT OBJECTION**
A student shall be exempted from mandatory immunization if the parent objects for religious, philosophical or other reasons, provided an immunization waiver form has been completed by the County Health Department and submitted to the school. This statement is good for the school year the student is enrolling. This form shall be maintained by the school in the student's educational record (CA-60). Parents of students that have waivers on file must realize that in the event of an outbreak of any disease that would be protected by immunizations, their students will be prevented from attending class during the incubation period of the disease in the student's classroom/building.
 - C. **STUDENTS EXPERIENCING HOMELESSNESS**
Enrollment cannot be delayed for any student experiencing homelessness for lack of immunization data or other appropriate enrollment documentation according to [Guideline 5111.01](#) - Students Experiencing Homelessness. TCAPS' Student Support Network (SSN) Coordinator will assist the family or student in obtaining these documents.

IMMUNIZATION CONTACT INFORMATION

For Immunizations, please contact your healthcare provider, or:

- Grand Traverse County Health Department, 231.995.6131
- Youth Health & Wellness Center, 231.922.6416, ages 10 to 21
- Munson Medical Center Specialty Immunization Walk-In Clinic at 106 S. Madison Street, Traverse City. Call 231.935.8125 in advance or for more information
- Many local pharmacies can also provide vaccines

SCHOOL FUNDING RELATED TO IMMUNIZATIONS

To prevent district state aid fund reductions, each school must confirm by November 1st of each year that ninety percent (90%) of the newly-enrolled students, Kindergarten students, and all seventh grade students have a completed, provisional, or waived immunization record on file. Ninety-five percent (95%) of these students must

comply by February 1st of each year.

IMMUNIZATION RECOMMENDATION

Gardasil is a vaccine that is being recommended for students ages eleven to twenty-six by the Advisory Committee on Immunization Practices (ACIP) and the American Academy of Pediatrics. This vaccine helps to prevent some strains of Human Papillomavirus, which can cause cervical cancer in females. Questions regarding this vaccine should be discussed with your primary healthcare provider.

HOMEBOUND/HOSPITALIZED EDUCATIONAL SERVICES ([POLICY 2412](#), [GUIDELINE 2412](#))

TCAPS can provide individual instruction to students of legal school age who are not able to attend classes because of physical or emotional disability for a period in excess of five (5) days. Applications for individual instruction shall be made by a physician who certifies that there is a condition and the probable duration. Parents should see their student's principal if they feel that Homebound/Hospitalized Services might be warranted. If the student has an IEP, the request for Homebound/Hospitalized Services will be determined by the student's IEP Team. Parents should contact their student's caseload teacher.

21. AFTER SCHOOL

SIGNING STUDENTS OUT

For the safety of all students, all visitors must first report to the office. All students deserve to learn in an educational environment where there are as few interruptions as possible. The staff recognizes that there are many situations that arise in a parent's life that require students to be picked up early or have a message or item delivered to them. First, report to the office where someone will page your student and ask them to meet you in the office. Parents who wish to take their student from school are asked to sign them out in the office. Doing this will help the school staff to know exactly where and with whom the student leaves school. Please send a note if you have made arrangements for someone to pick up your student who is not identified on the emergency card on file in the office. If there is any doubt, you will be contacted to verify the plan.

STAYING AFTER SCHOOL

All students are expected to board the bus or be dismissed from campus at day's end unless they have a note from a parent. These arrangements should be made prior to the start of school. Appropriate school behavior is expected of all students on campus during any part of the day. A written note, signed by the parent or guardian, must be sent to the school office if the student's daily routine is to be altered. It is appreciated if changes are kept to a minimum.

EXTENDED DAY CHILD CARE

TCAPS offers an extended day child care program at most elementary schools. For extended day child care information, please contact the early childhood office at 231.933.1759 or visit www.tcaps.net/extendedday.

SUMMER EXPLORERS CLUB & ENRICHMENT PROGRAMS

TCAPS offers a wide variety of summer academic, athletic and enrichment programs including Summer Explorers Clubs designed for students in kindergarten through fifth grade. Visit www.tcaps.net/summerprograms for more information.

LEARNING, ENRICHMENT & ATHLETIC PROGRAM (LEAP)

[The Learning Enrichment, and Athletic Program \(LEAP\)](#) offers students multiple enrichment opportunities in addition to interscholastic athletics. Interscholastic athletics are an extension of the classroom that provide teaching and learning experiences for all involved. Regardless of gender, students shall be permitted to compete in all athletic activities in the event that only a girls' team or boys' team is offered in a particular athletic activity. Any behavior which is contrary to LEAP Vision, Mission, and/or Program Goals could result in an individual

(student, parent, and/or coach) or team being denied further access to program offerings.

Vision Statement

In partnership with a caring community, LEAP will provide elementary and secondary school students with increased opportunities for engagement beyond the school day through educational and recreational activities to improve learning, health, and wellness.

Mission Statement

The mission of LEAP is to support successful athletic and enrichment achievement for all students.

Program Goals

Each student committing to participate in athletic and/or recreational activities offered through LEAP will be ensured access to available programming. Participants, coaches, parents, and spectators will demonstrate the highest degree of sportsmanship at all times.

Expectation of LEAP Participants

- Attend all scheduled practices and competitions;
- Give best effort and maintain a positive attitude at all times;
- Conduct self in sportsmanlike fashion at all times;
- Treat teammates with respect;
- Have fun.

ATHLETICS (PARTICIPATION & SPECTATORS)

A student who is absent for any reason will NOT be allowed to participate in any team practice or competition for that day. When students stay after school for athletic activities, they are expected to follow the same rules that they adhere to during the school day. Spectators are to be where the supervision is and not in hallways or classrooms (as examples) after school hours. Any behavior which is contrary to LEAP vision, mission, and/or program goals could result in an individual (student, parent, and/or coach) or team being denied further access to program offerings.

CONCUSSIONS & ATHLETIC ACTIVITIES ([POLICY 5340.01](#))

To provide for the safety of student-athletes, all athletic programs of the district shall comply either with the concussion protocols of the MHSAA, or the protocols set forth in Guideline 5340.01 linked above, which shall meet all the requirements of state law and [Michigan Department of Health & Human Services \(MDHHS\) guidelines](#) regarding concussion awareness training and protection for student-athletes. The district shall comply with whichever standards are more protective. [Click here for more information about concussions.](#)

22. ACKNOWLEDGEMENT

2023-2024

Elementary Student/Parent Handbook Acknowledgement

We, the parent(s) and student, have received the TCAPS 2023-2024 Elementary Student/Parent Handbook. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures, and policies of the school district. We also understand that this handbook supersedes all prior handbooks and other written material on the same subject.

_____	_____
Teacher Name (PRINTED)	Student Name (PRINTED)
_____	_____
Parent Signature	Student Signature

Date	

STUDENT SCHOOL SAFETY PLEDGE

1. I will not bully or tease anyone.
2. I will tell an adult at school right away if I hear anyone say that they are going to hurt someone, or if I see anyone who is going to or has hurt someone.
3. I will tell an adult at school right away if I see or hear that anyone is going to bring or has brought something to school that could hurt someone.

_____	_____
Student Signature	Parent/Witness Signature

Date	

23. APPENDICES

APPENDIX A

BOARD POLICY 5517.01 - ANTI-BULLYING

It is the policy of the Traverse City Area Public Schools to provide a safe educational environment for all students. All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are strictly prohibited.

A. Prohibited Conduct

1. Bullying, including cyberbullying, of a student at school is strictly prohibited.

For the purposes of this policy, "bullying" shall be defined as aggressive behavior that involves unwanted, negative actions; involves a pattern of behavior repeated over time; and involves an imbalance of power or strength that is intended or that a reasonable person would know is likely to harm one or more pupils directly or indirectly. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:

- a. substantially interfering with a student's educational opportunities, benefits, or programs;
 - b. adversely affecting a student's ability to participate in or benefit from the 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; or
 - d. causing substantial disruption in, or substantial interference with, the orderly operations.
2. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness or another person with reliable information about an act of bullying are strictly prohibited.

B. Reporting an Incident

The Superintendent is the "Responsible School Official" for this policy and is responsible for ensuring that this policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this policy.

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or the Responsible School Official, as defined above.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the appropriate building principal or designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or the Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building principal or designee, after consulting the Responsible School Official, will create, publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints Against Certain School Officials

Complaints that the building principal or designee has bullied a student must be reported to the Superintendent or designee. Complaints that the Superintendent has bullied a student must be reported to the President of the Board of Education.

