

# BAY-ARENAC COMMUNITY HIGH SCHOOL



## Student Handbook 2017 – 2018 School Year

FOR QUESTIONS OR ASSISTANCE, PLEASE CONTACT ERIN C. SULLIVAN, SUPERINTENDENT, AT  
(989) 893-8811 OR LOG-ON TO [WWW.BACHS.US](http://WWW.BACHS.US) AND CONTACT STAFF MEMBERS DIRECTLY.

# BAY-ARENAC COMMUNITY HIGH SCHOOL

## STUDENT AND PARENT HANDBOOK 2017-2018 SCHOOL YEAR

Welcome to Bay-Arenac Community High School! Since 1985, BACHS has been serving the Bay and Arenac Community as second chance Public School Academy (PSA). With our highly qualified and diversified teachers and staff, we strive to meet the unique needs of the individual student by providing a challenging and rewarding experience thus preparing our students for life beyond the classroom. Our school is so successful because of a shared vision by all involved — students, staff, Board members, families, and the community.

Erin C. Sullivan  
Superintendent

*“Education is our passport to the future, for tomorrow belongs  
to the people who prepare for it today.”  
Malcolm X*

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## **BACHS VISION**

It is the vision of the Bay-Arenac Community High School to provide students with an alternative approach to graduate from high school and become successful community members.

## **BACHS MISSION**

To provide a positive community for students to participate in learning the skills necessary for attaining personally meaningful lives which are economically productive and socially responsible.

## **GUIDING PRINCIPLES OF OUR SCHOOL**

1. Smaller Class and School Size
2. Personalized Approach to Learning
3. Personal Attention and Recognition for Students, Parents, and Staff
4. Dignity, Respect, and Citizenship
5. Individualized Educational Planning, Based on Student Needs and Interests
6. Conflict Resolution and Team Building

## **PARENTS' RIGHT-TO-KNOW**

Dear Parents & Guardians:

Over the next year, our school, Bay-Arenac Community High School, will be providing you a series of communications about specific components of our work here. This Handbook is the first of that series and intended to keep you informed about the school, staff, goals, and services.

We are proud of our staff members who serve the children of our community. Their training, past accomplishments, and desire to teach qualify them to provide your child with the best possible learning experience. We welcome the opportunity to share information about our instructional staff with you.

You may wish to know the professional qualifications of your student's classroom teachers. We are glad to share:

1. Your teacher's qualifications for the grade level and subject area s/he teaches;
2. Your teacher's certification;

3. Your teacher's baccalaureate degree major, other graduate degree certifications or degrees held, and the field of study for those certifications or degrees;
4. Your paraprofessional's qualifications if your child's classroom is served by a paraprofessional.

Should you have any questions regarding the program and the services that BACHS offers, please visit our web site at: [www.bachs.us](http://www.bachs.us) . You can also contact us at (989) 893-8811 or stop into our school offices.

Thank you,

A handwritten signature in black ink that reads "Erin C. Sullivan". The signature is written in a cursive style with a long, sweeping underline.

Erin C. Sullivan, Superintendent

## DAILY SCHEDULE

### 2017-2018 SCHOOL YEAR

Monday – Thursday	Schedule
Breakfast	7:45 am – 7:56 am
WARNING BELL	7:56 am
1 <sup>st</sup> Hour	8:00 am – 9:00am
2 <sup>nd</sup> Hour	9:04 am – 10:04 am
3 <sup>rd</sup> Hour	10:08 am – 11:08 am
LUNCH	11:08 am – 11:38 am
WARNING BELL	11:38 am
4 <sup>th</sup> Hour	11:42 am – 12:42 pm
5 <sup>th</sup> Hour	12:46 pm – 1:46 pm
6 <sup>th</sup> Hour	1:50 pm – 2:55 pm

Friday	Schedule
Bulldog Blitz	11:00 am – 11:15 am
1 <sup>st</sup> Session	11:20 am – 12:05 pm
Break	12:05 pm – 12:20 pm
2 <sup>nd</sup> Session	12:20 pm – 1:05 pm
3 <sup>rd</sup> Session	1:10 pm – 1:55 pm

## ELIGIBILITY

Bay-Arenac Community High School is a school of choice and is open to all high school students between the ages of 15 and 19 years old. A student who turns 20 by September 1<sup>st</sup> of the current school year is not eligible to enroll.

## HOW TO ENROLL

### 2017-2018 Application Procedure:

Students interested in applying for the next school year may obtain an application at the main office of the school or from our website beginning the first day of May of the current school year through August 1<sup>st</sup>. The school will mail applications to anyone requesting an application by phone. All applications received after August 1<sup>st</sup>, but before the lottery, will not be eligible to participate in the lottery; however, the names of those applicants will be added to the end of the waiting list created at the time of the lottery.

### Student Selection:

The deadline for applications shall be August 1<sup>st</sup>. If the number of applicants exceeds the number of positions available the school will hold a random selection lottery the fourth week in August. The random selection drawing shall be open to the public, and the school will notify all applicants of the time and place. Names will be drawn to establish waiting list priority to be used to fill openings during the school year for which the student has applied. After all eligible names have been drawn; the school will add the names that filed application after August 1<sup>st</sup>. All post-deadline applicants will be added in the order in which they are received.



New students may be admitted after the start of the school year only if there are openings. Students who are admitted in accordance with the above will be admitted based upon their waiting list priority. All applicants still on the waiting list must resubmit an application for the following semester. Once students are admitted they will remain eligible to be admitted at the school for successive years without having to re-enter the selection process. They must, however, enroll for the subsequent year.

**STATEMENT OF NONDISCRIMINATION  
FOR  
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964  
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972  
TITLE 11 OF THE AMERICANS WITH DISABILITIES ACT OF 1990  
SECTION 504 OF THE REHABILITATION ACT OF 1973  
AGE DISCRIMINATION ACT OF 1975**

Bay-Arenac Community High School is an equal opportunity/affirmative action institution. In compliance with Title VI of the Civil Rights act of 1964, Title IX of the Education Amendments of 1972, Title II of the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the State of Michigan's Elliot-Larsen Civil Rights Act of 1977, it is the policy of Bay-Arenac Community High School that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, sexual orientation or disabilities shall be discriminated against, excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination in employment or in any program or activity for which the Board is responsible or for which it receives financial assistance from the United States Department of Education. Any person believing that Bay-Arenac Community High School or any part of the school organization has inadequately applied the principles of the afore mentioned Acts, may forward a complaint to the Chief Administrative Officer of Bay-Arenac Community High School at the following address:

Erin C. Sullivan, Superintendent  
Bay-Arenac Community High School  
805 Langstaff  
Essexville MI 48732

A written statement of the entire complaint procedure will be furnished by the Superintendent upon request. The "Commitments" Policy in its entirety is located on page 46 of the District Overview Section of this handbook.

