

SOUTH HAVEN HIGH SCHOOL STUDENT/PARENT HANDBOOK



School Year – 2016 - 2017

Our Vision: South Haven Public Schools is THE district of choice, where all students graduate with outstanding academic skills and exemplary character.

Mission Statement: To offer our students innovative learning opportunities that engage, ignite, and challenge them and to support our students in taking control of their own futures through service, citizenship, scholarship, and personal responsibility.

Student/Parent Handbook

for the

SOUTH HAVEN HIGH SCHOOL

(www.shps.org)

269-637-0500

Welcome to South Haven High School. On behalf of the entire South Haven High School staff, I would like to welcome you to the 2015- 2016 school year. We begin this year full of anticipation and excitement for the growth we know we are about to experience.

As your partners in education, your academic success is very important to us. This handbook is designed to be used as a reference guide as you familiarize yourself with the policies and procedures of South Haven High School. These guidelines have been compiled with the input of staff, students, parents, and the Board of Education to ensure a safe school environment where learning is of the highest priority.

This handbook also contains contact information to help you determine where to find assistance or answers to questions. You will also find information about services and activities that are available to you. We encourage you to take advantage of these opportunities to make the most of your time at SHHS. We look forward to this partnership and are excited to have you be a part of our team.

Mr. Jerome J. Sardina, Principal **[269-637-0501]**

Mr. Jeremy Burleson, Assistant Principal **[269-637-0508]**

Mrs. Pam Latus Guidance Counselor (Last name beginning A – L) **[269-637-0507]**

Mrs. Kristin McFadyan, Guidance Counselor (Last name beginning M - Z)

[269-637-0500]

Mrs. Jame Vandenburg, School Secretary **[269-637-0502]**

Dr. Robert Herrera, Superintendent of Schools **[269-637-0528]**

OFFICE STAFF

Jame Vandenberg *Main Office*
jvandenberg@shps.org 637-0502

Lisa Cooper *Guidance*
lcooper@shps.org 637-0593

Brenda Schrader *Athletics*
bschrader@shps.org 637-0518

Meri-Beth Hill *Truancy/PASS*
mhill@shps.org

STUDENT SERVICES

Pam Latus *Counselor A – K*
platus@shps.org 637-0507

Christine McFadyen *Counselor L-Z*
cmcfadyen@shps.org 637-0507

Sarah Gray *VBISD Psychologist*
sgray@vbisd.org

Elizabeth VanArk *VBISD Social Worker*
evanark@shps.org

INSTRUCTIONAL SPECIALIST

Danielle Hendry dhendry@shps.org

TEACHING STAFF

Jarret Andree jandree@shps.org
Jeffery Arnold jarnold@shps.org
Madelyn Bettis mbettis@shps.org
Jeff Bopp jbopp@shps.org
Josh Bridges jbridges@shps.org
Lauren Ciecierski lciecierski@shps.org
Cory Cunningham ccunningham@shps.org
Kristin Day kday@shps.org
Mark Eddy meddy@shph.org
Jessica Fiedorowicz jfiedorowicz@shps.org
Bonnie Greydanus bgreydanus@shps.org
Katie Hillyard khillyard@shps.org
Megan Hodgman mhodgman@shps.org
Scott Jackson sjackson@shps.org
Katherine Javier kjavier@shps.org
Colleen Kohn ckohn@shps.org
Soluna Martinez smartinez@shps.org
David McWhinnie dmcwhinnie@shps.org
Brian Milliron bmilliron@shps.org
Jason Montgomery jmontgomery@shps.org
Erin O'Neil eoneil@shps.org
Jamin Olds jolds@shps.org
Katie Olds kbates@shps.org
Cindy Philip cphilip@shps.org
Vicki Putnik vputnik@shps.org
Amanda Rissley arissley@shps.org
Lisa Rostar lrostar@shps.org
Cory Salyer csalyer@shps.org
Kate Stacey kstacey@shps.org
Steven Stap sstap@shps.org
Bill Taylor btaylor@shps.org
Sandy VanderRoest svanderroest@shps.org
Letitia Wilkins lwilkins@shps.org
Lana Williams lwilliams@shps.org

PARAPROFESSIONALS

Rubi Vandenberg Mary Zimmerman
Judy Weaver Laurie Mills
Jaleen Keath

Board of Education

	Election Date	Term Expires
Bryan Lewis – President BLewis@shps.org	November 2014	December 2018
Corey Davis – Vice President CDavis@shps.org	November 2014	December 2018
Joe DeGrandchamp – Treasurer JDeGrandchamp@shps.org	November 2011	December 2016
Annie Brown – Secretary Annieidabrown@yahoo.com	November 2012	December 2016
Keith Nelson – Trustee Keithnlinda@yahoo.com	November 2012	December 2016
Laura Bos - Trustee LBos@shps.org	November 2014	December 2018
R. Tyler Dotson – Trustee TDotson@shps.org	November 2014	December 2018

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NOTE:	This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in 2015. If you have questions or would like more information about a specific issue or document, contact your school principal or assistant principal, or access the document on the District's website: http://www.shps.org/ by clicking on "school board" tab and then "SHPS bylaws & Policies" and finding the specific policy or administrative guideline in the Table of Contents for that section.
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FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of June 30, 2015. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2015 the language in the most current policy or administrative guideline prevails.

MISSION OF THE SCHOOL

To offer our students innovative learning opportunities that engage, ignite, and challenge them and to support students in taking control of their own futures through service, citizenship, scholarship, and personal responsibility.

EQUAL EDUCATION OPPORTUNITY

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

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

Jerome J. Sardina
High School Principal
269-637-0501

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

PARENT INVOLVEMENT

2112 - PARENT INVOLVEMENT IN THE SCHOOL PROGRAM

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

The term "families" is used in order to include children's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members.

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

A. Relationships with Families

1. providing professional development for school staff that helps build partnerships between families and schools; ^{1,2}
2. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; ^{1,2}
3. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. ²

B. Effective Communication

1. providing information to families about school policies, procedures, programs, and activities; ^{1,2}
2. communicating with families in a format and language that is understandable, to the extent practicable; ^{1,2}
3. providing information and involving families in monitoring student progress; ²
4. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; ^{1,2}
5. preparing families to be involved in meaningful discussions and meetings with school staff. ^{1,2}

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their children's school activities; ²
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. ²

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; ^{1,2}
2. helping families to provide a school and home environment that encourages learning and extends learning at home. ¹

E. Involving Families in Decision Making and Advocacy

1. involving families as partners in the process of school review and continuous improvement planning;²
2. involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families.^{1,2}

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources;^{1,2}
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development.^{1,2}

Implementation

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan.

SCHOOL DAY

Office Hours: 7:15am – 4:00pm (Monday through Friday)

School Day:

0 Hour	6:40am – 7:25am
1 ST Period	7:30am – 8:25am
2 ND Period	8:30am – 9:25am
3 RD Period	9:30am – 10:25am
A-Ram Hour	10:30am – 10:50am
B – Lunch	10:55am – 11:20am
	A – Lunch 10:30am – 10:55am
	B – Ram Hour 11:00am – 11:20am
4 th Period	11:25am – 12:20pm
5 th Period	12:25pm – 1:20pm
6 th Period	1:25pm – 2:19pm

STUDENT RIGHTS AND RESPONSIBILITIES

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

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

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

- [] Adult students (age eighteen (18) or older) must follow all school rules.
- [] If residing at home, adult students should include their parents in their educational program.

STUDENT WELL-BEING

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

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

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

INJURY AND ILLNESS

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

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission.

Homebound Instruction

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

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

SECTION I - GENERAL INFORMATION

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides.

- () unless enrolling under the District's open enrollment policy.
- () unless enrolling and paying tuition.

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

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

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

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

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

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

SCHEDULING AND ASSIGNMENT

Secondary level

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the guidance office. Students may be denied course enrollment due to a lack of available space, the need to pass prerequisites, or after reviewing student data it is determined, a more suitable class would be in the student's best interest. Students are expected to follow their schedules. Any variation should be approved with a pass or schedule change.

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

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent, a person whose signature is on file in the School office, or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

TRANSFER OUT OF THE DISTRICT

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

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

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

IMMUNIZATIONS

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the front office secretary.

EMERGENCY MEDICAL AUTHORIZATION

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

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

USE OF MEDICATIONS

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

- A. Parents should, with their physician's counsel, determine whether the medication schedule could be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form 5330 F1, F1a, F1b, and F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.
- C. All medications must be registered with the principal's office.
- D. Medication that is brought to the office will be properly secured.
 - [] Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended.
 - [] Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about his/her person, except for emergency medications for allergies and/or reactions.
- E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

- F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
- G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

Asthma Inhalers and Epi-pens

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

Nonprescribed (Over-the-Counter) Medications

No student is allowed to take **non-prescription** (OTC) medication while at school or at any school related activity, unless the school has on file in the principal's office a physician's prescription or order. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure. The school will not provide any over the counter (OTC) medication, if OTC medication is needed it must be provided in its original packaging by the parent/guardian.

Secondary (Grades 9 to 12)

Parents may authorize the school to administer a nonprescribed medication using a form, which is available at the school office. A physician does not have to authorize such medication. The parent may also authorize on the form that their child

- () may self-administer the medication.
- () may keep the medication in his/her possession.

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

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

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written

consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by his/her child.

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS

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

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

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

CONTROL OF NONCASUAL-CONTACT COMMUNICABLE DISEASES

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

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

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

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

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

INDIVIDUALS WITH DISABILITIES

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

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact Jerome J. Sardina, building principal at 269-637-0501 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the administrative office at **[269-637-0536]** to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

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

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

Directory information includes:

- A. a student's name;
- B. address;
- C. telephone number;
- D. date and place of birth;
- E. major field of study;
- F. participation in officially recognized activities and sports;
- G. height and weight, if member of an athletic team;
- H. dates of attendance;

- I. date of graduation;
- J. awards received;
- K. honor rolls;
- L. scholarships;
- M. school photographs or videos of students participating in school activities, events or programs.

The Board designates school-assigned e-mail accounts as “directory information” for the limited purpose of facilitating students’ registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes and for inclusion in internal e-mail address books. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

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

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

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

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to the building principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an un-emancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or

- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

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

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

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

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

ARMED FORCES RECRUITING

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

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

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

STUDENT FEES, FINES, AND SUPPLIES

South Haven High School may charge fees and/or fines. The fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

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

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

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

Failure to pay fines, fees, or charges may result in further disciplinary action.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. The following general rules will apply to all fund-raisers.

- () Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds.
- () Students must not participate in a fund-raising activity for a group in which they are not members without the approval of the student's counselor.
- () Students may not participate in fund-raising activities off school property without proper supervision by approved staff or other adults.
- () Students may not engage in house-to-house canvassing for any fund-raising activity.
- () Students who engage in fund raisers that require them to exert themselves physically beyond their normal pattern of activity, such as "runs for", will be monitored by a staff member in order to prevent a student from over-extending himself/herself to the point of potential harm.
- () Students may not participate in a fund-raising activity conducted by a parent group, booster club, or community organization on school property without the approval of the Principal.

STUDENT VALUABLES

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

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

MEAL SERVICE

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. Parents interested in being involved should contact Amy Nichols, Food Service Supervisor, at 637-0590.

The school participates in the National School Lunch Program and makes lunches available to students for a fee of \$3.50. Ala carte items are available. Students may also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal.

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. If a student does not receive one and believes that s/he is eligible, contact Mrs. Jame Vandenburg, front office secretary, at 637-0502.

FIRE, LOCK DOWN AND TORNADO DRILLS

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

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

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

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations:

Mid-West Family Broadcasting (all local radio stations)

WKZO

Channel 3 WWMT

Channel 8 Wood TV-8

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

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Board offices upon request.

VISITORS

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

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

USE OF THE LIBRARY

The library is available to students throughout the school day. Passes may be obtained from a student's teacher or from the librarian. Books on the shelves may be checked out for a period of two weeks. To check out any other materials, contact the librarian.

In order to avoid late fees, all materials checked out of the library must be returned to the Library within two weeks.

USE OF SCHOOL EQUIPMENT AND FACILITIES

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

LOST AND FOUND

The lost and found area is outside the main office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

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

USE OF TELEPHONES

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

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

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt.

- [] The school has a central bulletin board located in the hallway near the main office, and outside the guidance office which may be used for posting notices after receiving permission from the principal.

South Haven High School Mascot:

RAMS

South Haven High School Colors:

Purple and Gold

South Haven High School's Fight Song:

Fighting for old South Haven
Fighting for our old High
Our boys are fighting
And we are shouting
Their praises to the sky!

Purple and Gold, we're with you
We'll win this game, you'll see
S-O-U-T-H South Haven
Fighting for Victory!

SECTION II - ACADEMICS

COURSE OFFERINGS

For a complete list of course offerings please see the South Haven High School Curriculum Guide book. A copy of this book can be obtained in the Guidance Office or online at lcmohr.shps.org

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips.

GRADES

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

A Semester (final) grade will be determined on a 40-40-20 basis, with each 9-week quarter grade constituting 40 percent and the final exam constituting 20 percent.

Regular Classes: All general education classes and electives.

Honors/LMC Classes: Any honors level class (English, Pre-Calc, and Chemistry) or any class taken through Lake Michigan College for both high school and college credit.

AP: All Advanced Placement classes (Calculus and U.S. History). Through the College Board's Advance Placement Exam program, students have the opportunity to earn college credit or advanced placement at most colleges and universities. Students who take these classes are encouraged to take the AP exam offered in early May. The College Board sets the calendar and student-paid exam fee. The amount of college credit earned based on exam score varies between institutions.

The school uses the following grading system:

*Note: Honors and advanced placement courses are given additional weight.

Grade	Percentages	Regular	Honors/LMC	AP
A	92.5-100%	4.0	4.5	5.0
A-	89.5-92.4%	3.667	4.125	4.584
B+	86.5-89.4%	3.333	3.75	4.166
B	82.5-86.4%	3.0	3.375	3.75
B-	79.5-82.4%	2.667	3.0	3.334
C+	76.5-79.4%	2.333	2.652	2.916
C	72.5-76.4%	2.0	2.25	2.5
C-	69.5-72.4%	1.667	1.875	2.084
D+	66.5-69.4%	1.333	1.5	1.666
D	62.5-66.4%	1.0	1.125	1.25
D-	59.5-62.4%	0.667	0.75	0.834
F	0-59.4%	0	0	0

F = Failure

I = Incomplete

P = Acceptable achievement

Grade Point Average

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

Grading Periods

Students shall receive a report card at the end of each (9) week period indicating their grades for each course of study for that portion of the academic term.

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

PROMOTION, PLACEMENT, AND RETENTION

High School

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits, and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student's responsibility to keep in

contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Guidance Office and a counselor will be pleased to answer any questions.

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

Credits for Classification

There will be a new classification system for students starting with the class of 2018. Instead of automatically moving up a grade each year, each student has to earn a set amount of credits to be promoted to the next grade level. The requirements are listed below:

Sophomore:	must have successfully completed 5 or more credits of course work and one year of high school (7 credits at 1 st semester end)
Junior:	must have successfully completed 10 or more credits of course work and two years of high school (13 credits at 1 st semester end)
Senior:	must have successfully completed 16 or more credits of course work and three years of high school (19 credits at 1 st semester end)

GRADUATION REQUIREMENTS

Regular Diploma

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

Specific course requirements are:

- English** **4 credits**
- + English 9 1 credit
- + English 10 1 credit
- + English 11 1 credit
- + English 12 1 credit
- Mathematics** **4 credits**
- + Algebra 1 1 credit
- + Geometry 1 credit
- + Algebra 2 1 credit
- + 1 math credit or math related course must be taken

in the senior year in order to meet the MMC Math requirement.....	1 credit
Science	3 credits
+ Physical Science	1 credit
+ Biology	1 credit
+ Chemistry and/or Physics.....	1 credit
Social Studies	3 credits
+ World History	1 credit
+ US History	1 credit
+ Government.....	1/2 credit
+ Economics	1/2 credit
Physical Education/Health	1 credit
+ Lifetime Fitness	1/2 credit
+ Health.....	1/2 credit
Visual, Performing or Applied Arts	1 credit
Computers	1/2 credit
Foreign Language	2 credits
Electives	3 1/2 credits
Meet Michigan Merit Exam requirement	
(as specified above)	

Total [22] credits

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAM

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

ON-LINE/BLENDED LEARNING PROGRAM

The District shall provide eligible students the option of participating in on-line or blended learning courses. The purpose of the program is to make instruction available to eligible students using on-line and distance education technology in both traditional and nontraditional classroom settings. The District must make all eligible students and their parents or guardians aware of this program.

A. Definitions

1. **On-Line Learning** - Means a course of study that is capable of generating a credit or a grade, that is provided in an interactive internet-connected learning environment, in which students and their teachers are separated by time or location, or both, and in which the teacher is responsible for determining appropriate instructional methods for each student, diagnosing learning needs, assessing student learning, prescribing intervention strategies, reporting outcomes, and evaluating the effects of instruction and support strategies.
2. **Blended Learning** - A hybrid instructional delivery model where students are provided content, instruction, and assessment in part at the classroom, with a teacher, and in

part through internet-connected learning environments with some degree of student control over time, location, and pace of instruction.

B. Program Eligibility

The District shall offer a program for students in K-12.

The District may offer a full time or part time program for grade 9-12 students enrolled in dropout prevention, academic intervention, core courses to meet graduation requirements, or dual enrollment programs.

C. Student Eligibility

1. Students eligible for the District on-line/blended learning program must meet at least one (1) of the following conditions:
 - a. The student has spent the prior school year in attendance at a public school in this State and was enrolled and reported by a public school district.
 - b. The student is a dependent child of a member of the United States Armed Forces who was transferred within the last twelve (12) months to Michigan from another state or foreign country pursuant to the parent's permanent change of station orders.
2. Only students enrolled in grades 6 to 12 are eligible to enroll in an On-Line Learning course. Students in grades K-5 are only eligible to participate in Blended Learning Courses.

D. Course Availability and Access

1. The District shall provide access to enroll and participate in the available courses and shall award credit, as may be appropriate, for successful completion. Access shall be available to eligible students during or after the school day and during summer school enrollment. The District will provide at least one (1) of the following:
 - a. On-line Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-D.
 - b. Virtual Learning, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
 - c. Independent Study, pursuant to the requirements set forth in Pupil Accounting Manual 5-O-A.
2. The District shall enroll an eligible student in up to two (2) on-line courses as requested by the student during an

academic term, semester, or trimester. Consent from the student's parent or legal guardian must be obtained for students under the age of eighteen (18).

3. The District will provide two (2) or fewer courses per semester in Grades K-5 and one (1) or more courses per semester in Grades 6-12. If students are taking more than two (2) courses per semester, the guidance found in the Pupil Accounting Manual 5-0-B shall be followed and seat time waivers obtained.
4. An eligible student may enroll in an on-line course published in the District on-line course syllabus, as described in section 8 below, or the statewide catalog of on-line courses maintained by the Michigan virtual university.
5. The District may deny a student enrollment in an on-line course if any of the following apply, as determined by the District:
 - a. The student has previously gained the credits provided from the completion of the on-line course.
 - b. The on-line course is not capable of generating academic credit.
 - c. The on-line course is inconsistent with the remaining graduation requirements or career interests of the student.
 - d. The student does not possess the prerequisite knowledge and skills to be successful in the on-line course or has demonstrated failure in previous on-line coursework in the same subject.
 - e. The on-line course is of insufficient quality or rigor. If the District denies a student enrollment for this reason, the District shall make a reasonable effort to assist the student to find an alternative course in the same or a similar subject that is of acceptable rigor and quality.
 - f. If a student is denied enrollment in an on-line course by the District, the student may appeal the denial by submitting a letter to the Superintendent. The appeal must include the reason provided by the District for not enrolling the student and the reason why the student is claiming that the enrollment should be approved.

The Superintendent shall respond to the appeal within five (5) days after it is received. If the Superintendent

determines that the denial of enrollment does not meet one (1) or more of the reasons specified in subsection 4(E)i.-vi., the District shall allow the student to enroll in the on-line course.