C. Investigation

All bullying complaints will be promptly and thoroughly investigated. The building principal or designee will conduct

the investigation, unless the building principal, designee, or Superintendent is the subject of the investigation. If the building principal or designee is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained in the District's central administrative office.

D. Notice to Parent/Guardian

Parent(s) or legal guardian(s) of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified by telephone or in writing 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 attempt(s) at notice shall be kept in the investigation file.

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and aggressor's parent/guardian by telephone or in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official must report all suspected and verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board of Education.

The District will annually report, as applicable, suspected and verified bullying incidents to the Michigan Department of Education (MDE) in the form and manner prescribed by the MDE.

F. Posting/Publication/Discussion of Policy

The Superintendent or designee will ensure that this policy is available on the District's website and incorporated into student handbooks and other relevant school publications.

The Superintendent or designee will submit this policy to the MDE within 30 days of its adoption or modification.

Notice of this policy will be:

1. posted in conspicuous locations in all school buildings and departments within the District;
2. annually discussed with students, and;
3. incorporated annually into the student/parent handbook.

The Responsible School Official shall also periodically arrange or otherwise provide educational programs for students and parents/guardians on preventing, identifying, responding to and reporting incidents of bullying, including cyberbullying. The Responsible School Official may arrange for classroom teachers to address the foregoing issues within the classroom curriculum.

G. Definitions

1. "At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under control of the District.
2. "Telecommunications access device" means any of the following:
 - a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in M.C.L. 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or
 - b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or

receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet-based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.

3. "Telecommunications service provider" means any of the following:

- a.** A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;
- b.** A person or entity owning or operating any fiber optic, cable television, satellite, internet-based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility; or
- c.** A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal: 380.1310b of The Revised School Code, M.C.L. 750.157m, M.C.L. 750.219a

Adopted 10/25/1999

Revised 7/02

Revised 8/03

Revised 11/04

Revised 4/11

Revised 5/14/12

Revised 11/11/13

Replaced 4/13/15 (REPLACED NEOLA POLICY with THRUN POLICY AFTER PUBLIC HEARING & BOE APPROVAL)

Revised 11/9/20

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APPENDIX B

BOARD POLICY 5517 - UNLAWFUL DISCRIMINATION, HARASSMENT, AND RETALIATION AGAINST STUDENTS

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

This Policy applies to student-to-student conduct and staff-to-student conduct. See Policy 3362 and Policy 4362 for District personnel harassment.

Complaints alleging Title IX sexual harassment (staff-to-staff, staff-to-student, student-to-student, or student-to-staff) are governed by Policy 2266.

This Policy applies to all conduct occurring on school property, including in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, at a school-sponsored activity or event whether or not it is held on school premises, or conduct with a direct nexus to school.

The District will comply with all applicable State and Federal laws related to unlawful discrimination.

Student Handbooks

- A. The Superintendent or designee will include in student handbooks a statement explaining the District's policy against unlawful discrimination, including unlawful harassment and retaliation. This statement must include an explanation of types of unlawful discrimination, examples of harassment, reporting requirements, and consequences as described in this Policy.

B. Types of Unlawful Harassment

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a student because of the student's race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of:

1. creating an intimidating, hostile, or offensive environment; or
2. unreasonably interfering with the student's ability to benefit from the District's educational programs or activities.

Race, color, and national origin harassment are prohibited by Title VI of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. Race, color, and national origin harassment is unwelcome conduct based on a student's actual or perceived race, color, or national origin. Race, color, and national origin harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Under this Policy, harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics, will be considered race, color, and national origin harassment.

Disability harassment is prohibited by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Michigan Persons with Disabilities Civil Rights Act. Disability harassment is unwelcome conduct based on a student's actual or perceived disability. Disability harassment can take many forms, including slurs, taunts, stereotypes, or name-calling, as well as disability motivated physical threats, attacks, or other hateful conduct.

Sex-based harassment is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act. For the definition of sexual harassment under Title IX, see Policy 2266. Sex-based harassment prohibited by this Policy includes harassment based on gender identity or sexual orientation. This Policy also prohibits harassment of a sexual nature that does not rise to the level of Title IX sexual harassment, as defined in Policy 2266.

C. Reporting Requirements

District personnel must immediately report incidents of alleged unlawful discrimination, including incidents that District personnel witness or about which they receive reports or information, regardless of whether the incidents are verbal, visual, or physical, and whether the incidents also constitute harassment, bullying, or hazing.

District personnel who witness an act of unlawful discrimination must intervene immediately unless circumstances would make intervention dangerous. A person who is unable to intervene should promptly attempt to find another person who is able to intervene, contact a building administrator, or contact law enforcement, as the situation requires.

Any student who witnesses an act of unlawful discrimination is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination, including unlawful harassment and retaliation. A student may also anonymously report an incident of unlawful discrimination, including unlawful harassment and retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below. Minor students do not need parent/guardian permission to file complaints or participate in the formal complaint resolution process described below.

D. How to Report Unlawful Discrimination

If you or someone you know has been the victim of sex-based discrimination, harassment, or retaliation, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Coni Taylor
Associate Superintendent of Labor Relations and Legal Services
231-933-1716
412 Webster St., Traverse City, MI 49686
taylorco@tcaps.net

OR

Erika Lahti
Director of Human Resources
231-933-1719
412 Webster St., Traverse City, MI 49686
lahtier@tcaps.net

For information on the District's Title IX Sexual Harassment Grievance Process, see Policy 2266.

If you or someone you know has been the victim of disability-based discrimination, harassment, or retaliation, you may file a complaint with:

SECTION 504 COORDINATOR

Tiffany Pomaville
Executive Director of Special Education
231-933-1780
412 Webster St., Traverse City, MI 49686
pomavillti@tcaps.net

If you or someone you know has been the victim of any other type of unlawful discrimination, harassment, or retaliation, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

CIVIL RIGHTS COORDINATOR

Coni Taylor
Associate Superintendent of Labor Relations and Legal Services
231-933-1716
412 Webster St., Traverse City, MI 49686
taylorco@tcaps.net

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made verbally or in writing.

The coordinators identified above will document all unlawful discrimination reports, as well as any incidents they personally observe. The District will retain this documentation in accordance with applicable record retention requirements.

E. Complaint Process

Any person who has been the victim of unlawful discrimination or any person who has witnessed an incident of unlawful discrimination may make a complaint at any time. District personnel who receive a complaint of unlawful discrimination must immediately document the reported incident and notify the appropriate coordinator identified above by the end of the next school day.

F. Investigation Timelines

The District will initiate an investigation within five (5) school days after receiving a complaint of unlawful discrimination. In most cases, an investigation will be completed within twenty (20) school days. The District will attempt to comply with all law enforcement requests for cooperation. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend its investigation. The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law

enforcement agency has completed its evidence gathering process. This delay should not exceed ten (10) school days. If the District's investigation is suspended, interim steps will be taken to provide for the safety of the alleged victim or victims and the school community and to avoid potential retaliation. Those steps may include suspending the alleged perpetrator from work or school until the investigation is complete. If the law enforcement agency does not notify the District within ten (10) school days that the investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

Within five (5) school days after completing the investigation, the District will separately notify, in writing, the alleged victim and the alleged perpetrator of the investigation's outcome. Any disciplinary action against the alleged perpetrator will be implemented in accordance with the due process standards contained within Policy 5600.

An alleged perpetrator's status as a student with a disability will not affect the District's obligation to protect the alleged victim during and after an investigation.