## **FAMILY RIGHTS AND PRIVACY ACT**

Parents and eligible students\* have the following rights under the Family Educational Rights and Privacy Act of 1974 (FERPA):

1. The right to inspect and review the student's education record.
2. The right to exercise a limited control of other people's access to student records.
3. The right to seek to correct the student's education record if believed to be in error.
4. The right to report violations of FERPA to the U.S. Department of Education concerning alleged failures by of Bay-Arenac Community High School to comply with the requirements of FERPA.

Contact the office at:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202-4605

The right to be informed about FERPA rights.

\*All rights and protections given parents under FERPA and this procedure transfer to the student when he or she reaches the age of 18 or enrolls in a post-secondary school. The student then becomes an "eligible student."

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# ACADEMIC INFORMATION

## ACADEMICS

### CREDITS REQUIRED FOR GRADUATION

Students are required to complete 22 credits at BACHS, with the 22nd credit in *Senior Symposium*, an academic, skill-building course with an exit-project, designed around the academic demands for students in the post-high school world.

Michigan Merit Curriculum is as follows:

- 4.0 Credits English (Including Senior English/Senior Symposium)
- 4.0 Credits Math (Includes ALG1, GEO, ALG2)
- 3.0 Credits Science (BIO, CHEM or PHYSICS)
- 1.0 Credits U.S. History/Geography
- 1.0 Credits World History/Geography
- 0.5 Credits Civics
- 0.5 Credits Economics
- 0.5 Credits Health
- 0.5 Credits Physical Education
- 1.0 Credits Arts (Visual, Performing, Applied)
- 2.0 World Language or\*(1.0 credit World Language and 1.0 credit Career Technical or an additional 1.0 credit Visual Performing Arts)
- 4.0 Credits Electives

**Total 22 Credits**

### GRADE LEVEL

**The following credit division is used to determine a student's grade level.**

**Credits are calculated at the end of each quarter.**

CREDITS	LEVEL
0 – 6.0	Freshman / 9 <sup>th</sup> grade (limited to the first 2 years in high school)
6.0 – 11.5	Sophomore / 10 <sup>th</sup> grade (including any / all 3 <sup>rd</sup> year students)
11.5 – 16.0	Junior / 11 <sup>th</sup> grade (must have completed English 10 and Geometry or Algebra II)
16.0 – 22+	Senior / 12 <sup>th</sup> grade

## **ACADEMIC PROBATION**

See below Academic Support and Success/After School Tutoring.

### **ACADEMIC SUPPORT AND SUCCESS/AFTER SCHOOL TUTORING**

BACHS offers many opportunities for timely academic support. Funding for this is provided by Federal Funds through Title I. We encourage any and all students who need additional assistance for any academic class to stay after school for that assistance. If a student is not passing a class, this program is available to assist students to reach their highest academic achievement. Students who are not putting forth the effort necessary to achieve academic success, as well as their promises made upon enrolling at BACHS, will be placed on Academic Probation. Students on Academic Probation would be required to attend Friday Enrichment tutoring session until such time as they would be passing.

### **AWARDS ASSEMBLY**

The purpose of the end-of-the-year awards assembly is to recognize students for their accomplishments during the year. Attendance awards, academic awards, citizenship awards, and a variety of other honors are bestowed at this time. Parents and families are welcome to attend. This annual event is held at the end of the school year prior to graduation.

### **CAREER CENTER**

BACHS students obtain the privilege of taking classes through the Bay-Arenac Career Center, at the sole discretion of Director of Student Services and the School Counselor. They may lose this privilege at any time if BACHS determines that they are not representing our program as mature ambassadors while participating in Career Center classes and activities. If students are removed from Career Center courses for any reason, they have no rights to credit in those classes and no rights to be enrolled in Community High School classes held during those timeslots for the duration of the semester. Information on Career Center is available through the Director of Student Services. Because of limited space available in most programs, students are not guaranteed slots in particular programs and must seek out these opportunities well before the semester in which they desire enrollment.

1. BACHS Code of Conducts applies to all Students while they are at the Career Center.
2. BACHS polices and Code of Conduct supersedes the Bay Arenac Career Center policies.
3. BACHS reserves the right to enforce our code as we see fit.

## **CREDIT**

Classes in the curriculum offer up to 1/4 credit for each Quarter of acceptable work, as approved by the classroom teacher.

A student may earn credit for meeting the criteria for work experience up to a maximum of 4 credits, as awarded by the Director of Student Services/ Director of the Y.E.S! Program or School Counselor.

Successful completion (acceptable course grades and continued attendance until semester's end) of classes taken at Bay-Arenac Career Center.

A student may earn up to 3 credits for outside-of-school Community Service Opportunities, at the discretion of the Director of Student Services or School Counselor. Work Experience expectations apply in these instances also, including those pertaining to employability skills and "staying on the job."

Independent studies are available at the discretion of the School Counselor.

Credit Recovery may be obtained through accredited/transcribed on-line courses at the expense of the Student/Parent. Proof of successful completion must be provided to BACHS in order for a student to receive credit on their transcript in order to meet graduation requirements.

Dual-Enrollment (Post-Secondary Enrollment Option College Classes) Courses are available for qualifying students. The School Counselor can provide details. Usually, students are given this opportunity if they obtain acceptable scores on their Michigan Merit Examinations (MME) which must be taken in the spring of your Junior Year during the Statewide Testing Window. Passing the MME will usually allow the students to take college courses while in high school and in some cases the high school will pay tuition for these courses. Not all courses and students qualify, however, so students must first seek advice and obtain authorization from the school if they desire tuition to be paid by the school. *Also see page 13 DUAL ENROLLMENT – COLLEGE/HIGH SCHOOL CREDIT.*

Edgenuity (E2020) computerized learning opportunities are available for students who desire to work on skills or credit recovery; placement will be determined by the School Counselor.

### **DUAL ENROLLMENT – COLLEGE/HIGH SCHOOL CREDIT**

The Post-Secondary Enrollment Options Act (Acts 159, 160, and 161 of 1996) allows students who have passed all Michigan MERIT content areas as juniors or certain Michigan MERIT content areas as seniors to take certain college classes – with the tuition and fees paid for by Bay-Arenac Community High School. These college courses can be taken for credit toward high school graduation, as well as for College credit ... thus the term, "Dual Enrollment."

The Career and Technical Preparation Act (Act 258 of 2000) also allows students to take Career and Technical Education Classes at post-secondary institutions also, with tuition and fees paid for by the school – if certain qualifications are met on the Michigan MERIT and other occupational assessments.

**Eligible Courses** – Courses offered by a college or career-technical preparation program that meet certain criteria and are not offered or available through the local district or intermediate school district.

Students wishing to take advantage of these opportunities should see the School Counselor for more information on student eligibility and courses by Mid-March each year so that they can register for fall courses.