6. An on-line learning student shall have the same rights and access to technology in his/her District's school facilities as all other students enrolled in that District.
7. If a student successfully completes an on-line course, as determined by the District, the District shall grant appropriate academic credit for completion of the course and shall count that credit toward completion of graduation and subject area requirements. A student's school record and transcript shall identify the on-line course title as it appears in the on-line course syllabus.
8. The enrollment of a student in one (1) or more on-line courses shall not result in a student being counted as more than 1.0 full-time equivalent student under this act.

E. Nonresident Applicants

1. The District shall determine whether or not it has capacity to accept applications for enrollment from nonresident applicants in on-line courses and may use that limit as the reason for refusal to enroll an applicant.
2. If the number of nonresident applicants eligible for acceptance in an on-line course does not exceed the capacity of the District to provide the on-line course, the District shall accept for enrollment all of the nonresident applicants eligible for acceptance.
3. If the number of nonresident applicants exceeds the District's capacity to provide the on-line course, the District shall use a random draw system.

F. Requirements Specific to On-Line Learning Courses

To offer an on-line course, the District must:

1. Provide the Michigan virtual university with the course syllabus in a form and method prescribed by the Michigan virtual university for inclusion in a statewide on-line course catalog.
2. Provide on its publicly accessible website a link to the course syllabi for all of the on-line courses offered by the District, as described in section 8, and a link to the statewide catalog of on-line courses maintained by the Michigan virtual university.

3. Offer the on-line course on an open entry and exit method, or aligned to a semester, trimester, or accelerated academic term format.

G. On-line Course Syllabus

The District must publish an on-line course syllabus for each on-line course offered. The on-line course syllabus must include:

1. State academic standards addressed in an on-line course.
2. On-line course content outline.
3. On-line course required assessments.
4. On-line course prerequisites.
5. Expectations for actual teacher contact time with the on-line learning student and other student-to-teacher communications.
6. Academic support available to the on-line learning student.
7. On-line course learning outcomes and objectives.
8. Name of the institution or organization providing the on-line instructor.
9. Number of eligible nonresident students that will be accepted by the District in the on-line course.
10. Results of the on-line course quality review using the guidelines and model review process published by the Michigan virtual university.

M.C.L. 388.1621f
Michigan Department of Education Guidance on Best Practices as Defined in,
M.C.L.388.1622f

RECOGNITION OF STUDENT ACHIEVEMENT

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

Special Awards

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

A letter is given to members of various athletic teams who have met the requirements of each team.

Music: A letter is given to members of various music groups who have met the requirements set forth in the handbook of each group.

Board of Education Awards: Sophomores, juniors and seniors who maintained a 3.0 or above grade point average for their previous school year, are eligible to receive an academic letter and/or silver or gold bar depending on their previous year's g.p.a. If juniors or seniors previously earned an academic letter their sophomore year (for 9th grade), they are eligible to receive a silver bar (g.p.a.'s of 3.000 to 3.499) or a gold bar (g.p.a.'s of 3.500 and above). Seniors are awarded Board of Education awards for their senior year based on first semester only. This particular Board of Education award will be presented to them at their Senior Awards Ceremony usually held the week before graduation.

Honor Cords: Students who maintain a 3.0 cumulative GPA their entire high school career are entitled to wear Honor Cords at graduation.

Service Cords: Students who perform 20 hours of community service while in high school, as verified by We Care, Inc., will be entitled to wear a white service cord at graduation.

Dale Patterson and Jan Holmes Sportsmanship Awards: The All-Sports Award is presented to the male and female athletes who display the best sportsmanship.

Critic Cup: The best all-around student of the year is awarded the Critic Cup. The critic cup nominees and overall winner are determined by the staff at South Haven High School.

HOMEWORK

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

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

COMPUTER TECHNOLOGY AND NETWORKS

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

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

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

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

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

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

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

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

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

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

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

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

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

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

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

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

P.L. 106-554, Children's Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6777, 9134 (2003)
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965,
as amended (2003)
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)
47 C.F.R. 54.520

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STUDENT ASSESSMENT

The Michigan Merit Exam (MME), which will include the Scholastic Aptitude Test (SAT) for high school juniors, will replace the Michigan Educational Assessment Program assessments at the high school level.

This means that all 11th graders will take this state assessment test in March of each year. It will provide students with a regular Scholastic Aptitude Test (SAT) score report that they can use to apply to a college or a university. SAT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work.

Students also will be able to use the MME to qualify for a Michigan Promise Grant to help pay for their costs in attending a state university, community college or a technical or trade school.

The MME is made up of the national SAT and Work Keys tests in mathematics and reading, plus additional assessments in the areas of mathematics, science, and social studies.

MME testing is divided into three parts. The SAT will be administered in a full day session and the Work Keys and Michigan mathematics tests will be administered on a later day. The Michigan science and social studies tests will be given in one session at times scheduled by the District Testing Coordinator with make-up sessions for these tests scheduled for exactly two (2) weeks later.

Parents and students should watch school newsletters and the local press for announced testing times.

Freshmen and sophomores will have the opportunity to take the PSAT, a preparatory assessment primarily used to help students prepare for the SAT. The test includes four (4) sections: a thirty (30) minute English; a forty (40) minute math; a twenty (20) minute reading; and a twenty-five (25) minute scientific reasoning section. The entire test takes approximately one (1) hour and fifty (55) minutes.

Additional group tests are given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

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

and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

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

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

[] If necessary, intelligence tests, speech and language evaluations, individually administered achievement tests, and other special testing services are available to students needing these services.

Students will not be required, as part of the school program or District curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. [the school] will not violate the rights of consent and privacy of a student participating in any form of evaluation.

High School

College entrance testing information can be obtained from the Guidance Office.

SECTION III - STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

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

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

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

Yearbook

Extra-curricular activities do not reflect the School curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

Art Club	History Club	National Honor Society
Diversity Club	Homework Club	Ski Club
Key Club	Spanish/French Club	YAC
Environmental Club	National Art Honor Society	Mock Trial
Gamers Club	Student Government	Drama
Cross Country- Girls/Boys		Football
Golf -Girls/Boys	Soccer- Girls/Boys	Bowling- Girls/Boys
Competitive Cheer	Wrestling	Baseball
Softball	Track & Field- Girls/Boys	Swimming- Girls/Boys
Tennis- Girls/Boys	Volleyball	Basketball- Girls/Boys

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

Note: A student who is academically ineligible under the standards set forth in the athletic code, (failing any class), will not be allowed to miss class time in the class they are failing, for events or activities which are sponsored by the organization/s in which the student participates.

NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES

Fellowship of Student Athletes

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during noninstructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

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

ATHLETICS

South Haven High School provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. The following is a list of activities currently being offered. For further information, please refer to the South Haven Public Schools Athletic Handbook or contact Jamin Olds, the Athletic Director, at 269-637-0518.

Cross Country- Girls/Boys	Football	Golf –Girls/Boys
Soccer- Girls/Boys	Swimming- Girls/Boys	Tennis- Girls/Boys
Volleyball	Basketball- Girls/Boys	Bowling-Girls/Boys
Competitive Cheer	Wrestling	Baseball
Softball	Track & Field- Girls/Boys	

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

Athletic Rules & Code of Conduct

The Athletic Code applies to all students who want to participate in athletics. Athletics includes competitive sports, extracurricular activities, and cheerleading. This code applies in addition to other rules and regulations concerning student conduct and imposes additional requirements on student athletes and cheerleaders.

Participation in athletics is a privilege. Those who participate in athletics have a responsibility to favorably represent the school and community. Student athletes are expected to conduct themselves both in and out of school in a manner appropriate to their responsibilities as representatives of the school and district. If a student fails to comply with the terms of this code, the privilege to participate in athletics may be lost in accordance with the terms of this Athletic Code. Specific incidents of behavior or academic problems not covered in the Athletic Code are subject to review and disciplinary action of the administration or coach. The purpose of the Athletic Code is not to restrict freedom, but, instead, to encourage the athletes to practice and develop greater appreciation of the values associated with responsible behavior, healthful living, and good citizenship.

For athletic rules, and code of conduct policies and procedures, please see the South Haven High School Athletic Handbook. This handbook is available in the high school athletic office or on line at lcmohr.shps.org

STUDENT EMPLOYMENT

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

SECTION IV - STUDENT CONDUCT

ATTENDANCE

School Attendance Policy

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

- [] Attendance is important in the development of a high quality work ethic, which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.
- [] The school chooses, however, not to provide perfect attendance awards, because there are students with health conditions that will not allow them to be in attendance every school day, although they are present every day that they are capable of attending.

Truancy

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for schoolwork that is missed. After (10) days of truancy per semester, a student will be considered an "habitual truant" which can result in:

- () assignment to an alternative placement with loss of participation in school activities and events;
- () a hearing before a judge in a court of law;
- () a report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a child.

At about the seventh (7th) day of unexcused absences, and/or tardies per semester/per class, an early intervention letter will be sent home to parents advising them about school attendance and their child's current attendance record.

At about the tenth (10th) day of unexcused absences, and/or tardies per semester/per class, a second letter requesting parents/guardians meet with the principal and appropriate school staff will be sent home.

At about the fifteenth (15th) day of unexcused absences, and/or tardies per semester/per class, a referral letter will be sent home to parents advising the matter has been sent to the attendance officer.

Excused Absences

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests: illness, recovery from accident, required court attendance, professional appointments, death in the immediate family, observation or celebration of a bona fide religious holiday and such other good cause as may be acceptable to the Superintendent.

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

Parents must provide an explanation for their child's absence by no later than 10:00am on the day of the absence or by the following day. They are to call the attendance office at 269-637-0502 and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed schoolwork.

Students who are excusably absent for more than (10) days in a grading period, regardless of the reasons, will be considered "frequently absent". If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness", a possible sign of poor work ethic and irresponsible behavior.

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

Suspension from School

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused. A suspended student is not to be on school grounds or at any school-sponsored events, for any reason during the time of the suspension, unless given permission by school administration. This rule applies to athletes and practices.

Note: A student who is suspended from another learning institution for disciplinary reasons, i.e., tech center, will be considered suspended from South Haven High School. A student must comply with all policies and procedures as if that student was suspended from the local school district. This pertains to being on school grounds, and all extra-curricular activities.

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

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

Attendance Incentive Policy

Philosophy: Regular attendance in class directly affects learning and teaching. In order to encourage regular attendance, the following incentives for good attendance will be instituted.