G. Investigation Procedures

The District will use the following procedures when initiating and conducting investigations of unlawful discrimination:

1. Any written or verbal report of unlawful discrimination or harassment, including anonymous written or verbal reports, will be promptly addressed and investigated.
2. The District will assure the alleged victim that:
 - a. the complaint will be fully investigated;
 - b. the alleged victim's identity will be kept confidential during the investigation, to the extent possible;
 - c. the alleged victim will not be retaliated against by the District; and
 - d. the District will enforce its non-retaliation policy.
3. The District will take preventative measures to ensure that others, including the alleged perpetrator, do not retaliate against the alleged victim during or after the investigation.
4. The District will notify the alleged victim that the victim will not be required to confront the alleged perpetrator during the investigation, that steps will be taken to immediately ensure that the alleged conduct does not continue, and that retaliation is prohibited.
5. The District will interview any witnesses identified by the alleged victim and the alleged perpetrator. All witnesses will be assured that their identities will be kept confidential during the investigation, to the extent both possible and practical, and that retaliation is prohibited.
6. The District will implement individualized interim measures during the investigation to ensure that any unlawful conduct does not continue. Interim measures may include, but are not limited to, temporary schedule changes, no-contact directives, short-term suspensions, changes to class schedules or lockers, and student escorts.
7. The District will take action to end unlawful discrimination, including monitoring that the conduct does not reoccur and modifying responses if the unlawful discrimination does reoccur.
8. If the alleged victim is a minor student, the District will notify the student's parent/guardian of the complaint. The parent/guardian will be informed of the investigation's status, as appropriate.
9. Unless otherwise required by law, if an alleged victim has been discriminated against or harassed based on sexual orientation, gender identity, or non-compliance with gender stereotypes, the District will first consult with the student to determine an appropriate method of notifying the student's parent/guardian of the complaint.
10. All documentation, including witness statements, must be kept with the complaint and reports.
11. The District will use the preponderance of the evidence standard as the appropriate standard to substantiate allegations of unlawful discrimination.
12. If the District determines that a school official's impartiality has been compromised during the investigation process, that school official will be removed from the investigation and have no further

involvement.

13. If an alleged victim requests complete confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the alleged victim's request. If an alleged victim insists that the victim's name or other identifying information not be disclosed to the alleged perpetrator, the appropriate coordinator or designee will notify the alleged victim that the District's ability to investigate and respond to the complaint may be limited.

H. Remedies

The District will take appropriate and effective measures to promptly remedy the effects of unlawful discrimination. Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the victim can safely attend classes and school activities;
2. providing the victim with school-based counseling services;
3. providing the victim with academic support services, such as tutoring;
4. rearranging course schedules, to the extent practicable, to minimize contact between the victim and perpetrator;
5. moving the victim's or the perpetrator's locker;
6. issuing a "no contact" directive to the perpetrator; or
7. imposing discipline consistent with Policy 5600 and the student code of conduct.

Whenever possible, the District will strive to ensure that the victim's academic and other school-related schedules remain intact.

These remedies may also be available to any other student who is or was affected by unlawful discrimination.

The applicable coordinator should also consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. additional staff training; a climate survey; or
3. letters to students, staff, and parents/guardians reminding them of their obligations under this Policy and applicable handbooks.

If the alleged victim is a student with a disability, the Superintendent or designee will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the alleged victim continues to receive a free appropriate public education.

I. Investigation Report

After the investigation concludes, the appropriate coordinator or designee will create an investigation report. The report must include the following information:

1. the alleged victim's name, a description, or identifying information; the alleged victim's relevant protected class(es);
2. the name, a description, or identifying information about the person making the report, if not the alleged victim;
3. the protected class(es) of the person making the report, if not the alleged victim; the nature of the allegation, a description of the alleged incident(s), and the date and time (if known) of the alleged incident(s);
4. the name(s) and protected classes of all persons alleged to have committed the unlawful discrimination, if known, or a description/identifying information available if the name is not known;
5. the name(s) or description/identifying information and protected classes of all known witnesses to the alleged incident;
6. any written statement of the person making the report, the alleged victim (if different than the reporter),

the alleged perpetrator(s), and any known witnesses;

7. the applicable standard of evidence, conclusion, and recommendations; and

8. the response by District personnel, including the date any incident was reported to law enforcement.

J. Filing a False Report

Any person who knowingly or maliciously files a false report of unlawful discrimination, including unlawful harassment or retaliation, will be subject to discipline, up to and including expulsion.

K. Retaliation

Retaliation against a person who reports unlawful discrimination is prohibited. Any person who retaliates against a person who reports suspected unlawful discrimination will be disciplined in accordance with Policy 5600. This prohibition against retaliation also applies to retaliation against people who participate in or cooperate with an investigation related to a complaint.

L. Office for Civil Rights

Any person who believes that he or she was the victim of unlawful discrimination may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

This complaint may be filed before, during, or after filing a complaint with the District. A person may forego filing a complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to unlawful discrimination also file a complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. The OCR does not serve as an appellate body for District decisions. An investigation by the OCR will occur separately from any District investigation.

M. Appeal Process

An alleged victim of unlawful discrimination who believes that the District's investigation reached an incorrect result may present additional evidence at any time.

An alleged victim or alleged perpetrator may appeal the investigation findings and conclusions to the Superintendent or designee. Upon receipt of an appeal, the Superintendent or designee will review the investigation report, contact additional witnesses, consider all additional evidence, and may re-interview any witnesses. The Superintendent or designee will then notify the parties in writing of the decision. The Superintendent or designee is not required to give deference to the investigation report and may consider any new, previously unavailable evidence in evaluating the appeal.

A student found to have perpetrated unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5600.

N. Training

The District will provide to District personnel training on responding to and investigating unlawful discrimination. This training is mandatory for all District personnel responsible for implementing and enforcing anti-discrimination and anti-harassment laws and related policies and procedures. The Superintendent or designee will ensure that District personnel are notified of mandatory training sessions.

Legal: M.C.L. 37.1101 et seq., M.C.L. 37.2101 et seq., 20 U.S.C. 1400 et seq., 20 U.S.C. 1681 et seq., 29 C.F.R. 1604.1 et seq., 29 C.F.R. 1635 et seq., 29 U.S.C. 206 et seq., 29 U.S.C. 621 et seq., 29 U.S.C. 701 et seq., 29 U.S.C. 794 et seq., 29 U.S.C. 2601 et seq., 29 U.S.C. 6101 et seq., 34 C.F.R. 106.8, 106.9, 38 U.S.C. 4301 et seq., 42 U.S.C. 1983, 42 U.S.C., 2000d et seq. 42 U.S.C. 2000e et seq., 42 U.S.C. 2000ff et seq. 42 U.S.C. 6101 et seq. 42 U.S.C. 12101 et seq.

T.C. 3/21/16

Revised 10/10/16

Revised 11/9/20

T.C. 7/1/22

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APPENDIX C

BOARD POLICY 2266 - TITLE IX SEXUAL HARASSMENT

The District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and corresponding implementing regulations.

This Policy addresses only allegations of sexual harassment under Title IX. Allegations of all other forms of sex discrimination should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two (2) distinct complaints should be investigated under this Policy, and the Grievance Process described in this Policy will satisfy any investigation requirements in other anti-harassment or non-discrimination policies. Nothing in this paragraph limits the District's right to determine at any time during the Grievance Process that an allegation not involving Title IX sexual harassment should be addressed under other District Policies.

The Board directs the Superintendent or designee to designate persons to serve as Title IX Coordinator, Investigator, Decision-Maker, and Appeals Officer. If a Formal Complaint is made under this Policy against the Superintendent, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with the Title IX Coordinator to ensure that all other requirements of this Policy are met. If a Formal Complaint is made against the Board President, the Board Vice President will designate who will serve as the Investigator, Decision-Maker, and Appeals Officer.

The Investigator, Decision-Maker, and Appeals Officer cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

A. Definitions

For purposes of this Policy, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:
 - a. A District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;
 - b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
 - c. Sexual assault, dating violence, domestic violence, or stalking, as defined by the Violence Against Women Act, 34 USC § 12291 et. seq., and the uniform crime reporting system of the Federal Bureau of Investigation, 20 USC 1092(f)(6)(A)(v).
 1. "Sexual assault" means 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" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 3. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
 4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.
3. "Appeals Officer" is the person designated by the District to handle appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, or Decision-Maker on a specific matter.
4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.
5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.
6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.
7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, or Appeals Officer on a specific matter.
8. "Education Program or Activity" means any location, event, or circumstance over which the District exhibits substantial control over both the Respondent and the context in which the harassment occurred.
9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.
10. "Grievance Process" is the process by which the District handles Formal Complaints.
11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint or report. The Investigator cannot be the same person as the Decision-Maker or Appeals Officer on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.
12. "Report" means an account of Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).
13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.
14. "Supportive Measures" are non-disciplinary, non-punitive, individualized services offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.
15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular investigation is not disqualified from serving in another role in that investigation. The Title IX Coordinator may also serve as the Investigator on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

B. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

C. Designation of Title IX Coordinator

The District designates the following person(s) as the Title IX Coordinator(s):

Coni Taylor
Associate Superintendent of Labor Relations and Legal Services
231-933-1716
412 Webster St., Traverse City, MI 49686
taylorco@tcaps.net

Erika Lahti
Director of Human Resources
231-933-1719
412 Webster St., Traverse City, MI 49686
lahtier@tcaps.net

D. Reporting Title IX Sexual Harassment:

Any person who witnesses an act of sexual harassment is encouraged to report it to a District employee. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

A person may also anonymously report an incident of sexual harassment or retaliation. The District will investigate anonymous reports pursuant to its investigation procedures described below.