## **GRADUATION**

The privilege of participating in the Bay-Arenac Community High School Commencement is given only to students who have satisfied ALL graduation requirements PRIOR to Commencement. The issuance of a BACHS diploma is contingent on the fulfillment of all BACHS Board of Education and the State of Michigan Board of Education requirements

The Board shall award a regular high school diploma to every student enrolled in this School who meets the requirements of graduation established by this Board and as provided by State Law. If a student fulfills the requirements for a State-endorsed diploma, it shall be so indicated both on the student's diploma and his/her transcript.

Any high school student who wishes to receive credit in 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 may or may not be counted toward the required number of credits needed for graduation, at the discretion of school officials who will evaluate that credit based on the Michigan High School Content Expectations of the course in which the credit was earned.

Commencement exercises will include only those students who have successfully completed all requirements for graduation by the deadline set forth by the Superintendent and/or designee and have those requirements documented on a transcript, as certified by the Academic Director and/or Superintendent. Likewise, Commencement exercises shall only include those students who have paid in full all financial obligations owed the school. Those not having completed the necessary requirements for graduation by the date of the printing of Graduation Programs or the issuing of Press Releases should not expect their names to be included on those programs.

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the

ceremony of graduation, however, when personal conduct so warrants. Commencement practice is an integral part of participation in the ceremony. Students that choose not to practice and/or abide by school procedures forfeit the privilege of participating in commencement exercises. The Board of Directors and/or Superintendent may establish a Dress Code for Commencement participation, as long as it provides notice of such to students prior to the date of Commencement, and the Board of Directors and/or Superintendent may rightfully prevent students violating this dress code from participating in Commencement, with respect to the honor and prestige that the ceremony provides the students, school, and community.

## **HONOR ROLL**

Academic Honor Rolls are posted at the end of each Quarter. To qualify for the A-B Honor Roll, a student must receive a grade of A or B or CR in all classes (B- grades are allowable). Of course, students who lose a class or classes for behavioral, academic, or attendance reasons (such as, but not limited to a grade of "W") will not be eligible for honor roll status.

## **LATE WORK POLICY**

The staff at BACHS recognizes that homework is an important part of a student's academic growth by promoting self-discipline, responsibility, and lifelong learning habits. BACHS staff is dedicated to assigning relevant, meaningful and challenging homework assignments to reinforce classroom objectives.

### **Homework Policy (includes all assignments except quizzes/tests\*)**

1. Any homework which is 3 to 6 academic school days late will have a 10% deduction from the grade.
2. Any homework which is 7 to 9 academic school days late will have a 20% deduction from the grade.
3. Any homework which is 10 to 12 academic school days late will have a 30% deduction from the grade.
4. Any homework which is 12 to 16 academic school days late will have a 40% deduction from the grade.
5. Any homework more than 16 academic school days late will not be accepted.

This policy still will permit student progress but will allow accountability for their tardiness in the academic arena.

**\*There is no penalty for late quizzes or tests.**

## **REPORT CARDS**

At the end of each nine-week Quarter, report cards will be mailed to the students' homes or given out at Student Success Conferences. Parents can at any time and are encouraged to view their student's progress by visiting Family Access on the SKYWARD website.

## **ONLINE ACADEMY – CREDIT RECOVERY PROGRAM**

- Students will be selected to participate in the Online Academy based on criteria established by the Superintendent and School Counselor such as:
  - Illness or other situation preventing the student from attending a full day of school
  - Employed full or part-time
  - Has tried and not been successful in traditional high school and/or alternative high school setting
  - Is nearing the cut-off age for attending a high school setting
  - Just a few credits short of achieving diploma status
  - Other extenuating circumstance reviewed and approved by Superintendent
  
- Credit Recovery courses are aligned with the Michigan Merit Curriculum
- Students who complete all credits necessary for graduation will receive a state of Michigan diploma
- Credit Recovery students will not be participating in other aspects of the high school setting, including but not limited to school field trips, after school activities, Honor Roll luncheons, Awards Assemblies, Commencement Ceremony, etc.

Students will have the opportunity to study for and test out of various classes (Michigan Compiled Law Testing out policies apply - Public Act 335, School Code 1279b)

- Students will work with our Highly Qualified credit recovery teacher:
  - To develop a personal schedule
  - Discuss areas where special tutoring is needed
  - Plan test-outs (as needed)
  - Communicate through email, phone calls or face-to-face meetings
  - The credit recovery teacher will monitor student progress and attendance
  
- All learning will be done online. Therefore students may access their classes off-site at any time.
  - Two hours of face-to-face meetings required weekly.
  - Face-to-face meetings will be offered from 12 pm to 3 pm, Monday through Thursday or scheduled by appointment
  - In order to remain in the program, students will be obligated to complete a minimum of 40 activities per week.

This program will be considered a “school within a school”, therefore BACHS policies will be adhered to by all students; students will be expected to report directly to the Credit Recovery classroom and refrain from entering other classrooms while on campus.



## SUMMER SCHOOL

BACHS runs summer school during the month of June funded solely from the Title I Federal Funds. Students attending these sessions, as well as those visiting the building during the summer months, are expected to adhere to the standards and policies of BACHS's most recently published Student Handbook. By signing a Handbook Agreement Form during the school year, you are acknowledging your understanding that you are responsible for your behavior during the summers as well, as may be disciplined for such during your summer session or your next scheduled semester (or beyond) in attendance. It is the responsibility of BACHS to keep a safe and orderly school environment, all the year around. Also, failure to attend to your Summer School responsibilities as a student could result in your removal from such privilege, which may jeopardize the subsequent semester's attendance in school. Everyone's best bet is to maintain stellar conduct, as well as scholarly attentiveness, at all times while at Bay-Arenac Community High School.

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# STUDENT LIFE

## ATTENDANCE POLICY

### Student Attendance Policy

We know that good attendance is one of the primary factors for student success and we are concerned when students are not attending class on a regular basis. If a student should accumulate **7 UNEXCUSED absences in any class period**, the student risks their privilege of attending Bay-Arenac Community High School. In order to ensure success, we will be contacting students and families when we notice that a student has not been at school and work on a plan for improved attendance. It is our hope that through support and encouragement we will see students flourish and attain the goal of high school graduation and beyond.