- Any student who has three (3) or less total absences in a class and has no unexcused absences and has no suspension days (in or out of school), and has not been tardy more than twice per semester and has attained at least an 80% for both marking periods:
 - ✓ He/she will be permitted to be exempted from the semester final exam in the class.
 - ✓ However, all students must take three (3) exams per semester
 - ✓ Tardy means the student is not in the classroom when class begins

*Note:

[1] It is to be understood that this is an incentive program, which includes privileges and rewards, not rights. No exceptions are to be made for not meeting the required criteria.

[2] When attendance is checked prior to semester final exams the attendance secretary **will not** go back and change the status of absences. It is the sole responsibility of the student and parents to comply with the above stated attendance procedures for excusing a student from school.

Excusable, Nonapproved Absence

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

Unexcused Absences

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

[] No credit shall be given for any schoolwork not completed because of truancy.

High School

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

Notification of Absence

If a student is going to be absent, the parents must contact the school 269-637-0502 by 10:00am and provide an explanation. If prior contact is not possible, the parents should provide a written excuse within 24 hours. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

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

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

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

Tardiness

Secondary Level

Tardiness to class tends to become a habit. Punctuality is one of the traits most desired by future employers. Students are to be in their seats or at their assigned workstations when the tardy bell rings. If a student is late in arriving at school, s/he is to report to the school office before proceeding to his/her first assigned location. Students who are more than (5) minutes late will be considered absent for that instructional period.

There is sufficient time between classes to handle the necessities (use of bathroom, social conversations, etc.) and arrive at your next class on time. Excessive tardiness is unnecessary and is considered disobedience and the careless regard for school rules and regulations. The following procedure will be in effect regarding tardiness:

All students who are tardy to class are to be admitted to class. All tardiness, with the exception of those which a student has a properly completed pass from another staff member, will be recorded by the teacher and reported to the attendance office

Third Unexcused Tardy	1 hour of detention after-school Teacher or detention room monitor contact parent
Every Third Unexcused Tardy Per semester	Discipline increases 1 hour of detention with each repeated offense

Vacations During the School Year

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

Make-up of Tests and Other School Work

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact their teachers or the front office secretary, depending on the nature of the absence, as soon as possible to obtain assignments.

- [] Make-up work due to suspension must be completed by the time the student returns to school.
- [] Make up work for an excused absence is to be completed and turned in within a length of time equal to the time you were absent

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

STUDENT ATTENDANCE AT SCHOOL EVENTS

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

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

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

CODE OF CONDUCT

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

Expected Behaviors

Each student shall be expected to:

- () abide by national, State, and local laws as well as the rules of the school;
- () respect the civil rights of others;
- () act courteously to adults and fellow students;
- () be prompt to school and attentive in class;
- () work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
- () complete assigned tasks on time and as directed;
- () help maintain a school environment that is safe, friendly, and productive;
- () act at all times in a manner that reflects pride in self, family, and in the school.

Dress and Grooming

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

Students should consider the following questions when dressing for school:

- Does my clothing expose too much? (no)
- Does my clothing advertise something that is prohibited to minors? (no)
- Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)
- Would I interview for a job in this outfit? (yes)
- Am I dressed appropriately for the weather? (yes)
- Do I feel comfortable with my appearance? (yes)

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

The following styles or manners of dress are prohibited:

- Clothing with obscene, rude, or suggestive printing, including, but not limited to alcohol, cigarettes, inappropriate musical group insignia, sexual innuendos, or drug advertisement will not be permitted.
- Clothes must be worn properly so as undergarments are not visible. This prohibits low cut pants/shorts that display undergarments, as well as nightshirts, pajamas, and other bedtime attire.
- Tank tops and muscle shirts will not be permitted. Shirts must have sleeves that adequately cover the shoulders, and shirts must be long enough to cover the midriff area at all times. Low-cut shirts, blouses, and dresses that expose cleavage are not considered appropriate attire.
- Shorts and pants with holes cannot have holes in areas that are above the acceptable height for what is permissible with skirts and shorts. Shorts, skirts, dresses, etc., that are worn must be at least finger-tip length. Clothing with writing on the seat are not permitted.
- Shoes or sandals must be worn at all times. Slippers are not considered appropriate foot wear.
- Hats may be worn in the building. Wave caps, sweatbands/headbands, berets, bandannas, beanies, hairnets and/or scarves may not be worn either in isolation or in combination with a hat.
 - No gang-related hats or other gang-related headgear may be worn on campus or at school activities. Hats may not be altered in any way (e.g. have added buttons or pins or any type of additional inked or sewn-on markings).
 - Teachers have the right to enforce a no hat policy while students are in their rooms. If students are requested to remove hats for any reason, students must comply. Failure to remove a hat when asked to do so by an adult will be considered insubordination and subject to further disciplinary action.
 - Students who choose to wear hats may not refuse to remove their caps when asked to do so due to a messy or unkempt hairdo caused by wearing a hat.
 - 1st Offense Violation: Inappropriate hats or hats worn indoors when asked to remove them will be confiscated and returned to the student at the end of day
 - 2nd Offense: Inappropriate hats or hats worn indoors when asked to remove them will be confiscated and returned to a parent or other adult at parent's request. Discipline will begin at step 1 which will include detention.
 - 3rd and subsequent offenses: Discipline will increase following the steps under progressive discipline procedures.
- Sunglasses are not to be worn in the building unless prescribed by a doctor.
- "Sagging" pants/shorts will not be permitted.
- Leggings, Jeggings, Spandex, Biking Shorts, and other tight fitting body forming material is only allowed to be worn if the student is wearing a shirt/sweater or other apparel that covers both the front and back of the student below the private areas. If the student chooses to wear this type of

apparel and does not have something long enough to cover themselves they will be asked to change. Refusal to follow this request will be considered insubordination and additional discipline will be imposed.

The dress code may be partially set aside for special activity days only with the approval of the administration. The above list is not all-inclusive; and the administration reserves the right to determine the appropriateness and acceptability of appearance.

Students that come to school with inappropriate dress will be asked to call home to have a parent bring them appropriate clothing. Students will not be allowed to class without appropriate clothing. Students that cannot secure appropriate attire will sit in the in-school suspension/PASS room for the day. Repeated violations will result in additional school consequences.

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

Gangs

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

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

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

Care of Property

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry, cell phones, Ipods, electronic devices, or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

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

STUDENT DISCIPLINE CODE

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

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. In addition, learning to follow rules and procedures and interact with others in an appropriate manner is a part of the educational process. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

To help achieve these goals, the following disciplinary guidelines will be followed when a student violates the rules of South Haven High School. Each repeated violation of rules will result in more severe disciplinary action. Depending upon the violation, disciplinary action may be a warning, detention, suspension, removal from extracurricular activities and assemblies, or recommendation to the Board of Education for expulsion. Suspensions may be in-school or out-of-school depending on availability of in-school space and circumstances. The purpose of suspensions is to assure that other students have the opportunity to learn and to impress on the suspended student the serious nature of his/her behavior.

All school rules shall apply not only during the regular school day but also at all sponsored activities, including those at other venues, and whenever students are on school property.

Discipline beyond the classroom level will normally be handled by the assistant principal. After reviewing the incident and the student's explanation of his/her behavior, disciplinary action will be determined. Parents will be notified of disciplinary action that has been taken. A parent conference may be required for readmission to the classes when the problems are severe or persistent. In addition, in some cases depending on the nature of the behavior, a student may be referred to an outside support agency.

In cases involving 12th grade students who engage in persistent disobedience or gross misdemeanor, the administration may take away privileges specific to graduating seniors. Such privileges may include but are not limited to, senior awards, commencement, and/or graduation.

The following is a general guide to the action that will be taken. Offenses that are not listed and other factors will be at the discretion of the administrator handling the situation. More severe action may be taken where the offense is very serious or the health and welfare of others is endangered. Willful abuse of school property, such as desks, lockers, doors, and bleachers, will result in disciplinary action. In cases of theft or vandalism, the student will be required to make restitution. Where state or federal laws have been violated, the law enforcement authorities may become involved. Detentions that are not served within one week may result in suspension.

General Rule of Progressive Discipline Procedure

Step 1: Warning and/or up to one hour detention as determined by teacher and/or administrator.

Step 2: Detention of two hours.

Step 3. Saturday school assignment

Step 4: One (1) day suspension.

Step 5: Three (3) day suspension.

Step 6: Five (5) day suspension.

Step 7: Ten (10) to thirty (30) day suspension. Pending expulsion review.

Step 8: Expulsion.

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EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

(Organized by Rule Number)

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

1. Use of drugs - Action will begin at Step 7 and advance one-step with each violation. Police notification is required.

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

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

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

2. Use of Breath-Test Instruments

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

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

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

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

3. Use of tobacco - Action will begin at Step 6 and advance one-step with each violation. Police notification is required.

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or electronic cigarettes or similar devices during school time or at any school

activity. This prohibition also applies when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy.

4. Student disorder/demonstration

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

5. Possession of a weapon - Action will begin at Step 7 and advance one-step with each violation. Police notification is required.

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

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

- A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item
- B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle
- C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow-gun, toy gun, etc.)

6. Use of an object as a weapon - Action will begin at Step 7 and advance one-step with each violation. Police notification is required.

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

7. Knowledge of Dangerous Weapons or Threats of Violence

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

8. Purposely setting a fire - Action will begin at Step 8. Police notification is required.

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

9. Physically assaulting a staff member/student/person associated with the District - Action will begin at Step 7 and advance one-step with each violation. Police notification is required.

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

10. Verbally threatening a staff member/student/person associated with the District - Action will begin at Step 7 and advance one-step with each violation. Police notification is required.

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

11. Extortion - Action will begin at Step 7 and advance one-step with each violation Police notification is required.

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

12. Gambling Action will begin at Step 6 and advance one-step with each violation.

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

13. Falsification of school work, identification, forgery - Action will begin at Step 4 and advance one step with each violation.

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

Plagiarism and cheating are also forms of falsification and dishonest behavior, and may subject the student to academic penalties as well as disciplinary action. PLAGIARISM - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. CHEATING IS A FORM OF PLAGIARISM. To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion, or theory
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge
- quotations of another person's actual spoken or written words
- paraphrase of another person's spoken or written words

Violations of this rule could result in suspension or expulsion.