A person who has been the subject of sexual harassment or retaliation may report that behavior to the Title IX Coordinator or any District employee. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

A person may make a report at any time, including non-business hours. Reports may be filed in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

E. General Response to Sexual Harassment

1. Actual Knowledge without Formal Complaint Being Filed

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

If the Complainant does not file a Formal Complaint or if another person informs the Title IX Coordinator of an allegation of sexual harassment, the Title IX Coordinator must evaluate the information and determine whether to sign and submit a Formal Complaint. If the Title IX Coordinator determines not to sign and submit a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Formal Complaint Filed

Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using the Title IX Sexual Harassment Formal Complaint Form.

3. Equitable Treatment

The District will treat the Complainant and Respondent equitably throughout the Grievance Process. This may include offering supportive measures as described in Subsection E(5) of this Policy.

4. Documentation and Recordkeeping

The Title IX Coordinator will document all sexual harassment reports, as well as any incidents of sexual harassment that the Title IX Coordinator personally observes.

The District will retain this documentation in accordance with applicable record retention requirements in Section P of this Policy.

5. Supportive Measures

The Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or taking or describing additional supportive measures.

The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge to all parties and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

- a.** District-provided counseling;
- b.** Course-related adjustments, such as deadline extensions;
- c.** Modifications to class or work schedules;
- d.** Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e.** No-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

6. Respondent Removal

a. Emergency Removal (Student)

The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

b. Administrative Leave (Employee)

The District may place an employee Respondent on administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

7. Law Enforcement

In appropriate circumstances, the Title IX Coordinator will notify law enforcement or Child Protective Services.

The District will attempt to comply with all law enforcement requests for cooperation with related law

enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will follow the procedures described in Subsection F(1) of this Policy to notify the parties, in writing, of the delay.

The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that the law enforcement agency has completed its evidence gathering process. This delay should not exceed ten (10) days.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within ten (10) days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

F. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint. The District will endeavor to complete the Grievance Process within forty-five (45) - sixty (60) days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility at the conclusion of the Grievance Process, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point during the process, the Title IX Coordinator, Investigator, or Decision-Maker may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue determinations of responsibility within ten (10) days, absent extenuating circumstances.

2. Notice of Allegations

Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

- a.** A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b.** The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known, the alleged conduct constituting sexual harassment, and the date and time of the alleged incident;
- c.** A statement that the Respondent is presumed not responsible for the alleged conduct;
- d.** A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e.** A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;
- f.** A statement that the parties will be provided an opportunity to inspect and review any evidence

before the investigation report is finalized; and

- g.** If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding such privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, in any meeting or Grievance Process proceeding. If a party chooses an advisor who is not a District employee, it will be at that party's own cost. The Superintendent or designee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section N of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least ten (10) calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

4. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least ten (10) calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, or Appeals Officer.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

- a. Afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and
- b. Provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 1. Notification to the parties;
 2. Party and witness interviews;
 3. Site visits;
 4. Methods used to collect evidence; and
 5. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 1. A determination of responsibility;
 2. Any disciplinary action taken against the Respondent (consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and
 3. Whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.
- f. Appeal rights

See Section G of this Policy for appeal rights and procedures.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

G. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

1. A procedural irregularity that affected the outcome.
2. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.

3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Decision-Maker or Title IX Coordinator within five (5) days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Appeals Officer will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. Appeals based on procedural irregularity, conflict of interest, or bias must be decided within ten (10) days. Appeals based on new evidence must be decided within thirty (30) days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, or Decision-Maker on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

H. Informal Resolution

During the Grievance Process, after a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator or Investigator must (1) provide both parties written notice of their rights in an informal resolution and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

1. Allegations;
2. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
3. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and
4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

I. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator or Investigator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or
- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a

determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator or Investigator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Section G of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

J. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

K. Remedies

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. Offering the parties school-based counseling services, as necessary;
3. Providing the parties with academic support services, such as tutoring, as necessary;
4. Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. Moving the Complainant's or the Respondent's locker or work space;
6. Issuing a "no contact" directive between the Complainant and Respondent;
7. Providing counseling memoranda with directives or recommendations;
8. Imposing discipline consistent with applicable policies, codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts.

These remedies may also be available to any other student or person who is or was affected by sexual harassment.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. Additional staff training;
3. A climate survey; or
4. Letters to students, staff, and parents/guardians reminding them of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with the Individuals with Disabilities Education Act Section 504 of the Rehabilitation Act.

L. False Statements

Any person who knowingly makes a materially false statement in bad faith in a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially

false statement in bad faith.

M. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

N. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with the District's anti-discrimination and anti-harassment policies.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with the applicable policies, codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

O. Training

All District employees and Board members must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. The definition of sexual harassment;
2. The scope of the District's education programs or activities;
3. How to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and
4. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials will also be posted on the District's website.

P. Record Keeping

Records related to reports of alleged Title IX sexual harassment will be maintained by the District for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

Q. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216)522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

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APPENDIX D

BOARD POLICY 8330 - STUDENT RECORDS

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard a student's privacy and restrict access to a student's personally identifiable information.

If the parent or legal guardian of a student provides the District with notice that s/he/they have received a participation card issued by the attorney general under the Address Confidentiality Program Act, the District shall not disclose the confidential address of the student, regardless of any other provision of this policy. The Superintendent or designee shall develop a process to ensure that a student's participation in the Address Confidentiality Program Act is appropriately noted to avoid disclosure of this information to any person or entity.

Student "personally identifiable information" ("PII") includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board of Education is responsible for maintaining records of all students attending schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees. The Board hereby authorizes collection of the following student records, in addition to the membership record required by law:

- A.** observations and ratings of individual students by professional staff members acting within their sphere of competency
- B.** samples of student work
- C.** information obtained from professionally acceptable standard instruments of measurement such as:
 - 1.** interest inventories and aptitude tests,
 - 2.** vocational preference inventories,
 - 3.** achievement tests,
 - 4.** standardized intelligence tests,
 - 5.** other assessments as authorized by the Board or required by Michigan legislation
- D.** authenticated information provided by a parent or eligible student concerning achievements and other school activities which the parent or student wants to make a part of the record
- E.** verified reports of serious or recurrent behavior patterns
- F.** rank in class and academic honors earned
- G.** psychological tests
- H.** attendance records
- I.** health records
- J.** custodial arrangements

In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older or a student of any age who is enrolled in a postsecondary

institution.

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel), and a person serving on the Board. The Board further designates the following individuals and entities as "school officials" for the purpose of FERPA:

- A.** persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);
- B.** contractors, consultants, volunteers, or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a "school official" for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

"Legitimate educational interest" shall be defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A.** forward student records, including any suspension and expulsion action against the student, on request to a school or school district in which a student of this District seeks or intends to enroll upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;
- B.** forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a public school or school district in which a student in foster care is enrolled;

Such records shall be transferred as soon as possible to the enrolling district.

- C.** provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- D.** report a crime committed by a child with or without a disability to appropriate authorities and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education records and disciplinary records including any suspension and expulsion action against the student to the authorities and school officials for their consideration;
- E.** release de-identified records and information in accordance with Federal regulations;
- F.** disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- G.** disclose personally identifiable information from education records without consent to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception.

The District will verify that the authorized representative complies with FERPA regulations.

- H.** request each person or party requesting access to a student's record to abide by the Federal regulations concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such a shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of those persons to whom information about a student has been disclosed. Such disclosure records will indicate the student, person viewing the record, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Upon written request by a student's parent or legal guardian, the District shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records.

If the District provides any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records to any person, agency, or organization, then the District shall disclose to the student's parent or legal guardian upon his or her written request:

- A.** the specific information that was disclosed;
- B.** the name and contact information of each person, agency, or organization to which the information has been disclosed;
- C.** the legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within thirty (30) days after the District receives the written request and without charge to the parent or legal guardian.