Number of Absences	Procedure	Responsibility
2 - 4	A discussion with student to review attendance and progress report. Discuss improvement plan which may include ongoing monitoring. Referral may be made at Staff Meeting for letter/communication home.	Teacher

4-5	A meeting with student/Parent/Teacher/Admin to review attendance and progress report. Attendance Contract will be established with ongoing monitoring until deemed not necessary.	Teacher/Admin.
5 - 6	Attendance Appeal - meeting with student, parent and staff. These may be scheduled following a Friday Staff Meeting. A formal Attendance Contract will be established with ongoing monitoring until deemed not necessary.	Attendance Coordinator, Staff Members & Superintendent or designee
7	Removal from the program with possibility of re-enrollment the next marking period	Attendance Coordinator & Superintendent

### Definition of Absences

Type	Explanation
Excused (E)	<ul style="list-style-type: none"> <li>• Illness with written documentation from doctor</li> <li>• Court appointment – with written Court documentation</li> <li>• Doctors appointment – with written documentation from doctor</li> <li>• Long Term Absence – with written documentation from doctor</li> <li>• Maternity – with written documentation</li> </ul>
Unexcused (A)	<ul style="list-style-type: none"> <li>• No show at school</li> <li>• Leaving without following the proper sign out procedures in the front office</li> <li>• In school but not in assigned class</li> </ul>
Tardy (T) * 3 equal an unexcused absence	One to four minutes late to assigned class without office pass. Used at the discretion of the teacher.
Late (L) *counts as an unexcused absence	Late more than 5 minutes to class without office pass. Used at the discretion of the teacher.

### Skips / Tardies

	Description	Procedure	Responsibility
Skip	Unexplained absence in the school day <ul style="list-style-type: none"> <li>• When a student leaves school without signing out.</li> <li>• When a student comes to school late but does not report to class.</li> </ul>	Enter into Skyward a discipline referral. Refer to Student Handbook for consequences	Any Staff member may enter a discipline referral.

	<ul style="list-style-type: none"> <li>When a student does not report to assigned class and does not have that teachers or administration permission to be out of class</li> </ul>		
Tardy / Late	Used at the discretion of the teacher. Typically 3 tardies equal 1 Unexcused Absence.	Enter appropriate code into Skyward/Attendance. (It is the responsibility of the teachers to enter a discipline referral for an Unexcused Absences caused by excessive tardies.)	Teachers
Late from Lunch	When a student was present earlier in the day leaves for lunch and then returns late from lunch without permission.		Office staff / Teacher

### **ABSENCES**

Leaving in the Middle of the School Day (includes, but not limited to leaving at lunch)/Reporting Absences, i.e.—when a student feels sick during the school day and needs to leave or leaves during the day for another reason. This includes leaving at lunch without prior permission. When a student leaves the building during the course of the school day, a parent or guardian must contact the school office before the student leaves the building. No student should leave the building without permission. Failure to receive parental permission and signing out prior to leaving the building will result in disciplinary action. Returning to school after having signed out earlier in the day will only be allowed if the student had a medical and/or court appointment with written documentation. The student must sign back in with the office before returning to class.

**TRUANCY:** Note to students under the age of 16, BACHS is required to report excessive absences to the BAISD Probate Court Truancy Officer.

### **Pre-Arranged Absences**

Extended absences should be avoided whenever possible. However there are times when a student must be absent due to illness, family emergency and or family vacation. When possible these should be pre-arranged by parent or guardian with the superintendent and or designee. The student is expected to complete all class work missed during any absences.

### Long Term Absences

4. Long Term Illness absences require physician approval/documentation. Students that desire partial or full credit for coursework during this time must make arrangements with the School Counselor. It is the responsibility of the student and parent/guardian to make arrangements to pick up and return coursework.
5. Maternity absences from school will begin the day of hospital admission and should not typically exceed 6 weeks. Additional absences will be authorized only upon the receipt of a diagnosis from a physician identifying specific medical complications that would cause confinement to the home or hospital. Students can complete course work during absences provided that they follow the proper procedures. A student on maternity leave who desires partial or full credit for coursework during this time, must make arrangements with the School Counselor.

### DRESS AND APPEARANCE

Bay-Arenac Community High School requires certain standards that are based upon factors of health, safety, maintaining the orderly function of the school and not fashion. It is expected that students should come to school clean and well-groomed and in attire that is not distracting, potentially dangerous or distasteful. In order to impress upon students the importance of readying themselves for positions in a professional global economy, as well as to foster the best possible perception of our students in the eyes of visitors, community members, and all in our learning community, the following uniform dress code is in effect for all enrolled at BACHS:

1. Every student should make every effort to be clean when it concerns hygiene and clothing. This means that clothing must be clean and well-fitting, without holes, excessive wear, and or unprofessional appearance.
2. Clothing or hygiene that presents a health or safety hazard to the student or other students is not allowed.
3. Clothing or appearance that interferes with school work, creates disorder, or disrupts the educational program is **not allowed**.

#### **NOT ALLOWED:**

- a) Too revealing (cleavage showing, exposed undergarments, see-through, short shorts, bare midriffs, bare backs)
- b) Skirts and shorts that are too tight. All skirts and shorts must be finger-tip length at all times
- c) Sagging pants. Pants must be worn at the waist and undergarments and skin must not be showing
- d) Any garment, bottoms and tops, with holes, fraying, "razoring", or patches.
- e) No joggers of any kind are allowed
- f) No garments of any kind with a bandana print

- g) Skin-tight clothing such as spandex and/or yoga pants, including leggings/jeggings
  - h) Nylon or athletic competition or practice shorts.
  - i) Sleeveless tops. All tops must have a sleeve (cap sleeves are allowed)
  - j) Clothes resembling pajamas and slippers.
  - k) Clothing designed to provoke outrage (personal attacks), create excessive noise or that which represents gang affiliation.
  - l) No item of clothing is permitted which depicts or promotes sexism, violence, obscenity, vulgarity, racism or inappropriate slogans, i.e. inappropriate depiction of famous personalities or logos.
  - m) Clothing or items worn on the clothing that can cause excessive wear or damage to school property is not allowed. i.e. Chains, spikes, or other rough or hard objects that protrude.
  - n) Grooming, clothing or jewelry that can prevent a student from achieving his/her own educational objectives because of blocked vision or restricted movement is not allowed. i.e. Sunglasses, hair combed over the eyes or other device designed to hinder or change clear vision.
  - o) Grooming, clothing or any other object that can be worn or displayed on the body that promotes the drug culture, alcohol consumption, violence, exhibits inappropriate language, is racially offensive or contains inappropriate images or sayings is not allowed.
  - p) For safety purposes, no headphones or earbuds. The only exception will be with direct permission given from the teacher in class.
4. Items considered as outerwear are **not allowed** to be worn in the building during school hours:
- a) Hats, bandanas, wave caps, hoods attached to jackets/sweatshirts and other similar items
  - b) Coats
  - c) No backpacks, purses, or book bags allowed in classrooms.

**Above outerwear, backpacks, purses, and book bags must be stored in student lockers.**

The Superintendent and or designee have the right to amend the dress code at their discretion. Students that are considered to be in violation will be asked to correct the problem immediately and may be sent home if the violation cannot be corrected at that time.