14. False alarms, false reports, and bomb threats - Action will begin at Step 7 and advance one-step with each violation.

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

15. Explosives - Action will begin at Step 5 and advance one-step with each violation.

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

16. Trespassing - Action will begin at Step 4 and advance one-step with each violation.

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

17. Theft - Action will begin at Step 4 and advance one-step with each violation. Police notification may result.

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the teacher or administration. The school is not responsible for personal property. The approximate value of the property will be used to determine a level of discipline including suspension and/or expulsion.

18. Disobedience/Insubordination - Action will begin at Step 4 and advance one-step with each violation.

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

19. Damaging property - Action will begin at Step 5 and advance one step with each violation.

Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion depending on approximate value of damaged property.

20. Persistent absence or tardiness - Action will begin at Step 1 and advance one step with each violation.

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

21. Unauthorized use of school or private property - Action will begin at Step 1 and advance one step with each violation.

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

22. Refusing to accept discipline

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

23. Aiding or abetting violation of school rules - Action will begin at Step 4 and advance one-step with each violation.

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

24. Displays of affection/PDA - Action will begin at Step 1 and advance one-step with each violation.

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion. Students are to limit the show of affection to hand holding only, nothing more will be acceptable.

25. Physical Altercation / Fighting – Action will begin at Step 5 and advance one-step with each violation. Police notification may be required depending on the severity of the offense.

A physical altercation is generally a confrontation, tussle or physical aggression that may or may not result in injury. Physical altercations are distinguished from verbal

altercations by the use of physical force or contact. It may also be referred to as bullying, fighting, hazing, or battery.

26. Possession of Wireless Communication Devices (WCDs)

- [] Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.
- [] A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions () provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off.
- [] Students may possess cell phones and iPods provided they are not used, heard or visible during class time, unless given permission to do so by the classroom teacher. All cell phones and iPods must be put away and turned off prior to entering class. A teacher shall ask the student for their cell phone or other device in violation of this policy. Refusal to turn a device over when asked to do so, in violation of this policy, will be considered insubordination and will follow the steps accordingly with discipline increasing with each repeated violation.

1st Offense Violation: Cell phones out during unauthorized time will be confiscated and returned to the student at the end of day.

2nd Offense: Cell phone out during unauthorized time will be confiscated and returned to a parent or other adult at parent's request at the end of the school day. Discipline will begin at step 1 which will include detention.

3rd and subsequent offenses: Discipline will increase following the steps under progressive discipline procedures.

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

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action starting at step 6 and up to and including a long-term suspension, loss of privileges, and may be recommended for expulsion.

"Sexting" is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and/or be suspended. S/He also faces automatic withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

27. Violation of individual school/classroom rules Action will begin at Step 1 and advance one-step with each violation.

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

28. Violation of bus rules

Please refer to Section V on transportation for bus rules

29. Disruption of the educational process Action will begin at Step 1 and advance one-step with each violation.

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

30. Harassment

South Haven Public Schools Bylaws & Policies

1662 - ANTI-HARASSMENT

Policy Statement

It is the policy of the South Haven Public Schools (the "District") to provide an environment free from discrimination and harassment on the basis of an individual's age, race, color, national origin, marital status, disability, handicap, physical characteristic, sex, religious belief, sexual orientation, cultural identity, socioeconomic status, familial status, genetic information, or any other legally protected characteristic, in its programs and activities, including all academic, extracurricular, and school-sponsored activities. Consistent with this policy, the District will investigate all allegations of harassment and take appropriate action, including appropriate discipline, against any individual who an investigation concludes engaged in discrimination or harassment.

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

Employee Handbook

The Superintendent or designee will include and regularly update a statement explaining the District's policy against discrimination and harassment in all employee handbooks and manuals. This statement must include an explanation of types of harassment, examples of harassment types, reporting requirements, and consequences explained in this policy.

TYPES OF HARASSMENT

Sex-based harassment

Sexual harassment is a form of sex-based discrimination and is prohibited by Title IX of the Education Amendments of 1972, the Michigan Elliott-Larsen Civil Rights Act, and District policy. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or any act of sexual violence.

Sexual harassment also includes gender-based harassment which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

Quid pro quo sexual harassment is also prohibited and occurs when a teacher or other employee conditions an educational decision or benefit on a student's submission to unwelcome sexual harassment. Sexual harassment of a student creates a hostile environment if the conduct is sufficiently serious to deny or limit a student's ability to participate in or benefit from the District's program.

Examples of conduct that may constitute sex-based harassment include, but are not limited to:

- A. **Verbal:** unwelcome comments, including the use of derogatory, sexually suggestive, or vulgar language; the use of sexual innuendos; unwelcome advances or repeated requests for dates or sexual favors; threats based on or motivated by a person's sex; demanding or pressuring another individual to submit to sexual requests or advances in order to attain academic or professional achievements or advances; threatening another individual's academic or professional accomplishments or reputation if that individual does not submit to sexual requests or advances; or any other similar behavior.
- B. **Visual:** subjecting another individual to sexually suggestive, pornographic, or obscene images, text, or cartoons, including by electronic mail, text message, letter, or any other medium; the use of obscene gestures toward or around another individual; leering at another individual; or any other similar behavior.
- C. **Physical:** unwanted kissing, touching, patting, hugging, pinching, or any other unwanted physical contact; impeding another individual's normal movements; stalking, assault, or battery based on the victim's sex; any other physical interference with another person based on that person's sex; or any other similar behavior.

Sex-based harassment does not need to include intent to harm an individual, be directed at a specific target, or involve repeated incidents. The District will investigate all reports of sex-based harassment, including allegations of harassment involving an alleged harasser and victim who are members of the same protected class.

Sexual conduct or relationships between District employees and students are prohibited. Consent is irrelevant with respect to criminal charges that may result and application of District policy.

Other prohibited harassment

Prohibited harassment includes unwelcome conduct of a verbal or non-verbal nature, or physical conduct, such as an assault or other physical violence, related to an individual's race, color, national origin, disability, age, or other legally protected characteristic. Harassment creates a hostile environment if the conduct is sufficiently serious to deny or substantially interfere with the individual's ability to participate in or benefit from the District's programs or activities. Examples of conduct that may constitute harassment based on legally protected characteristic include, but are not limited to:

- A. **Verbal:** unwelcome comments, including the use of derogatory, offensive, or vulgar language; racial or ethnic slurs; taunts, jokes, or insults; demeaning or stereotyping comments; threats; or other similar behavior based on the individual's legally protected characteristic.
- B. **Visual:** subjecting another individual to images, text, posters, or cartoons, including by electronic mail, text message, letter, or any other medium; the use of obscene gestures toward or around another individual; leering at another individual; or other similar behavior based on the individual's legally protected characteristic.

- C. **Physical:** unwanted touching or any other unwanted physical contact; impeding another individual's normal movements; stalking, assault, or battery based on the victim's legally protected characteristic, and any other physical interference with another person based on that person's legally protected characteristic; or any other similar behavior.

Harassment does not need to include intent to harm an individual, be directed at a specific target, or involve repeated incidents. The District will investigate all reports of harassment based on a legally protected characteristic, including allegations of harassment involving an alleged harasser and victim who are members of the same protected class.

Prohibited Conduct

All harassment based on a legally protected characteristic, including sex-based harassment, is strictly prohibited. This policy applies to student-to-student conduct, staff-to-student conduct, staff-to-staff conduct, student-to-staff conduct, third party-to-student conduct, and third party-to-staff conduct.

Further, this policy applies to conduct occurring on District property including in a classroom, elsewhere on school premises, on a school bus or school-related vehicle, at a school-sponsored activity or event whether or not it is held on school premises.

Reporting Requirements

All District personnel must promptly report any incidents of alleged harassment, including incidents that school personnel witness or receive reports or information, whether such incidents are verbal, visual, or physical, and whether the incidents constitute discrimination or harassment in other forms such as bullying or hazing.

Any staff member who witnesses an act of harassment must intervene immediately, unless circumstances would make such intervention dangerous. If a staff member is unable to intervene, the staff member should promptly attempt to find another staff member who is able to intervene, contact District administration, or contact law enforcement, as the situation requires.

Any student who witnesses an act of harassment is encouraged to immediately report the incident to District officials. No student will be retaliated against based on any report of harassment. A student may also anonymously report an incident of harassment. The District will investigate anonymous reports pursuant to its investigation procedures below. Minor students do not need parental permission to file complaints or participate in the formal complaint resolution process, discussed below.

How to Report Harassment

If you or someone you know has been harassed, you may file a complaint with the District's Civil Rights Coordinator:

Jerome Sardina
South Haven High School Principal
South Haven Public Schools
554 Green Street
South Haven, MI 49090-1432
Phone: (269) 637-0520

Should the complaint be against the Superintendent, the incident should be reported to:

Vice President of the Board of Education

South Haven Public Schools

554 Green Street

South Haven, MI 49090-1432

Phone: (269) 637-0520

A complaint of harassment may be made verbally or in writing.

Those individuals named above shall document all reports of incidents of harassment, as well as any incidents they personally observe. This documentation shall be retained in accordance with the District's complaint recordkeeping protocol. A copy of this protocol is available in the office of the Superintendent.

Complaint Process

Any individual who has been the victim of harassment, or any individual who has witnessed an incident of harassment, may make a complaint at any time. Any staff member who receives a complaint of harassment shall immediately document the reported incident and notify the Civil Rights Coordinator, as listed above.

Once a complaint is received by the appropriate staff person, as listed above, the Civil Rights Coordinator or designee will begin an investigation into the alleged conduct and, if necessary, notify the appropriate authorities.

During the investigation, impartial school officials will contact witnesses to the alleged act(s) of harassment, obtain statements from those witnesses, and review other relevant evidence. If a school official's impartiality is questioned during the investigation process, that school official will be removed from the investigation and have no further involvement.

Investigation Timelines

The District will initiate an investigation within three (3) school days of receiving a complaint of harassment. In most cases, an investigation will be completed within ten (10) school days. The District will comply with all law enforcement requests for cooperation. In some circumstances, compliance with law enforcement requests may require the District to suspend its factual investigation. The District will promptly resume its investigation as soon as it is notified by the law enforcement agency that it has completed the evidence gathering process. This delay will typically be three (3) - ten (10) school days. If the District's investigation is suspended, interim steps will be taken to provide for the safety of the victim(s) and the school community, and to avoid potential retaliation. Those steps may include removal of an alleged perpetrator from work or school until the investigation is complete.