The District is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

- A.** provision of such information to the Michigan Department of Education or CEPI
- B.** provision of such information to the student's parent or legal guardian
- C.** provision of such information to its authorizing body or to an educational management organization with which it has a management agreement
- D.** provision of such information to or from its intermediate school district or to another intermediate school district providing services to the District or its students pursuant to a written agreement
- E.** provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age eighteen (18), the student
- F.** provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction
- G.** provision of such information as necessary for standardized testing that measures the student's academic progress and achievement
- H.** provision of such information that is covered by the written opt-out notification described above, unless the

student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, the student has signed and submitted the written opt-out notification

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent; or, if the student is an eligible student, the written consent of the student, except those persons or parties stipulated by the Board policy and administrative guidelines and/or those specified in the law.

The Board shall exempt from disclosure directory information, as requested for the purpose of surveys, marketing, or solicitation unless the Board determines that the use is consistent with the educational mission of the Board and beneficial to the affected students. The Board may take steps to ensure that directory information disclosed shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitations. Before disclosing the directory information, the Board may require the requester to execute an affidavit stating that directory information provided shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitation.

DIRECTORY INFORMATION

Each year, the Superintendent or designee shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": student name and address (except for students participating in the Address Confidentiality Program Act); parent name and address; parent e-mail address; student and parent telephone numbers; student's place of birth; student's major field of study; student's participation in officially recognized activities and sports; student athletes' height and weight; dates of attendance; date of graduation; student honors, awards, degrees, and scholarships earned; student honor roll designations; student grade placements; photographs and videos of students participating in school activities, events, or programs; and information generally found in yearbooks. The Board further designates District-assigned student e-mail addresses as directory information for the limited purposes of (1) facilitating the student's participation in and access to online learning platforms and applications, and (2) inclusion in internal school and District e-mail address books.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. Students' e-mail addresses may also be released to Federal and State authorities per legislation. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

A parent or legal guardian has the ability to opt-out of directory information disclosure with written communication to the student's school administrators within the first thirty (30) days of the school year. A student who is at least age eighteen (18) or is an emancipated minor may act on his/her own behalf with respect to the opt-out.

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

Armed Forces Recruiting

The Board shall provide United States Armed Forces recruiters with at least the same access to the high school campus and to student directory information (names, addresses, District-assigned e-mail addresses (if available) (except for students participating in the Address Confidentiality Program Act), and telephone listings of secondary students) as is provided to other entities offering educational or employment opportunities to those students. "Armed forces of the United States" 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 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 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 the right to refuse disclosure of any or all "directory information" including to the armed forces of the United States and the service academies of the armed forces of the United States.

A fee, not to exceed the actual costs incurred by the high school, for copying and mailing student directory information under this section may be charged to an official recruiting representative.

Directory information received under armed services authorization request shall be used only to provide information to students concerning educational and career opportunities available in the armed forces of the United States or the service academies of the armed forces of the United States. An official recruiting representative who receives student directory information under this section shall not release that information to a person who is not involved in recruiting students for the armed forces of the United States or 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.

Requests to the District records officer shall be presented on a standardized form developed by the armed forces of the United States requesting access to a high school campus and a time for the access. Requests should bear the signature of the ranking recruiting officer of the armed service making the request.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's education records or for the release of "directory information", either parent may provide such consent unless stipulated otherwise by court order. If the student is under the guardianship of an institution, the Superintendent or designee shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information" on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a student's education records. This does not apply to any of the following situations:

- A.** providing the information as necessary for standardized testing that measures the student's academic progress and achievement;
- B.** providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with the District.

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town) unless a parent is prohibited from doing so due to a student's participation in the Address Confidentiality Program Act), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible students must submit a written request to the building principal at least ten (10) work days before the scheduled date of the activity. The instrument will be provided to the parent within five (5) business days of the principal receiving the request.

The Superintendent or designee shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students from the exclusive purpose of developing, evaluating, or providing educational products or service for, or to, students or educational institutions, such as the following:

- A.** college or other postsecondary education recruitment, or military recruitment;
- B.** book clubs, magazines, and programs providing access to low-cost literary products;
- C.** curriculum and instructional materials used by elementary and secondary schools;
- D.** tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E.** the sale by students of products or services to raise funds for school-related or education-related activities; and
- F.** student recognition programs.

The Board may establish online access for the parents or the eligible student to the student's confidential academic and attendance record. To authorize such access, the parents or the eligible student must sign a release (see Form 8330 F10). This release shall remind the parents or eligible student that the account and confidential information about the student is only as secure as they keep their account information. Neither the District nor its employees will be held responsible for any breach of this policy by the parent/eligible student or any unauthorized party.

The Superintendent or designee shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their rights to:

- A.** inspect and review the student's education records;
- B.** request amendments if the record is inaccurate, misleading, or otherwise in violation of the student's rights;
- C.** consent to disclosures of personally-identifiable information contained in the student's education records, except to unauthorized disclosures allowed by the law;

- D.** challenge the Board's noncompliance with a parent's request to amend the records through a hearing;
- E.** file a complaint with the United States Department of Education;
- F.** obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent or designee shall also develop procedural guidelines for:

- A.** the proper storage and retention of records including a list of the type and location of records;
- B.** informing employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation, or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board of Education delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation, or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board of Education. See Form 8330 F14 for additional contract requirements.

Revised 6/95

Revised 7/02

Revised 5/03

Revised 2/04

Revised 5/09

Revised 8/09

Revised 1/11

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APPENDIX E

ADMINISTRATIVE GUIDELINE 5540.01 - TECHNOLOGY ACCEPTABLE USE

The Traverse City Area Public Schools acquires and makes available certain materials, in the category of technology hardware and software, to aid in the effective conduct of teaching, learning and non-instructional operations. These technologies are acquired with the understanding that they contribute access to information, methods of presentation, and communication. Staff and students as well as interested persons outside of the Traverse City Area Public Schools recognize that these technologies are a productive means of carrying out the mission and instructional goals of the Traverse City Area Public Schools.

Listed below are specific responsibilities and limitations which must be observed by any person using technology owned by the Traverse City Area Public Schools or on the Traverse City Area Public Schools premises. These apply to any use of technology, whether owned by the Traverse City Area Public Schools or the personal property of the user. Violations can lead to the denial of network services.

- A. The user is responsible for his/her behavior and communication on the Internet. Users are responsible for compliance with existing laws while using technology. The Board of Education Policies and Administrative Regulations apply to the use of technology.
- B. Users are responsible for reporting the misuse of technology.
- C. The user may only access the Internet by using his\her assigned network login and password. Use of another person's login and password is prohibited.
- D. The user may not intentionally seek information on, obtain copies of, or modify files, data or passwords belonging to other users, or misrepresent other users on the network.
- E. Users have full responsibility for the confidentiality of any accounts or passwords related to the use of technology. Circumventing passwords and/or security is not allowed. All violations of this regulation that can be traced to an individual's account name will be treated as the responsibility of the owner of that account.
- F. The user may not use the Internet to engage in "hacking", "phishing", or pursue any method of identity theft or other unlawful activities.
- G. Malicious use of the Board's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or compiling system is prohibited. Users must avoid wasting limited resources.
- H. Transmission of any material in violation of any State or Federal law or regulation, Board Policy or Board Guidelines is prohibited.
- I. Use of the Internet to access, process, distribute, display or print any type of pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to an interest in nudity and/or sex, material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text, files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited.
- J. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited. Any and all uses of technology are for instructional, operational and administrative functions of the District.
- K. The Traverse City Area Public Schools' network is intended for curricular and administrative use.
- L. Users are expected to follow proper network etiquette when using email, social networking sites, and other Internet communications.