**Remember, it is a family's choice for a student to enroll at and attend Bay-Arenac Community High School. BACHS has higher expectations than other schools and require**

**that students follow the dress code while at school. Our research demonstrates that this positively affects a student’s self-efficacy, which will over time result in higher levels of academic achievement.**

## **LOCKERS**

**Lockers are School Property:** All lockers assigned to pupils are the property of the school district. There is no expectation of privacy in the use of the lockers. At no time does the school relinquish its exclusive control of its lockers. The school superintendent or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker without the advance approval of the public school superintendent or his/her designee.

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

Pupils who share lockers understand that if school officials determine to search a locker because of actions or reported actions of their locker partners, then they, themselves, may be subject to disciplinary consequences of items are found that indicate their own violations of school rules. When lockers are searched, EVERYTHING IN THEM is searched, even if the subject/person under suspicion says, “That is not my [artifact].”

**Search of Locker Contents:** The Board of Directors authorizes the public school superintendent or his/her designee to search lockers and locker contents at any time, without notice, and without parental/guardianship or pupil consent. See Search and Seizure policy on [page 68](#) of the District Overview section of this handbook.

## **LUNCH PROGRAM**

Bay-Arenac Community High School Lunch Program is provided in cooperation with a contracted state approved provider. BACHS provides breakfast and lunch to students who desire provided they are present during lunch period when served. BACHS students may leave the school during the lunch period if they follow the guidelines for Open Campus Lunch.

Open Campus is a privilege, not a right, and it may be revoked at any time by the administration of BACHS for violations of the stipulations below. Remember, coming on

board as a Community High School student necessitates and requires that you adopt, adhere to, and internalize the policies and procedures of the school.

**GUIDELINES FOR OPEN CAMPUS LUNCH ... Students must:**

1. Follow all the rules and regulations of the school while on lunch.
2. Refrain from any behavior that would bring embarrassment to the program.
3. Attend and be ON TIME for after-lunch classes.

Violating these guidelines will be considered as insubordination, at minimum, and could also fall under the provisions elsewhere in the handbook prohibiting certain conduct and requiring disciplinary consequences to be imparted.

**FREE BREAKFAST AND LUNCH**

All students qualify for free breakfast and lunch. The forms will be provided as part of the enrollment paperwork and all families are encouraged to fill-out the necessary forms.

**MAKE UP WORK FOR STUDENTS**

Students absent from school for a long period of time due to illness or suspension will have the opportunity to make up course work. Arrangements may be made with the front office by the parent/guardian. Students can expect to receive a few days course work at the decision of the teacher when work is completed arrangements may be made to return and receive additional Coursework. Any questions regarding the work must be made with each individual teacher. The student may earn credit for course work if he/she completes course work in a reasonable amount of time (usually the student will get one day for each day suspended, to make up the work), and earns a passing grade on course work.

**PRESCRIPTION/NON-PRESCRIPTION MEDICATION**

At no time should students ever be in possession of prescription or non-prescription medication at school, during school hours, or at school events. All prescription or non-prescription medication, if needed at school, should be brought to the school by a parent/guardian and immediately registered and stored in the front office. Failing to follow these stipulations and policies in the best interest of a safe and drug-free school could result in a student's 10-day or longer suspension [or expulsion] for possession of drugs, insubordination, or gross misbehavior. Please help us to keep our school DRUG-FREE.

**SCHOOL-SPONSORED ACTIVITIES**

A school-sponsored activity is any event sponsored by the school involving students enrolled in BACHS and one or more BACHS staff. The event may be held on or off BACHS property, during or outside of regular school hours. Students and staff participating in a school-sponsored activity will be considered "in school," and all policies and consequences for violation of the policies in the Student Handbook shall apply. BACHS

reserves the right to require students to demonstrate, through submission of a progress report that they are academically eligible to participate in sports or other extracurricular activities. Eligibility typically requires students to be demonstrating C's or better in all classes, as well as stellar conduct at school and in the community.

## **STUDENT VEHICLE PARKING INFORMATION**

All students know parking at BACHS is a privilege accorded to those who agree to the policies and procedures outlined in the BACHS Student Handbook, as well as those who follow applicable driving laws.

Students ... Please Note: You are still welcome to drive any vehicle you wish to our school and park on school property, provided: (1) that you have a current and valid Michigan driver's license, vehicle registration, and proof of the vehicle's insurance (2) that you drive safely and follow all handbook regulations, (3) that the vehicle is safe and danger-free, (4) that the vehicle does not have any profane, off-color, unsafe, or obscene bumper stickers or markings, and (5) that you have permission to do so from your parent/guardian and/or the owner of the vehicle.

## **SUPERVISION OF STUDENTS**

Reasonable, prudent supervision of students will be carried-out by BACHS staff members, who are charged with the responsibility of taking steps to ensure a safe, orderly environment in our school. There are some times, as in any school, where students are not being immediately and directly supervised by staff members because of either the layout of the school building or because of the needs of the school. During these times, students are completely and totally responsible for their actions and are expected to follow all school rules and regulations and behave in ways that will help ensure a safe and orderly environment. This holds true while students are in parking lots, computer labs, classrooms, hallways, commons areas, restrooms, the gymnasium, cafeteria, and in all other areas of the school building, grounds, and visiting off-campus sites.

## **TEAMBUILDING ACTIVITIES**

Students attending BACHS will participate in activities that will help them to develop skills to work cooperatively to attain goals. Participation is required for all students. This includes teambuilding activities at school meetings and positive audience behavior and respect at school events, meetings, assemblies, and field trips. Failure to participate positively in teambuilding activities may result in removal from the program for gross misbehavior, persistent disobedience, or a violation of the school enrollment compact/agreement.

## **TEXTBOOKS/ACADEMIC EQUIPMENT – Student Responsibilities**

Some courses require that textbooks, computers (desktop, laptop, Chromebooks), and calculators are issued to students so that proper curricular delivery can be accomplished



and so that course goals can be met. Upon issuance, the care and security of this equipment becomes the students' responsibility. In instances where equipment is lost or stolen, students who are issued this equipment shall be responsible for a financial fee (based on replacement cost and fair market value) and shall be charged by the school. Students and parents must make full payment on the fee by the close of the school year.

## **TRANSPORTATION**

Bay-Arenac Community High School offers students transportation, within designated geographic areas when Bay-Metro services are available—to students who need the service. Lost passes result in the students' needing to purchase another pass at their own expense.

## **VISITORS**

At no time does BACHS allow student visitors. In rare circumstances, the Superintendent may approve a student visitor.

## **ZERO TOLERANCE**

Bay-Arenac Community High School is a "Zero Tolerance" environment with predetermined mandated consequences for certain offenses or behaviors. These consequences may be applied regardless of the mitigating behavior or circumstances relating to the incident.

We take very seriously the following offenses\*:

- **physical violence** or the **threat of physical violence**
- **drugs and/or alcohol** – being in possession, under the influence, or distribution of
- failure to comply with **safety procedures**
- **possession of a weapon(s)**

*\*See Behavior and Conduct section of the handbook for further details.*

Students violating the above-mentioned policies risk potential permanent expulsion from the program.