Within five (5) school days of the investigation's conclusion, the District will separately notify, in writing, the victim(s) and the perpetrator(s) of the investigation's outcome. Any disciplinary action against the perpetrator(s) will be implemented immediately. If appropriate disciplinary action includes a suspension for more than ten (10) school days of a student, the perpetrator(s) may be suspended from school pending a hearing before the Board of Education or its designee. Any such hearing will comply with Board Policy.

If the perpetrator is a student with a disability, the District must also comply with the procedures for the discipline of students with disabilities. A perpetrator's status as a student with a disability will not affect the District's obligation to protect the victim during and after the course of the investigation.

Investigation Procedures

The District will use the following procedures in initiating and conducting investigations:

- A. Any written or verbal report of harassment will be addressed and investigated, including anonymous written or verbal reports.

- B. The District will assure any victim(s) of harassment that the complaint will be fully investigated.
- C. The District will provide the victim(s) of harassment with assurances that his/her identity will be kept confidential during the investigation, to the extent possible.
- D. The District will provide the victim(s) of harassment with assurances that s/he will not be retaliated against by the District. The District will also take preventative measures to ensure that the alleged perpetrator does not retaliate against the alleged victim(s) at any time during or after the investigation.
- E. The District will notify the alleged victim(s) of harassment that he/she will not be required to confront the alleged perpetrator and that steps will be taken to immediately ensure that the alleged harassment does not continue. The District will attempt to accomplish this in a manner that does not disclose the identity of the victim(s), if possible.
- F. The District will interview any witnesses and review other forms of evidence identified by the victim(s) and the alleged perpetrator(s). All witnesses will be assured that their identities will be kept confidential during the investigation, to the extent possible.
- G. The District will take action to end the harassment, including monitoring that the conduct does not reoccur and modifying responses if the harassment does reoccur.
- H. If the victim(s) is a student under age eighteen (18), the District will notify the student's parent(s)/guardian(s) of the harassment complaint. The parent(s)/guardian(s) will be informed of the status of the investigation, as appropriate.
- I. If a student victim of sex-based harassment has been targeted due to his/her sexual orientation, gender identity, or failure to comply with gender stereotypes, the District will first consult with the student to determine an appropriate method of notifying the student's parent(s)/guardian(s) of the sex-based harassment complaint.
- J. All documentation, including witness statements, must be kept with the complaint and reports.

- K. The District will use the "preponderance of the evidence" as the appropriate standard for investigating allegations of harassment.

If the victim(s) 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 victim's request. If a victim insists that his/her name or other identifying information not be disclosed to the alleged perpetrator, the District will notify the victim that its ability to respond may therefore be limited. District officials will also inform the victim that State and Federal law and District policy prohibits retaliation and that District officials will take steps to prevent retaliation and will take strong responsive action if it occurs.

Possible Remedies

The District will take all appropriate steps to ensure that the effects of harassment to the victim and others are promptly remedied. Appropriate remedies will be based on the circumstances and may include, but are not limited to:

- A. providing an escort to ensure that the victim can safely attend classes and school activities;
- B. providing the victim with school-based counseling services;
- C. providing the victim with academic support services, such as tutoring;
- D. rearranging class schedules and lunch hours, to the extent practicable, to minimize contact between the victim and alleged perpetrator;
- E. moving the victim or the alleged perpetrator's locker;
- F. issuing a "no contact" directive to the alleged perpetrator.

This list is not exhaustive. The District will remedy the effects of harassment in a manner that is appropriate under the circumstances. The District will, whenever possible, strive to ensure that the victim's academic and extracurricular schedule remains intact, if the victim desires.

These remedies are also available to any other individual who is affected by the harassment. Individuals affected by harassment are entitled to the protections afforded to victims of harassment, even if the individual was not the intended target of the alleged perpetrator.

Broader remedies in the District community may include, but are not limited to:

- A. assemblies reminding students and staff of their obligations under Board Policy and handbook language;
- B. additional staff training;

- C. letters to students, staff, and parents reminding them of their obligations under Board Policy and handbook language.

Investigation Report

During the course of the investigation, the appropriate staff member, as indicated above, or his/her designee shall create an investigatory report. This report shall include the following information:

- A. The name or a description or identifying information available about the victim.
- B. The victim's protected class.
- C. The name or a description or identifying information available about the individual making the report, if not the victim.
- D. The protected class of the individual making the report, if not the victim.
- E. The nature of the allegation, a description of the incident, and the date and time (if known) of the alleged incident.
- F. The name(s) and protected classes of all persons alleged to have committed the alleged harassment, if known, or a description/identifying information available if the name is not known.
- G. The name(s) or description/identifying information and protected classes of all known witnesses to the alleged incident.
- H. Any written statement of the reporter, the victim (if different than the reporter), the accused individual(s), and any known witnesses.
- I. The investigation outcome.
- J. The response by school personnel and, if applicable, school officials, including the date any incident was reported to law enforcement.

Filing a False Report

Any individual who knowingly or maliciously files a false report of harassment, including sex-based harassment, will be subject to discipline, up to and including expulsion or discharge.

Retaliation

Retaliation against an individual who reports harassment, including sex-based harassment, is strictly prohibited. Any individual who retaliates against a person who reports suspected harassment will be disciplined, in accordance with the District's policies on discipline, up to and including expulsion from the District or termination of employment. This prohibition on retaliation also applies to retaliation against individuals who participate in or cooperate with any investigation related to the complaint.

The Office for Civil Rights

Any individual who believes that he/she was the victim of harassment, including sex-based 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

This complaint may be filed before, during, or after a complaint with the District is filed, or an individual may choose to forego filing a complaint with the District and rely solely on OCR. The District recommends that individuals who have been subjected to harassment, including sex-based harassment, also file a complaint with the District, in order to ensure that the District is able to take steps to prevent any further harassment or discrimination and discipline the perpetrator, if necessary. OCR does not serve as an appellate body for District decisions. An investigation by OCR will occur separately from any District investigation.

Appeal Process

A victim of harassment, including sex-based harassment, may appeal the results of an investigation to the Board President. Upon receipt of an appeal from a victim, the Board President will review the investigation report, contact any additional witnesses, consider all additional evidence, and may re-interview any witnesses. The Board President will then notify the parties in writing of his or her decision. The Board President is not required to give deference to the investigation report and may consider any additional evidence available in evaluating the appeal.

Any individual accused of perpetrating harassment, including sex-based harassment, may appeal the results of an investigation to the Board President. Upon receipt of an appeal from an alleged perpetrator, the Board President will review the investigation report, contact any additional witnesses, consider all additional evidence, and may re-interview any witnesses. The Board President will then notify the parties in writing of his or her decision. The Board President is not required to give deference to the investigation report and may consider any additional evidence available in evaluating the appeal.

A student found to have perpetrated harassment, including sex-based harassment, who is suspended for more than ten (10) school days also has the right to a Board hearing, pursuant to and in compliance with Policy [5611](#). An employee's appeal right is based on the applicable collective bargaining agreement or individual contract rights.

Training

The District will provide annual training on responding to and investigating harassment, including sex-based harassment, for District officials, administrators, staff, and security personnel. This training is mandatory for all personnel responsible for implementing and enforcing anti-harassment laws and related policies and procedures. This training may be hosted by an outside entity. Employees will be provided notice of mandatory training sessions.

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.
20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
20 U.S.C. 1681 et seq.
29 U.S.C. 794, Rehabilitation Act of 1973, as amended
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
42 U.S.C. 1983
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 C.F.R. Part 1635
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794
The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.
The Handicappers' Civil Rights Act, M.C.L. 37.1101 et seq.
The Elliott-Larsen Civil Rights Act, M.C.L. 37.2101, et seq.
Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 09-2006
National School Boards Association Inquiry and Analysis – May 2008

30a. Hazing

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

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

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

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

[Note: If the school club or organization does not have an official and approved initiation procedure, and if no school staff are involved in the activity, there is a significant likelihood that the activity may result in violation of this policy.]

30b. Bullying and Other Aggressive Behavior

South Haven Public Schools Bylaws & Policies

5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

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

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

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

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

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

Notification

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

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent

with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

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

Implementation

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

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

Procedure

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

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

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

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

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

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

Non-Retaliation/False Reports

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

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

Definitions

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

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

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

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

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

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

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.

- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with a person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

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

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

Harassment, see Policy [5517](#);

Hazing, see Policy [5516](#).

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

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31. Possession of a Firearm, Arson, and Criminal Sexual Conduct - Action will begin at Step 8. Police notification required.

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

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

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

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

Criminal acts

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

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

Safety Concerns

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

Profanity - Action will begin at Step 1 and advance one-step with each violation.

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

DISCIPLINE

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

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

Two types of discipline are possible, informal, and formal.

Informal Discipline

Informal discipline takes place within the school. It includes:

- writing assignments;
- change of seating or location;
- lunch-time after-school detention;
- in-school restriction;
- Saturday school.

Detentions

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

In-School Discipline

The Saturday school will be in session from 8:00am to 12:00pm on specific dates determined by administration. Students and parents will be notified when a student is assigned to Saturday school.

Assigned students will attend a continuous (4) hour period during which time they will be permitted one (10) minute break at 10:00 [a.m.]. Each student shall arrive with sufficient educational materials to remain busy during this (4) hour study period.

A student missing any portion of his/her assigned time in in-school suspension or Saturday school may be given an additional (2) hour period. Failure to timely serve in-school suspension or Saturday school assignment(s) may lead to advanced levels of discipline such as out of school suspensions. Any such suspension shall be in accordance with District guidelines on suspension and expulsion.

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

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

High School

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

Formal Discipline

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

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

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

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

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

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

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

Discipline of Students with Disabilities

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

DUE PROCESS RIGHTS

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

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the principal or assistant principal (another administrator). The request for an appeal must be in writing. Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process,
the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

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

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

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

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

Long-term suspension or expulsion from school

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

- * the charge and related evidence;
- * the time and place of the Board meeting;
- * the length of the recommended suspension or a recommendation for expulsion;
- * a brief description of the hearing procedure;
- * a statement that the student may bring parents, guardians, and counsel;
- * a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- * a statement that the student may give testimony, present evidence, and provide a defense;
- * a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;
- * the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if Board/hearing officer approved.