1. **Cyberbullying or personal** attacks are an unacceptable use of technology.
 2. Diligently delete old files and email on a regular basis
 3. Users must use language appropriate for school situations as indicated by the school's code of conduct, and avoid offensive or inflammatory speech, obscene, profane, vulgar, sexually explicit, defamatory, or abusive language.
- M. All content accessible via the Internet should be assumed to be private property (i.e., copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected. Information (including text, graphics, audio, video) obtained from Internet sources should be cited in references.
- N. Use of the Internet and any information procured from the Internet is at the user's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, miss-deliveries, or service interruptions. The Board is not responsible for the accuracy or quality of information obtained through its services.
- O. Disclosure, use and/or dissemination of personal records or identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent/guardian.
- P. An Internet Filtering Service will provide a level of protection to all stations connected on the Traverse City Area Public Schools' network. This does not absolve the user from attempting to access inappropriate sites on the Internet as stated in the Technology Acceptable Use Guidelines.
- Q. Proprietary rights in the design of web sites hosted on the Board's servers remains at all times with the Board without prior written authorization.
- R. Students utilizing technology provided by the Traverse City Area Public Schools must have the permission of and be supervised by the Traverse City Area Public Schools' staff.
- S. It is the user's responsibility to ensure that transmission and/or reception of information by means of technology is appropriate. Electronic mail is not guaranteed to be private. People who manage the system do have access to all email and all activity on the network is traceable. Inappropriate or illegal use of e-mail may subject the individual to consequences stated elsewhere.
- T. Only authorized users may install, remove or relocate software. All software must be approved and original media with licensing documents are to be maintained by the Technology Department.

Failure to comply with this regulation may result in loss of privileges, disciplinary action, and/or civil or criminal action against the user.

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APPENDIX F



Traverse City Area Public Schools STUDENT/PARENT DEVICE USE AGREEMENT

TCAPS provides a wide array of technology resources for use by students and staff. You agree to follow at all times the Student/Parent Expectations and Acceptable Use Policy. Any failure to comply may terminate your rights of possession effective immediately and the District may repossess the property. These resources are to be used only for educational purposes. TCAPS students/parents agree to the following:

I will keep myself and others safe online.

This means understanding that:

1. Laws, rules, and social norms govern digital spaces.
2. Digital identities, data, and online activities are commodities.
3. Individuals and organizations may misrepresent themselves online.

I will responsibly consume, create, and share digital content.

This means understanding that:

1. Effective search strategies help individuals locate information online.
2. Digital information varies in value, quality, and reliability.
3. Media influences individual perceptions and societal actions.
4. Technology can be used to express and amplify ideas.

I will prioritize my digital well-being and the well-being of others.

This means understanding that:

1. Self-awareness and the use of intentional strategies can support a healthy digital diet.
2. Online personas are constructed reflections of an individual's identity.
3. Technology may play a role in both advancing and impeding human connection.

I will be socially conscious and empowered to influence change.

This means understanding that:

1. Digital citizens have a collective responsibility for the ethical design, use, and regulation of new technologies.
2. Technology is a powerful vehicle for civic engagement.
3. Technology both highlights and perpetuates social inequities.

I will be responsible with technology issued to me by TCAPS and the TCAPS Network.

This means understanding that:

1. I am responsible for protecting TCAPS devices. I will not modify, destroy, or keep devices or technology resources.
2. I am responsible for loss or damage to the devices that I use.
3. I am responsible for protecting the security of the TCAPS network.

TCAPS may send home devices for use off campus. The web content on the device is filtered offsite, but parents can and should implement limits that align with their family values around technology usage. We recommend filtering your home internet and being mindful of how much and where your child spends time online.

APPENDIX G

BOARD POLICY 5600 - STUDENT DISCIPLINE

Student Discipline - Generally

The Board is committed to providing students and staff with a safe learning environment free from substantial disruption. Consistent with this commitment, the District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

Applicability

This Policy applies to student conduct that occurs:

- A. on District property;
- B. at a school-sponsored or school-related event;
- C. on a school bus or vehicle;
- D. while traveling to or from school, including at a bus stop; and
- E. at any other time or place if the conduct has a nexus to the school, substantially disrupts the school environment, or as permitted by law.

Student Code of Conduct

The Superintendent or his/her designee will develop, regularly update, and annually publish a student code of conduct in all student handbooks. The student code of conduct must:

- A. identify offenses that may result in discipline;
- B. identify possible disciplinary consequences for each offense, which may, if appropriate, include suspension or expulsion;
- C. be consistent with applicable state and federal laws and Board Policies; and
- D. include a copy of Policy 5600.05 entitled "Suspension from Class, Subject, or Activity by Teacher."

Definitions

For purposes of this Policy:

- A. **"suspend"** or **"suspension"** means a disciplinary removal from school for less than 60 school days;
- B. **"expel"** or **"expulsion"** means a disciplinary removal from school for 60 or more school days;
- C. **"restorative practices"** means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct; and
- D. **"Mandatory 7 Factors"** means the following:
 - 1. the student's age;
 - 2. the student's disciplinary history;
 - 3. whether the student has a disability;

4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices are a better option; and
7. whether lesser interventions would address the behavior.

Restorative Practices

Before suspending or expelling a student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's objective of minimizing out-of-school suspensions and expulsions. Likewise, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying.

All victim-offender conferences must be conducted consistent with state and federal law and Policies. No student who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice.

Discretionary Suspension or Expulsion

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of more than 10 school days or an expulsion is, in most circumstances, presumed not to be justified. Before imposing a suspension or an expulsion, administrators or the Board must consider the Mandatory 7 Factors.

A. Building Administrators - Suspension 10 or fewer school days

1. The Board delegates to all building administrators the authority to suspend a student for up to 10 school days consistent with the student code of conduct.
2. A building administrator may also suspend a student for up to 10 school days pending further investigation and possible further disciplinary consequences, including a longer-term suspension or expulsion. Before exercising this authority, the building administrator must consider the Mandatory 7 Factors.
3. Additionally, before suspending a student for any length of time, the building administrator must provide the student due process as described in Policy 5600.01. If the student is a student with a disability, the student's discipline is also subject to Policy 5600.02.

B. Superintendent or his/her designee - Suspension (more than 10 school days and less than 60 school days)

1. The Board delegates to the Superintendent or his/her designee the authority to suspend a student for less than 60 school days consistent with the student code of conduct. Before exercising this authority, the Superintendent or his/her designee must consider the Mandatory 7 Factors.
2. Any time the Superintendent or his/her designee finds that a suspension of more than 10 school days but less than 60 school days is warranted, the Superintendent or his/her designee must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.
3. Additionally, before suspending a student for any length of time, the Superintendent or his/her designee must provide the student due process as described in Policy 5600.01. If the student is a student with a disability, the student's discipline is also subject to Policy 5600.02.

C. Superintendent or his/her designee - Expulsion (60 or more school days)

1. The Board delegates to the Superintendent or his/her designee the authority to expel a student for 60 school days or more for an offense consistent with the student code of conduct. Before exercising this

authority, the Superintendent or his/her designee must consider the Mandatory 7 Factors.

2. Any time the Superintendent or his/her designee finds that an expulsion is warranted, the Superintendent or his/her designee must base the rationale on the Mandatory 7 Factors and explain the rationale in writing.
3. Before exercising this authority, the Superintendent or his/her designee must provide the student due process as described in Policy 5600.01. If the student is a student with a disability, the student's discipline is also subject to Policy 5600.02.

Criminal Sexual Conduct - Discretionary Suspension or Expulsion

If a student commits criminal sexual conduct, as defined in Revised School Code Section 1311, against another student enrolled in the District and expulsion is not mandatory under Policy 5600, the District may suspend or expel the student even if the student has not been criminally charged, subject to consideration of the Mandatory 7 Factors.

Before exercising this authority, the District must provide the student due process as described in Policy 5600.01. If the student is a student with a disability, the student's discipline is also subject to Policy 5600.02.

Mandatory Suspension or Expulsion

Building principals and other administrators must refer all incidents that may result in a mandatory suspension or expulsion to the Superintendent or his/her designee. As explained below, the Board recognizes that in some circumstances the Superintendent or his/her designee may choose not to suspend or expel a student. Nothing in this section may be construed as limiting the Superintendent's or his/her designee's discretion to suspend or expel a student for any offense that the student code of conduct identifies as possibly resulting in suspension or expulsion.

Possession of a Dangerous Weapon - Firearm

If a student possesses a firearm in a weapon-free school zone, the Superintendent or his/her designee will permanently expel the student unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- A. the student was not possessing the firearm to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- B. the student did not knowingly possess the firearm;
- C. the student did not know or have reason to know that the firearm constituted a "dangerous weapon"; or
- D. the student possessed the firearm at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Superintendent or his/her designee will not expel the student unless the Superintendent or his/her designee finds that, based on the circumstances, expulsion is warranted.