All students and parents should note the stringent requirements for maintaining an environment free of physical violence and potential harm for students and staff alike. It is our goal to ensure the well-being of all persons in our school!

## **BEHAVIOR AND CONDUCT**

### **List of Infractions and Corrective Actions**

The following regulations, infractions, and corrective actions are set forth for the purpose of:

1. Protecting the rights of all students attending BACHS for the serious mission of their public education.
2. Protecting school property.
3. Upholding and supporting local and state laws.

Note that the list is not exhaustive and other behaviors and actions may merit proper, fair, and just administrative action if they interfere with the teaching and learning in a safe, orderly school. To state again – THIS LIST OF INFRACTIONS IS NOT ALL INCLUSIVE, AND OTHER CONDUCT MAY RESULT IN DISCIPLINE AT THE DISCRETION OF SCHOOL OFFICIALS. Complete Code of Conduct information located in the District Overview Section of this handbook starting on page 49.

### **DEFINITIONS OF SPECIFIC DISCIPLINARY ACTIONS**

1. **Out-of-School Suspension:** This is the exclusion of a student from school for a specific length of time (one to ten days depending on the severity of the rule infraction).
2. **Classes Closed –** When a student violates the Attendance Policy, the Superintendent, at her discretion, may “close” the student’s classes, where the student’s academic experience is CLOSED or STOPPED immediately as an intervention, until a mandatory meeting between the student, parent, and Superintendent, so that behaviors may be immediately redirected to “success.”
3. **Behavior Contract:** A student with repeated behavior or attitude issues may be placed on a contract with specific requirements to continue enrollment in school.
4. **Study Time/Community Service Option to Suspension:** Given at the sole discretion of the Superintendent as an alternative to out-of-school suspension – a privilege to those who are being suspended – the Superintendent may allow students to work through service after school ... the length of time at his discretion, depending on the severity of the offense, the disciplinary history of the student, and all other matters deemed pertinent to the Superintendent. Failure to attend this activity in a timely fashion – and staying throughout the entire duration, completing all activities to the “QUALITY” level (including the study portion, as well as the service portion) – will result in the student spending the originally assigned suspension in out-of-school suspension instead.
5. **Long-Term Exclusion:** The removal of a student from the daily school schedule, or school property for a designated length of time over ten days. Students excluded are able to request homework for make-up work credit under the terms and conditions established by this handbook. Students, if they successfully complete the academic and behavioral components of their exclusionary agreement, may re-enroll again in subsequent semesters as per the standards set forth by the school administration.
6. **Expulsion:** The removal of a student from school for a length of time over ten days and loss of credit for classes previously enrolled. This must be a BACHS Board of Directors Designee/Superintendent action taken as a result of the Assistant to the Superintendent’s recommendation.
7. **Snap Suspension:** A suspension from a class or activity imposed by a staff member other than the superintendent in accordance with State Law. An overall

description of the statutory language is provided in the district overview. See [page 69](#) of this handbook.

8. **Mandatory Expulsion:** Offenses involving dangerous weapons, arson, criminal sexual conduct or physical assault upon an employee, contracted or volunteer, will result in mandatory permanent expulsion as provided in Sections 1310 and 1311 of Michigan School Code.

### **BACHS S.T.A.R. Discipline Policy** ***(Striving To Assume Responsibility)***

Under the S.T.A.R. point system, students earn points for good citizenship and lose points for inappropriate behavior. All students will begin each quarter with 20 S.T.A.R. points. If students lose points, there will be an opportunity to regain points up to 20 points per quarter. Points refresh each quarter; there is no banking of points.

All students must have at least 16 S.T.A.R. points to participate in school field trips and/or Guest Dance Pass approvals to attend dances at other schools.

Students with at least 16 S.T.A.R. points at the end of each quarter will be recognized for their Citizenship!

Points can be earned back by attending after-school tutoring, **and** fully participating - completing assignments and demonstrating appropriate behavior.

#### **Level 1 offenses (2 points):**

Level 1 offenses are less severe infractions and may be handled in the classroom with a warning and zero (0) points; if the behavior continues, the student will be referred to the discipline office and a parent meeting will be necessary. Level 1 offenses accumulate for a quarter only.

- 1<sup>st</sup> offense = Student warning from teacher and parent contact made by teacher within 24 hours
- 2<sup>nd</sup> offense = Referral to Discipline Office; points assigned; parent/guardian conference
- 3<sup>rd</sup> offense = Referral to Discipline Office; points assigned; 1 day suspension; parent/guardian conference
- 4<sup>th</sup> offense = Referral to Discipline Office; points assigned; 3 day suspension; parent/guardian conference; student success plan
- 5<sup>th</sup> offense = Referral to Discipline Office; points assigned; 5 day suspension; student will appear before an appeal committee, along with parent/guardian advocate; adjust student success plan
- 6<sup>th</sup> offense = Persistent Disobedience; Referral to Discipline Office; student suspended 10 days pending an expulsion hearing

#### **Level 2 offenses (4 points):**

Level 2 offenses are serious infractions to be referred immediately to the **Discipline Office**. Level 2 offenses accumulate for a quarter only.

1<sup>st</sup> offense = points assigned; student is sent home immediately; parent/guardian conference prior to return (*Please note: A Level 2 1<sup>st</sup> offense may be resolved with a meeting/Conflict Resolution and therefore not warrant immediate suspension of the student.*)

- 2<sup>nd</sup> offense = points assigned; 3 day suspension; parent/guardian conference; student success plan
- 3<sup>rd</sup> offense = Persistent Disobedience; student suspended 10 days pending an expulsion hearing

**Level 3 offenses (14 points):**

Level 3 offenses are grounds for expulsion, pending an investigation and hearing. Students who violate Level 3 offenses will be immediately removed from the program and placed in a 10 day suspension pending the expulsions hearing. If the student is allowed to return after the hearing (not expelled), they will have 6 points remaining for the remainder of the quarter. An expulsion results in the loss of 20 points. The length of the expulsion is determined after the hearing.

OTHER:

Any out-of-school suspension will result in a telephone call to the parent/guardian.

Some Level 1 or Level 2 offense suspensions **may** be waived with an approved alternative consequence/Community Service Project.