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

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

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

Discipline of Students with Disabilities

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

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

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

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

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

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, nonsponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
 - 1. is obscene to minors, libelous, indecent and pervasively or vulgar,
 - 2. advertises any product or service not permitted to minors by law,
 - 3. intends to be insulting or harassing,
 - 4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 - 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or

school activities, a violation of school regulations, or the commission of an unlawful act.

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

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

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

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

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

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

SECTION V - TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school provides transportation for all students who live farther than 2 miles from school. The transportation schedule and routes are available by contacting the transportation department at 269-637-0570.

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

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

BUS CONDUCT

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

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

Students must comply with the following basic safety rules:

Previous to loading (on the road and at school)

Each student shall:

- () be on time at the designated loading zone, 10 minutes prior to scheduled stop;
- () stay off the road at all times while walking to and waiting for the school transportation;
- () line up single file off the roadway to enter;
- () wait until the school transportation is completely stopped before moving forward to enter;
- () refrain from crossing a highway until the driver signals it is safe to cross;
- () go immediately to a seat and be seated.

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

During the trip

Each student shall:

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

Leaving the bus

Each student shall:

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

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

VIDEOTAPES ON SCHOOL BUSES

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

If a student misbehaves on a bus and his/her actions are recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

PENALTIES FOR INFRACTIONS

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

SELF-TRANSPORTATION TO SCHOOL

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

The following rules shall apply:

Students under age eighteen (18) must have written parental permission prior to driving to school.

Students shall complete the Student Vehicle Form 5514 F1 and provide evidence of:

- driver's license;
- insurance certificate;
- vehicle registration.

If a student's parking permit is suspended, no fees will be refunded.

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

- [] When the school provides transportation, students shall not drive to school-sponsored activities.
 - () unless written permission is granted by their parents and approved by the principal.
 - () Approved student drivers may not transport other students to a school-sponsored activity without written permission from the parents of passenger students and approval by the principal.

NOTE: Be advised that the following forms must be available in the School Office as they are referenced in the Student/Parent Handbook.

- **Title VI, IX, 504 Grievance Form 2260 F2**
- **Notice of Nondiscrimination and Grievance Procedures for Title II, Title VI, Title VII, Title IX, Section 504 and ADA Form 2260 F8**
- **Memorandum to Parents Regarding School Board Policy on Drug-Free Schools Form 5530 F2**
- **Notification to Parents Regarding Student Records Form 8330 F9**
- **Notification to Parents on Blood-Borne Pathogens Form 8453.01 F5**
- **Parent/Student Acknowledgement of Student Handbook Form 5500 F1**
- **Authorization for Prescribed Medication or Treatment Form 5330 F1**
- **Authorization for Nonprescribed Medication or Treatment (Secondary Version) Form 5330 F1a**
- **Authorization for Nonprescribed Medication or Treatment (Elementary Version) Form 5330 F1b**
- **Authorization for Use of Asthma Inhalers, Epi-pens or Prescribed Emergency Medication Form 5330F1c**
- **Parent Request to Inspect Materials Used in Conjunction with any Survey, Analysis, or Evaluation Form 2416 F2**
- **Request That Directory Information not be Released to Recruiters Without Prior Written Consent. Form 8330 F13**
- **Parent Notification Regarding Student Records. Form 8330F9**

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") prohibits discrimination against students on the basis of disability.

This Manual contains information, guidelines, policies, procedures, and forms to achieve compliance with Section 504 with respect to the education of the District's students, in a manner consistent with the District's non-discrimination policies.

The District expects its employees to be knowledgeable about its Section 504 procedures. If you have Section 504 questions concerning either current or prospective students, please contact the District's Section 504 Coordinator:

Carey Frost
Director of Instructional Services
South Haven Public Schools
554 Green Street, South Haven, Michigan 49090
269-637-0500

Although Section 504 also applies to employment and facility access by individuals with disabilities, this Manual only addresses student issues under Section 504.

OVERVIEW

Section 504 is a federal law which prohibits discrimination against persons with disabilities. The law provides:

No otherwise qualified individual with a disability. . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. . . .

29 USC ' 794

One of the principal purposes of Section 504 is to ensure that students with disabilities are not denied access to educational facilities, programs, and opportunities on the basis of their disability.

For a student to have a disability which may be protected under this law, he or she must: **(1) have a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities.** For a student to be considered an "eligible student" under Section 504, all three criteria must be fulfilled.

Under Section 504, schools that receive federal funds may not discriminate against eligible students with disabilities. Section 504 also protects students who have a record of a disability, and students who are regarded as having a disability. Discrimination against students in either category is prohibited under Section 504.

Section 504 requires the District to provide a free appropriate public education ("FAPE") to each eligible student who has a physical or mental impairment which substantially limits a major life activity. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of non-disabled students are met and in accordance with Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards. The FAPE obligation extends to all students described in this paragraph, regardless of the nature or severity of their disability.

POLICY STATEMENT

The District shall not discriminate against any student having a disability, a record of having had a disability, or who is otherwise regarded as having a disability. The District shall

also, as required by law, attempt to locate and identify each student within the District's jurisdiction who may be an eligible student under Section 504. The District shall evaluate each student identified under Section 504 and provide each eligible student with a FAPE as defined by law.

The District also shall not discriminate against persons based upon any other legally-protected characteristic. Other District publications and policy documents should be consulted to obtain details of those prohibitions, and the means by which an internal complaint or grievance concerning any type of discrimination may be filed.

DEFINITIONS

The following definitions apply to this Section 504 Manual, Policies, Guidelines, and Forms.

"Free Appropriate Public Education" ("FAPE")

A "free appropriate public education" is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with a disability as adequately as the needs of non-disabled students are met and is based on adherence to procedures that satisfy Section 504 requirements pertaining to educational setting, evaluation, placement, and procedural safeguards.

"Individual with a Disability"

An "individual with a disability" is a person who:

1. Has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

"Physical or Mental Impairment"

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitourinary; hemic and lymphatic; skin; and endocrine; or
2. Any mental or psychological disorder, such as a cognitive impairment, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The Section 504 regulations do not provide an exhaustive list of specific diseases or conditions that may constitute a physical or mental impairment because of the difficulty of developing a comprehensive list of possible diseases and conditions.

"Substantially Limits"

A student who has a physical or mental impairment that substantially limits a major life activity is considered a student with a "disability" under Section 504. This determination is made on a case-by-case basis. Neither Section 504 nor its implementing regulations define the term "substantially limits" but the term is not necessarily synonymous with "unable to perform" or "significantly restricted in" a major life activity.

Except for ordinary eye glasses or contact lenses, the ameliorative effects of mitigating measures may not be considered when assessing whether a student has an impairment that substantially limits a major life activity. "Mitigating measures" include, but are not limited to: medication; medical supplies, equipment or appliances; low-vision devices (devices that magnify, enhance, or otherwise augment a visual image); prosthetics (including limbs and devices); hearing aids and cochlear implants or other implantable hearing devices; mobility devices; oxygen therapy

equipment and supplies; use of assistive technology; reasonable accommodations or auxiliary aids or services; and learned behavioral or adaptive neurological modifications.

A temporary impairment does not constitute a disability for purposes of Section 504 unless it is of such severity that it results in a substantial limitation of one or more major life activities for an extended period of time. This determination is to be made on a case-by-case basis.

If a student has an impairment that is episodic or in remission, the District must consider whether the impairment, *when active*, would substantially limit a major life activity. If it would, then the student meets the definition of a student with a disability.

"Major Life Activities"

To be eligible under Section 504, a student's physical or mental impairment must interfere with one or more "major life activities." A "major life activity" includes, but is not limited to functions such as:

<ul style="list-style-type: none"> • Caring for oneself • Performing manual tasks • Walking • Seeing • Hearing • Speaking • Breathing • Learning • Working • Eating 	<ul style="list-style-type: none"> • Sleeping • Standing • Lifting • Bending • Reading • Concentrating • Thinking • Communicating • Operation of major bodily functions (including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions)
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This list is not exhaustive. An activity or function not found on the list may nonetheless be a major life activity. A student is protected from all forms of discrimination and is eligible under Section 504 if the student has an impairment that substantially limits one or more major life activities, including, but not limited to, learning.

"Record of Impairment" and "Regarded as Having an Impairment"

Section 504 also protects students from discrimination who have a record of an impairment or who are regarded as impaired. A student is "regarded as" having an impairment if the District perceives the student as impaired. The District shall not treat students differently based upon a record that shows that the student was disabled in the past, or based upon an assumption or perception of disability. The District is not required to develop a Section 504 plan for a student who either has a record of an impairment or who is regarded as having an impairment, but who is not otherwise currently eligible under Section 504.

"Current User of Illegal Drugs"

A student who is currently engaging in the illegal use of drugs is not eligible for services or protection under Section 504 when the District takes disciplinary action on the basis of such drug use even if the student is otherwise a student with a disability. A student who is a former drug user or who is participating in a drug rehabilitation program, however, may be eligible for Section

504 services and protection if the student otherwise meets the definition of an "individual with a disability" as described above.

CHILD FIND

Every year, the District shall attempt to identify and locate every student residing in the district who may be a student with a disability under Section 504, regardless of whether he or she is receiving a public education. The District shall notify parents of those students of the District's Section 504 obligations.

The District may satisfy the notification obligation by advertising, by posting notices in places likely to be visited by qualified students with disabilities and their parents, by including notices in District publications and on its web site, and by directly contacting parents of those students who the District believes to be eligible.

The District must also ensure that the information in its Section 504 notices is written in a manner that is easily understandable to a parent. The notice should also contain the name and contact information for the District's 504 coordinator.

PRE-REFERRAL ASSISTANCE

Pre-referral assistance is an important first step in serving students experiencing difficulties in school. Teachers may vary instructional and behavioral methodologies and expectations, and, by so doing meet students' educational and behavioral needs; and thereby strengthen the general education program and reduce unnecessary Section 504 and IDEA formal referrals.