Possession of a Dangerous Weapon - Other than a Firearm

If a student possesses a dangerous weapon (other than a firearm) in a weapon-free school zone, the Superintendent or his/her designee will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or his/her designee is not required to expel a student for possession of a dangerous weapon (other than a firearm) if the student demonstrates, in a clear and convincing manner, at least one of the following:

- A. the student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
- B. the student did not knowingly possess the weapon;
- C. the student did not know or have reason to know that the instrument or object constituted a "dangerous weapon"; or

- D. the student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If a student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the Superintendent or his/her designee will not expel the student unless the Superintendent or his/her designee finds that, based on the circumstances, expulsion is warranted.

Applicable Definitions for Dangerous Weapon Offense

"Weapon-free school zone" means school property and a vehicle used by a school to transport students to or from school property.

"School property" means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

"Dangerous weapon" means a firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.

"Firearm" means (i) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (ii) the frame or receiver of any such weapon; (iii) any firearm muffler or firearm silencer; or (iv) any destructive device. "Firearm" does not include an antique firearm, as defined by 18 USC § 921.

"Destructive device" means (i) any explosive, incendiary, or poison gas (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device); (ii) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (iii) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

Additional Procedures for Dangerous Weapon Expulsion

The Superintendent or his/her designee must ensure that if a student is expelled for possession of a dangerous weapon, the student's permanent record reflects the expulsion. The Superintendent or his/her designee must refer a student who is expelled for possession of a dangerous weapon to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion. The Superintendent or his/her designee must also make a referral to local law enforcement and contact the student's parent/guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity, or in a school vehicle. If a District official confiscates a dangerous weapon, the District official will give the dangerous weapon to law enforcement and will not release the dangerous weapon to any other person, including the legal owner.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for possession of a dangerous weapon may not enroll in the District.

Arson

If a student commits arson as defined in Revised School Code Section 1311, in a school building or on school grounds, the Superintendent or his/her designee will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or his/her designee must ensure that if a student is expelled for committing arson, the student's permanent record reflects the expulsion. The Superintendent or his/her designee must refer a student who is expelled for committing arson to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing arson may not enroll in the District.

Criminal Sexual Conduct

If a student commits criminal sexual conduct as defined in Revised School Code Section 1311, in a school building or on school grounds, or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the District, the Superintendent or his/her designee will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or his/her designee must ensure that if a student is expelled for committing criminal sexual conduct, the student's permanent record reflects the expulsion. The Superintendent or his/her designee must refer a student who is expelled for committing criminal sexual conduct to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311(6), a student expelled by another district or public school academy for committing criminal sexual conduct may not enroll in the District.

Physical Assault Against an Employee, Volunteer, or Contractor

If a student in grade 6 or above commits a physical assault at school against an employee, volunteer, or contractor and the victim reports the physical assault to the Board or to a school administrator or, if the victim is unable to report the assault, another person makes the report on the victim's behalf, the Superintendent or his/her designee will consider whether to permanently expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

The Superintendent or his/her designee must ensure that if a student is expelled for physically assaulting an employee, volunteer, or contractor, the student's permanent record reflects the expulsion. The Superintendent or his/her designee must refer a student who is expelled for physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and notify the student's parent/guardian (or the student, if the student is at least age 18 or is an emancipated minor) of the referral within 3 calendar days of the expulsion.

Unless reinstated pursuant to Revised School Code Section 1311a(5), a student expelled by another district or public school academy for physically assaulting an employee, volunteer, or contractor may not enroll in the District.

Physical Assault Against Another Student

If a student in grade 6 or above commits a physical assault at school against another student and the physical assault is reported to the Board or to an administrator, the Superintendent or his/her designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for committing a physical assault against another student may request to enroll in the District. The Superintendent or his/her designee will consider the request along with any information the Superintendent or his/her designee determines relevant. The Superintendent or his/her designee may either grant or deny the request. The Superintendent's or his/her designee's decision is final.

Applicable Definitions for Physical Assault Against Student

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

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises.

Bomb Threat or Similar Threat

If a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other District property, or at a school-related event, the Superintendent or his/her designee will consider whether to suspend or expel the student or to impose a less severe penalty after first considering the Mandatory 7 Factors.

A resident student in grade 6 or above who is currently expelled by another district or public school academy for making a bomb threat or similar threat may request to enroll in the District. The Superintendent or his/her designee will consider the request along with any information the Superintendent or his/her designee determines relevant. The Superintendent or

his/her designee may either grant or deny the request. The Superintendent's or his/her designee's decision is final.

Statewide School Safety Information Policy (SSSIP) & Law Enforcement Reporting

The Superintendent or his/her designee must notify law enforcement when required by the SSSIP and make all other reports and provide all other notifications required by the SSSIP or any state or federal law. Nothing in this Policy limits the ability of a school administrator to contact law enforcement at any other time.

Educational Programming During Suspension or Expulsion

Except as otherwise required by law or as provided in this Policy, a student who has been suspended or expelled may not be on school property, attend classes or other school functions, or participate in extracurricular activities during the student's suspension or expulsion without written permission from the Superintendent or his/her designee. District personnel may assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete coursework during the period of the student's suspension or expulsion.

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APPENDIX H

BOARD POLICY 5600.01 - STUDENT DISCIPLINE - DUE PROCESS

The District will provide students due process to the extent required by state and federal law before a student is suspended or expelled. All administrators must respect student due process rights.

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

A. Suspension 10 or fewer school days

Before suspending a student for 10 or fewer school days, a school building administrator must: (1) provide the student verbal notice of the offense the student is suspected to have committed, and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, a school building administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the school building administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence.

2. Suspension more than 10 school days and less than 60 school days

Before suspending a student for more than 10 school days but less than 60 school days, the Superintendent or his/her designee must provide the parent/guardian or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence. The Superintendent or his/her designee will provide the parent/guardian or student at least 3 calendar days' notice before the hearing. The parent/guardian and student may be represented, at their cost, by an attorney or another adult advocate at the hearing. The Superintendent or his/her designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. A parent/guardian or student may appeal the Superintendent's or his/her designee's decision to the Board's designee (a Central Office Administrator other than Hearing Officer). The appeal must be submitted to the Board's designee within 3 (three) calendar days of the decision. The Board's designee will hear the appeal at an Appeal Hearing to be scheduled by Central Office Administration. The Board's designee's decision is final. The student's suspension will run while the appeal is pending.

3. Expulsion (60 or more school days)

Before the Superintendent or his/her designee expels a student, the Superintendent or his/her designee must provide the parent/guardian or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence. The Superintendent or his/her designee will provide the parent/guardian or student at least 3 calendar days' notice before the hearing. The parent/guardian and student may be represented, at their cost, by an attorney or another adult advocate at the hearing. A parent/guardian or student may appeal the Superintendent's or his/her designee's decision to the Board's designee (a Central Office Administrator other than Hearing Officer). The appeal must be submitted to the Board's designee within 3 (three) calendar days of the decision. The Board's designee will hear the appeal at an Appeal Hearing to be scheduled by Central Office Administration. The Board's designee's decision is final. The student's expulsion will run while the appeal is pending.

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APPENDIX I

BOARD POLICY 5600.02 - STUDENT DISCIPLINE - STUDENTS WITH DISABILITIES

The District will follow all applicable state and federal laws related to disciplining students with disabilities. Students with disabilities are entitled to all due process protections afforded to other students pursuant to Policy 5600.01. For students with disabilities, the additional procedures and protections in this Policy also apply.

Change of Placement

On the date on which the District decides to: (1) expel a student with a disability; (2) suspend a student with a disability for more than 10 consecutive school days; (3) suspend a student with a disability for more than 10 cumulative school days in the same school year if a pattern of removals exists; or (4) place a student with a disability in an interim alternative educational setting (explained below), the District will notify the student's parent/guardian of that decision, will provide the parent/guardian a copy of applicable procedural safeguards, and will conduct a manifestation determination review (MDR) within 10 school days.

Manifestation Determination Review

The MDR team, which includes the parent/guardian and relevant members of the student's IEP or Section 504 Team, will determine whether the student's conduct was a manifestation of the student's disability.

Conduct Was a Manifestation

If the conduct was a manifestation of the student's disability, the District must immediately return the student to the placement from which the student was removed unless the parent/guardian and the District agree to change the placement or the student is placed in an interim alternative educational setting for up to 45 school days (see section C). For a student with an IEP, if the conduct was a manifestation of the student's disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan for the student; or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue.

Conduct Was Not a Manifestation

If the conduct was not a manifestation of the student's disability, the District may proceed with the suspension or expulsion by adhering to the due process requirements in Policy 5600.01. If the student has an IEP, the District must, as appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan or other behavioral modifications for the student to prevent the behavior from recurring.