Bay-Arenac Community High School		
Disciplinary Policy		
LEVEL 1 REFERRAL	LEVEL 2 REFERRAL	LEVEL 3 REFERRAL
2 POINTS	4 POINTS	14 POINTS
Disruption	Blatant Disrespect **	Alcohol
Dress Code	Bullying **	Assault/Threatening
Electronic/Cell Phone** <i>(progressive discipline policy)</i>	Bus Infraction	Bomb Threat
Insubordination	Cheating	Dangerous Behavior
Late	Community Embarrassment **	Drugs/Paraphenalia
Littering	Computer Hacking **	Electronic/Cell Phone 3rd & 4th Offense
Profanity **	Contract Violation	False Testimony
Skipping	Dangerous Instruments**	Fighting
Sleeping	Dangerous/Unsafe Behaviors **	Fireworks / Combustible Material
	Distribution, View, Materials	Gross Misbehavior
	Electronic/Cell Phone 2nd Offense	Paraphernalia
	Gang Activity **	Persistent Disobedience
	Harassment/Racial Slurs/Ethnic Intimidation**	Refuse Conflict Resolution
	Horseplay**	Smoking
	Instigating Fight **	Testing Violation
	PDA/Public Display of Affection	Weapons
	Reckless Driving **	
	Refuse Testimony **	
	Sexual Harassment**	
	Slander	
	Snap Suspension	
	Sub Violation	
	Technology **	
	Theft **	
	Threatening **	
	Vandalism **	
	Verbal Assault **	
** Violation could result in higher points issued		
<p>➤ Zero is base of point system; there is no banking of points.</p> <p>➤ After any student has accumulated 6 points a conference of administrator, student, and parent/guardian will be held.</p> <p>➤ Students may be given the opportunity to earn back points upon the completion of ISS/suspension after the 6 point conference is held. (Upon student's request)</p> <p>➤ Any illegal activities may warrant police involvement.</p> <p>➤ The administrator has the authority to set level and consequences for any specific violation.</p>		

## ACADEMIC INSUBORDINATION

Refusing to try one's best in classes and maintain good grades, while in full knowledge that a decision to come to Community High School brings with it an agreement of "personal best." Disrupting the educational environment or enticing others to do so is also considered Academic Insubordination.

## ALCOHOL

Drinking, possession, use of, selling, distributing or under the influence of alcohol including malt beverages labeled as "nonalcoholic."

## **ASSAULTS COMMITTED BY STUDENTS**

(PHYSICAL OR VERBAL)

“Zero Tolerance” Environment. All students and parents should note the stringent requirements for maintaining an environment free of physical violence and potential harm for students and staff alike. BACHS is a school with, at times, medically fragile people around, including pregnant teens. The environment in no way can tolerate students even pushing and shoving others or other, more severe, instances of physical aggression. Keep in mind that “spitting” is considered an assault, as other cases of trying to make bodily fluids contact others against their will. Please take note that even a push or a shove, with ill intent as determined by school officials, can get a student expelled for the semester, or permanently.

**Physical Assault – definition** = intentionally causing or attempting to cause physical harm to another through force or violence

### ***Physical Assault on School Employees, Volunteers, or Contractors***

#### ***Physical Assault against Other Students***

Any statement or act, oral or written, which can reasonably be expected to induce in another person(s) an apprehension of danger of bodily injury or harm. This includes bomb threats or any similar threats directed at a school building, school property, or a school related event. Verbal assaults include the following: countering, withholding, discounting, verbal abuse disguised as a joke, blocking & diverting, accusing & blaming, judging & criticizing, trivializing, undermining, threatening, name calling, chronic forgetting, ordering, denial of anger or abuse, and abusive anger.

### ***Verbal Assault against School Employees, Volunteers or Contractors***

#### ***Verbal Assault against Other Students***

### **Blatant Disrespect**

Verbal or non-verbal refusal to comply with a reasonable request which includes abusive language, gestures, actions of disrespect and/or disturbance which interfere with the effective functioning or safety of the program.

### **BOMB THREAT**

Uttering, publishing, writing, or in any ways communicating, either explicitly or implicitly, that a bomb or other explosive device may be detonated, or has the potential to be detonated, will be delivered to, or is present on school property ... on a vehicle used for school transportation ... at a school event ... or in the vehicle or home of a BACHS, staff member, administrator, Board member, or volunteer

## **BULLYING**

One-time and/or repeated verbal, physical, or emotional abuse of a student over time by other students. Recently, the State Board of Education has mandated that schools take swift and effective measures, through an anti-bullying program and strong discipline, to combat bullying in schools. BACHS Formal Conflict Resolution Program serves as our anti-bullying program, and our Zero Tolerance Policies on violence and harassment serve as our disciplinary measures.

For complete policy see [page 38](#) of the District Overview section of this handbook.

## **BUSING INFRACTION**

### **(Including BAY METRO TRANSPORTATION)**

Student behavior while on buses and/or transportation vehicles – including but not limited to Bay-Metro Services, stops and Central Bus Station – must be stellar and outstanding at all times. Students who mistreat others, as well as those who tease, harass, embarrass themselves, or act in any manner that is not professional, while being transported to or from school or a school event/activity, or even those waiting to be transported at a bus stop or public location, will be guilty of gross misbehavior, insubordination, and “community embarrassment/putting support for our program at risk.”

## **CHEATING**

Copying, plagiarizing, and obtaining information illegally or inappropriately.

## **COMMUNITY EMBARRASSMENT**

### **AND PUTTING SUPPORT FOR OUR PROGRAM AT RISK**

There will be occasions when visitors will be touring the building; when we are traveling in the community; or when community members are on or near school property. Because of the importance of maintaining a positive reputation ... the necessity of dispelling derogatory myths of “alternative youth and educators” ... and the need for bringing community members and potential contributors into our school, we all must realize that our actions have a direct impact on not only our school’s reputation, but also the level of continuing community and/or financial support for our school’s operations. For complete policy see page 87 of the District Overview section of this handbook.

## **COMPUTER HACKING/TECHNOLOGY USAGE**

Inappropriate access to computerized areas and/or web sites without proper authority, infringing on copyright laws, installing unauthorized materials on school computers. This includes printing, streaming, downloading, sharing and/or distribution of school inappropriate material.

## **CONFLICT RESOLUTION PROCESS “REFUSAL”**

One of the supporting components of our safe school and a major reason why we provide a peaceful, compassionate environment for all students and staff is our Formal Conflict Resolution Process, based mostly on the work of Bob Chadwick, internationally renowned conflict resolution specialist from Oregon. Students and staff, alike, agree to participate in this process as it has been designed and facilitated, and have done so for years and years. In fact, this is a condition of enrollment as a student or employment as a professional.

## **CONTRACT VIOLATION**

Whereby a variety of interventions may have been tried and failed, a behavior or attendance contract (or both) has been designed for the benefit and success of the student. Upon violation/refusal to adhere to the contract, student may be immediately removed from the BACH program.

## **DANGEROUS/UNSAFE BEHAVIOR**

Any behavior that causes safety concerns for students, staff and or the program. (i.e. behavior not elsewhere described in the handbook)

## **DANGEROUS INSTRUMENTS, Possession/Use**

Possessing, handling, transmitting, or using a dangerous instrument, or an instrument dangerously capable of harming another person. Dangerous instruments include, but are not limited to: chemical mace, pepper gas or like substances; stun guns; BB guns, pellet guns; razors; razor blades; scissors (unless part of an academic project supervised by teacher), fireworks, matches, lighters, combustibles. Please note that other acceptable project/activity tools such as box cutters, hammers, bats, etc. fall under this category if used recklessly, negligently, or dangerously.