Pre-referral assistance, including strategies such as response-to-intervention ("RTI"), is not intended to impede or be a substitute for necessary referrals for consideration of eligibility under the Individuals with Disabilities Education Act ("IDEA") or Section 504. If, at any time, a teacher, counselor, administrator, or other professional staff member has reason to believe that the student's difficulties may be attributable to a disability, the student should be referred for an evaluation. If a parent/guardian at any time requests an evaluation, the District must either honor that request or notify the parent/guardian of his/her due process rights under the IDEA, or Section 504, as applicable.

PARENT RIGHTS

Section 504 guarantees certain rights to parents of students with disabilities. A Section 504 Notice of Procedural Safeguards has been developed for distribution to parents.

SECTION 504: THE PROCESS

This section of the Manual addresses important steps in the Section 504 process including: referral, evaluation, eligibility determination, development of the Section 504 Plan, review, and reevaluation.

A. Referral

A student who, because of a suspected disability, is believed to need services under Section 504 is typically referred for a Section 504 evaluation by a parent, guardian, teacher, other certified school employee, the student if 18 years of age or older, or other concerned adult individual. Upon the receipt of a referral:

- The referral should be reduced to writing.
- The parent should be provided written notice of the referral, and be asked to provide written consent to a Section 504 evaluation.
- The parent should be provided with a copy of "Section 504 Notice of Procedural Safeguards" with notice of the referral.

Once the District has received parent consent to evaluate, the District may begin the evaluation process. If a parent refuses to consent to an initial evaluation, the District may, but is not required to, use due process hearing procedures to seek to override the parent's refusal to consent to the evaluation. Additionally, if a parent refuses to consent to an evaluation that is necessary for a determination of eligibility, the 504 Team may determine that the student is not eligible under Section 504.

B. Evaluation

The evaluation is the starting point for determining whether a student is an eligible student under Section 504. The District is required to conduct an evaluation before providing Section 504 services. The nature and extent of the information needed to make a Section 504 eligibility decision is determined on case-by-case basis by a group of persons knowledgeable about the student, the meaning of evaluation data, and the placement options, *i.e.*, the Section 504 Team. Information obtained through the evaluation process must be documented and all significant factors must be considered. The District may, but is not required to, use the same evaluation process used to evaluate students under the IDEA. The evaluation must draw upon information from a variety of sources and may include:

	• School records review
	• Observations of the student
	• Standardized tests or other assessments by school staff
	• Parent/Student/Teacher interviews
	• Behavior rating scales or other checklists
	• Pertinent medical information
	• Information provided by the parent
	• Other relevant information

Where formal testing is determined to be necessary, the evaluation procedures must ensure that:

1. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer.

2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

3. Tests are selected and administered so as best to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except when those skills are the facets that the tests purport to measure).

A medical diagnosis of a physical or mental impairment does not, in and of itself, determine Section 504 eligibility. As mentioned above, Section 504 requires the District to draw upon information from a variety of sources in making its eligibility determination. A medical diagnosis is only one source of information. Additionally, the District may request, but cannot require a parent to provide a medical statement or authorize the release of the student's medical information as part of the evaluation process. If the District determines, based on the facts and circumstances of the individual case, that a medical assessment is necessary for an appropriate evaluation, the District must ensure that the child receives this assessment at no cost to the parents. If alternative assessment methods meet the evaluation criteria, those methods may be used in lieu of a medical assessment. If a parent refuses to consent to a medical assessment and alternative

assessment methods are not available, the 504 Team must proceed to make an eligibility determination based on the information it has on hand.

Absent extenuating circumstances, the District's evaluation and the development of a Section 504 Plan, if necessary, should be completed no later than 30 school days following the District's receipt of the parent's consent to evaluate. If an extension of time is required, the parent must be notified in writing of the extension, the reason for the extension, and the expected date of completion of the process.

C. Eligibility Determination

The eligibility determination must be made by a group of persons knowledgeable about the student, the meaning of evaluation data, and placement options and must be documented in writing. The parent of the student should be given a meaningful opportunity to provide input into identification, evaluation, and placement decisions for his/her child. Therefore, the parent should typically be included in this process.

D. Section 504 Plan

Where a student is found to be eligible under Section 504, the need for a Section 504 Plan must be determined. The Section 504 Team, which should include the parent, will be responsible for determining the services that are needed to provide the student a FAPE. The Plan should specify how services will be provided and by whom.

The Section 504 Plan shall be signed by the Section 504 Coordinator/Designee, indicating the District's intent to implement the plan. A copy of the Plan, along with the Section 504 Notice of Procedural Safeguards, must be provided to the parent.

If a Section 504 Plan is developed for a student, all school personnel with implementation responsibilities should be informed of the existence and particulars of the Plan. Failure to implement the Plan can result in non-compliance with Section 504.

E. Review of Section 504 Plan

The teacher or other person(s) designated by the Section 504 Team shall monitor the student's progress and the effectiveness of the student's Plan. The teacher or other designated person will contact the parent (in person or by phone) at least annually to discuss whether the 504 Plan continues to be appropriate or whether any changes are necessary. If changes are to be considered, the Section 504 Team must be convened.

In addition, the Section 504 Team should be convened and the student's 504 Plan updated whenever the student's situation warrants a review (*e.g.*, during natural transition periods, when a teacher or parent raises concerns, or when the student's performance changes).

F. Reevaluation

A reevaluation should be completed at least once every 3 years to redetermine eligibility under Section 504 and before any significant change in the student's placement.

SUSPENSION AND EXPULSION OF SECTION 504 STUDENTS

Students who are eligible under Section 504 have certain additional protections when charged with a violation of the Code of Student Conduct which may result in a suspension or expulsion that constitutes a significant change in placement. Similar to suspension or expulsion of a student with a disability under the IDEA, it is necessary to conduct a manifestation determination for a Section 504 student when:

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| <ul style="list-style-type: none">• The suspension or expulsion will be for more than 10 consecutive school days; or | |
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| <ul style="list-style-type: none"> • The student has been subjected to a series of suspensions that total more than 10 school days in a school year and a pattern of exclusion exists. Whether a series of suspensions creates a pattern of exclusion is determined on a case-by-case basis taking into account the following factors: the length of each suspension, the proximity of the suspensions to one another, the similarity of the behavior that resulted in the removals, and the total amount of time the student is excluded from school. | |
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If either of the situations above applies, then the District is required to conduct a manifestation determination before any significant change in student's placement may occur. The manifestation determination should be conducted within 10 school days of the decision to change the student's placement. The parent must be invited to participate in the meeting and provided a copy of the Section 504 Notice of Procedural Safeguards. The purpose of the manifestation determination is to review whether the student's misconduct was caused by, or had a direct and substantial relationship to the student's disability; or whether the conduct was a direct result of the District's failure to implement the student's Section 504 plan.

This determination should be made by a group of persons knowledgeable about the student, the meaning of evaluation data, placement options, the student's Section 504 Plan, and the disciplinary incident. In making its determination, the 504 Team must review all relevant information in the student's file, the student's Section 504 plan, any teacher observations of the student, and relevant information provided by the parent.

If the 504 Team concludes that the student's conduct is a manifestation of the student's disability, the student must remain in (or be returned to) his/her current educational placement, unless the parent and the District agree to change the student's placement. If the 504 Team concludes that the student's conduct is not a manifestation of the student's disability, the District may apply the relevant disciplinary procedures applicable to all students. Unlike the IDEA, there is no requirement to provide a student whose conduct is not a manifestation of the student's disability educational services during a disciplinary change in placement unless services are provided to similarly-situated non-disabled students.

Please note that Section 504 allows a student to be disciplined, without going through the manifestation determination review process, when the infraction results from the student's current illegal use of drugs or alcohol in violation of the Code of Student Conduct.

In the case of a Section 504 student who carries or possesses a weapon to or at school, on school premises, or to or at a school function, the District may place the student in an interim alternative educational setting for up to 45 school days if a student without a disability would be similarly disciplined. The Section 504 team must meet to develop the interim alternative educational setting after evaluating the student as described in this Manual. The interim alternative educational setting must be educationally appropriate and the services provided must enable the student to continue to progress in the general curriculum. The interim alternative educational setting must also address the behavior prompting the disciplinary action.

IMPARTIAL DUE PROCESS HEARING

A parent who disagrees with the identification, evaluation, placement, or the provision of a free appropriate public education of a student with a disability under Section 504 has the right to

request an impartial due process hearing. Request for a Section 504 due process hearing must be made in writing to the District's Section 504 Coordinator. Upon receipt of such a request, the necessary arrangements will be made by the District, including the selection of a hearing officer. A person who is an employee of the District, or any person having a personal or professional interest which would conflict with his/her objectivity in the hearing, may not be appointed as a hearing officer.

Any party to a hearing has the right to:

1. Be accompanied and advised by counsel or an individual with special knowledge or training about the problems of children with disabilities;
2. Present evidence and cross-examine witnesses;
3. Obtain a written or electronic verbatim record of the hearing or obtain alternate forms of the verbatim record to be provided in the parent's native language;
4. Obtain written or electronic findings of fact and decisions; and
5. Seek judicial review of a hearing officer decision.

The District will adhere to the following timeframes if a due process hearing is requested:

1. A hearing will be scheduled not more than 30 calendar days following receipt of the parent's written request.
2. The hearing officer will, not later than 30 calendar days after the hearing, draft a written decision (with specific findings of fact) and send a copy of the decision to each party and/or their attorneys/representatives.
3. In the absence of an appeal, the District will implement the decision of the hearing officer within 15 calendar days of the District's receipt of the decision.

GRIEVANCE PROCEDURE

A person who believes a student has been discriminated against by the District on the basis of the student's disability or who believes the District otherwise violated Section 504 also has the right to file a complaint through the District's grievance procedure. A person who wishes to file a complaint should contact:

**Carey Frost
Director of Instructional Services
South Haven Public Schools
554 Green Street, South Haven, Michigan 49090
269-637-0500**

A person may file a complaint with the Office for Civil Rights (OCR) if he/she does not wish to use the District's grievance procedure. A person who wishes to file a complaint with OCR should contact:

Office for Civil Rights
U.S. Department of Education
1350 Euclid Avenue, Suite 325
Cleveland, OH 44115
FAX: (216) 522-2573; TDD: (877) 521-2172
Telephone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

A discrimination complaint may be filed with OCR at any time. Additionally, if a person is dissatisfied with the District's resolution of a complaint, that complaint may be filed with OCR at the address above within 60 days of the District's resolution.