Interim Alternative Educational Setting ("IAES")

The District may remove a student with a disability who engages in any of the following conduct to an IAES for not more than 45 school days, even if the conduct is a manifestation of the student's disability:

- A. carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
- B. knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
- C. inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

For purposes of this section only, a "weapon" means a device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. A "weapon" does not include a pocket knife with a blade of less than 2½ inches in length.

No student with a disability may be removed to an IAES without first receiving the due process rights afforded under Policy 5600.01.

If the student has an IEP, the District must, as appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan or other behavioral modifications for the student to prevent the behavior from continuing.

Dangerous Students

The District may remove a dangerous student from school as permitted by law. District administrators must follow all state and federal laws governing the removal of dangerous students with disabilities.

Services During Disciplinary Removal or IAES

A student who is eligible for services under the Individuals with Disabilities Education Act (IDEA) who is expelled or suspended for more than 10 school days during a school year or placed in a 45-school day IAES is entitled to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student's IEP.

Students Not Yet IDEA Eligible

A student who is not currently identified as a student with a disability under the IDEA is entitled to the rights and procedures provided to students with disabilities if the District had knowledge that the student was a student with a disability before the misconduct occurred. The District is deemed to have knowledge that a student was a student with a disability only if: (1) the student's parent/guardian expressed concern in writing to a school administrator that the student needed special education or related services; (2) the student's parent/guardian requested a special education evaluation; or (3) the student's teacher or other District personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the District's special education director or to other supervisory personnel. The District will not be deemed to have knowledge that the student was a student with a disability if: (1) the student's parent/guardian refused to allow the District to evaluate the student; (2) the student's parent/guardian refused special education for the student; or (3) the student was previously evaluated and determined to not be a student with a disability.

This Policy does not provide a comprehensive description of the disciplinary rights and procedures due to students with disabilities. District administrators must ensure that the rights of students with disabilities are protected and all procedures applicable to students with disabilities are followed as required by the IDEA, Section 504 of the Rehabilitation Act, state law, and Board Policy.

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APPENDIX J

BOARD POLICY 5600.03 - STUDENT DISCIPLINE - REINSTATEMENT FOLLOWING EXPULSION

The District will consider a petition for reinstatement from a **permanently expelled** student or the parent/guardian consistent with this Policy and Revised School Code Sections 1311 and 1311a.

Reinstatement Following Mandatory Permanent Expulsion

- A. The parent/guardian of a student who was in grade 5 or below at the time of the expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a petition for reinstatement 60 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than 90 school days after the expulsion date.
- B. The parent/guardian of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a petition for reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than 10 school days after the expulsion date.
- C. The parent/guardian of a student (or student, if emancipated or at least 18 years old) who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) criminal sexual conduct pursuant to Policy 5610.01, Section H. (mandatory expulsion) or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) criminal sexual conduct pursuant to 5610.01, Section H; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the expulsion date.

The parent/guardian (or the student, if emancipated or at least 18 years old) must prepare and submit the reinstatement petition. The Superintendent or his/her designee will provide a reinstatement petition form, upon request, for the parent/guardian or student to use. The Board may request that the parent/guardian or the student attach additional relevant information to the reinstatement petition. The Board will appoint a reinstatement committee, consisting of two board members, one administrator, one teacher, and one parent/guardian of a current District student to consider a reinstatement petition no more than 10 school days after receiving a reinstatement petition. The Superintendent or his/her designee must prepare and submit information to the reinstatement committee about the circumstances surrounding the student's expulsion and any factors supporting and not supporting reinstatement. The reinstatement committee must convene not later than 10 school days following its appointment to: (1) review the reinstatement petition and supporting documentation submitted by the parent/guardian or the student; (2) review the information submitted by the Superintendent or his/her designee; and (3) submit to the Board a written recommendation whether the Board should unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement to the student based on consideration of all of the following factors:

1. the extent to which reinstatement would create a risk of harm to other students or District personnel;
2. the extent to which reinstatement would create a risk of District liability or individual liability for the Board or District personnel;
3. the student's age and maturity;
4. the student's school record before the incident that caused the expulsion;
5. the student's attitude concerning the incident that caused the expulsion;

6. the student's behavior since the expulsion and the student's prospects for remediation; and
7. if the petition was filed by a parent/guardian, the degree of cooperation that the parent/guardian has provided the student and the degree of cooperation the parent/guardian can be expected to provide the student if the student is reinstated.

Before making its recommendation, the reinstatement committee may request that the student and the parent/guardian appear in person to answer questions. If the committee recommends that the student be conditionally reinstated, the committee must include in its written recommendation to the Board a list of recommended conditions.

At or before its next regularly scheduled meeting following receipt of the reinstatement committee's recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstatement, including, without limitation, a behavior contract, completion of an anger management program, a "last-chance" agreement, counseling, drug treatment, or a psychological evaluation. The District is not obligated to provide or to pay for any reinstatement condition imposed by the Board. Upon request of the District, parents/guardians (or the student, if emancipated or at least 18 years old) will provide verification that the conditions were satisfied. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. If the Board denies reinstatement, the parent/guardian or student may not file another petition for reinstatement until 180 school days after the date of the denial, unless the Board specifies otherwise at the time of denial.

Reinstatement Following Discretionary Permanent Expulsion

Unless otherwise expressly authorized by the Superintendent or his/her designee at the time of a discretionary permanent expulsion, a student expelled for reasons other than those resulting in a mandatory permanent expulsion under Policy 5610.01 may not petition the Board for reinstatement until at least 150 school days after the date of the expulsion, and the student may not be reinstated until at least 180 school days after the date of the discretionary permanent expulsion. Upon receipt of a timely reinstatement petition, the Board will hold a hearing at its next regularly scheduled meeting to consider the petition and any information submitted by the parent/guardian or student and the Superintendent or designee in either support of or opposition to the petition. The Board may unconditionally grant, conditionally grant, or deny the reinstatement petition. The District is not obligated to provide or to pay for any reinstatement condition imposed by the Board. Upon request of the District, parents/guardians (or students who are emancipated or at least 18 years old) will provide verification that the conditions were satisfied. The Board's decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. If the Board denies reinstatement, the parent/guardian or student may not file another petition for reinstatement until at least 180 school days after the date of the denial, unless the Board specifies otherwise at the time of denial.

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APPENDIX K

BOARD POLICY 5600.04 - STUDENT DISCIPLINE - ENROLLMENT FOLLOWING MISCONDUCT AT ANOTHER PUBLIC OR NONPUBLIC SCHOOL

To the extent permitted by law, the District may deny enrollment to a student who engaged in misconduct in another public or nonpublic school and who seeks to enroll in the District either:

- A. before the previous school imposes disciplinary consequences for the misconduct; or
- B. while the student is suspended or expelled from the previous public or nonpublic school.

The Superintendent must refer the student to his/her designee (Hearing Officer) if, under TCAPS Student Code of Conduct, the student's misconduct in the previous public or nonpublic school would result in an expulsion from that institution and, in the Superintendent's or his/her designee's opinion, the student's enrollment in the District would jeopardize the safety or welfare of the District or substantially disrupt District operations.

The Hearing Officer will hold a pre-enrollment hearing following the Superintendent's referral to consider whether the student may enroll and, if so, any conditions on enrollment. The Hearing Officer will consider any information submitted by the parent/guardian or student and the Superintendent or his/her designee in either support of or opposition to the student's enrollment.

This Policy does not apply to students seeking to enroll who have been expelled for any of the following offenses:

- A. possession of a firearm or other dangerous weapon;
- B. arson;
- C. criminal sexual conduct pursuant to Policy 5600;
- D. physical assault on an employee, contractor, or volunteer if student is in grade 6 or above;
- E. physical assault of another student if student is in grade 6 or above; and
- F. a bomb threat or similar threat if student is in grade 6 or above.

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APPENDIX L

BOARD POLICY 5600.05 - STUDENT DISCIPLINE - SUSPENSION FROM CLASS, SUBJECT, OR ACTIVITY

A teacher may suspend a student from any class, subject, or activity for up to one full school day if the teacher has good reason to believe that the student:

- A. intentionally disrupted the class, subject, or activity;
- B. jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- C. was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent/guardian attend a parent-/guardian-teacher conference to discuss the suspension. The building principal or his/her designee must attend the conference if either the teacher or the parent/guardian requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor or school social worker to attend the conference.

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