## **DISRUPTIVE BEHAVIOR/DISRUPTION OF THE EDUCATION PROCESS**

Abusive or disruptive language, gestures, or actions which produce distractions or disturbances that interfere with the effective functioning of the staff, students, or the school. Behavior causing and/or contributing to disruption of the total educational process.

## **DISTRIBUTION/DISPLAY/VIEWING OF UNAUTHORIZED MATERIALS**

Advertising, solicitations, viewing or displaying of any printed, video, or web-based material not authorized by the Superintendent.



## DRESS CODE VIOLATION

See page [21-22](#)

## DRIVING - RECKLESSNESS

Students have the privilege of driving to school if they drive in a safe manner and park in the designated area. If a student drives recklessly, the **consequences** will be:

1. 1<sup>st</sup> Offense = Possible Warning or Suspension, Possible Expulsion, and/or Police Contact at Administrative discretion
2. 2<sup>nd</sup> Offense = Suspension or Expulsion, as well as Suspension of driving privileges and/or Police Contact
3. 3<sup>rd</sup> warning = Suspension or Expulsion, as well as Suspension of driving privileges for one semester or more and/or Police Contact

By law it is assumed students that drive to school are licensed and insured. Students who choose to bring vehicles on campus do not have any expectation of privacy in those vehicles at any time that they are on-campus. When school officials have a reasonable suspicion that the vehicles may contain any items that violate the provisions of the handbook, they have the right to search the vehicles; keeping in mind the scope of the search for the items that they believe could be present.

**Students refusing to allow school officials to search their vehicles while on campus will be seen as committing an act which runs counter to the safe and orderly operation of the school, and thus will be suspended pending a hearing for possible long-term suspension/expulsion.**

The administration reserves the right to confiscate any materials found during searches that either violate the provisions of the handbook or in any way could endanger the student body and may choose to turn-over the materials to law enforcement authorities if it is felt that the materials therein could violate the law.

BACHS reserves the right to alter procedures and/or consequences when it is determined by school officials to be in the best interest of the student to do so.

## DRUGS –USAGE and/or INVOLVEMENT

Direct or indirect ... on school property or in a school zone, during school hours, at or on the way to or from school or school events = Use, possession, distribution, sharing, or being under the influence – based even on administratively determined “observable appearance” or the student’s “behavior” alone—of any illicit substances; including drugs, inhalants, narcotics, synthetics and/or look-alike substances or drug paraphernalia, this includes e-cigarettes, vapor pens and the oils used in these devices ... even vitamin supplements, steroids, herbal substances, and/or prescription medication not properly registered, not properly ingested following doctor’s prescription, and/or not properly stored in the office, falls into this category. BACHS will take every effort to ensure it truly

is a Drug Free School Zone. *Notification or referral to local law enforcement agency is a possibility. Referral to substance abuse agency also may come about and a requirement to attend such (and successful completion of such) for reinstatement.*

Note: School officials may impart discipline based upon observable signs of drug usage, including but not limited to the smell of drugs, mannerisms, or physical characteristics and appearance. Students should note that even the odor of marijuana on their clothing is considered a school offense, at minimum, under the category of “insubordination.” School officials hereby request that students do not come to school smelling like marijuana as it disrupts the teaching and learning environment. In some cases and at administrative discretion, school officials may give students the opportunity for proving themselves innocent of being under the influence of drugs by the students’ being driven by a parent or school official directly to a local substance abuse agency for an immediate drug test. This could, at the school’s discretion, reduce the offense from being “under the influence” to “insubordination.”

### **DRUGS-SELLING/SHARING/DISTRIBUTION**

Selling or distributing drugs, inhalants, narcotics, prescription and/or non-prescription drugs, and/or vitamins/supplements. *Notification or referral to local law enforcement agency is a possibility. Referral to substance abuse agency also may come about and a requirement to attend such (and successful completion of such) for reinstatement.*

### **ELECTRONIC COMMUNICATION or MUSIC/VIDEO PLAYING DEVICES**

Cellular Telephones/i-Pods, Etc. = Section 1303 of the School Code has stated, for a number of years, that the Board or designee of a school district shall not permit any pupil to carry a pocket pager or electronic communication device in school except for health or other unusual reasons approved by the Board or designee, and may develop penalties that it considers appropriate for a pupil who violates this prohibition. This portion of Michigan Law has recently been revised to give local school districts the authority to design its rules and regulations, policies and procedures. In some cases, electronic communication devices may pose the potential to create an unsafe school environment; thus, the administration reserves the right to impose restrictions on the possession or use of these items during school hours and on school property, based, in part, on the conduct of students in possession, as well as their potential for misuse of the items included in this category. We admonish students to not bring ANY electronics devices to school and are not responsible for their safe keeping if they are brought to school. Cellular telephones are understandable, in certain instances and up to the discretion of the Superintendent – as long as they are turned off during school hours and are not visible or in use. If electronic devices of any kind are brought to school, and subsequently are lost and/or stolen, school officials will not spend time during the school day or thereafter looking for them, as this is an interruption of educational services. If electronic devices are discovered by staff,

they may be confiscated by ANY staff member who sees such devices. They have no place in our workplace.

- 1<sup>st</sup> offense = Student warning from teacher in classroom
- 2<sup>nd</sup> offense = Referral to Discipline Office; item is confiscated and returned at the end of the day. If student is uncooperative, student will be sent home for the day, points will be assigned and a parent/guardian meeting will be required when the student returns.
- 3<sup>rd</sup> offense = Referral to Discipline Office; points assigned; 1 day suspension; parent/guardian conference before student may return
- 4<sup>th</sup> offense = Referral to Discipline Office; points assigned; 3 day suspension; parent/guardian conference before student may return; student success plan
- 5<sup>th</sup> offense = Referral to Discipline Office; points assigned; up to a 5 day suspension; student will appear before an appeal committee, along with parent/guardian advocate; adjust student success plan

NOTE: Students are awarded a 5 minute tech break in each class!

### **ELUDING CAPTURE, DISALLOWING A SEARCH**

IMPEDING A SEARCH, DESTROYING OR HIDING (stashing, passing-off) EVIDENCE, REFUSING TO PROCEED TO A DESIGNATED AREA DURING A CONFLICT OR INTERROGATION, or FLEEING BEFORE BEING QUESTIONED OR SEARCHED, including removing vehicle from campus without permission: Because of the necessity of maintaining a safe, orderly school, these actions would be seen as gross misbehaviors, gross instances of insubordination, and dangerous to the school, its students, or its staff.

### **FIGHTING/INSTIGATING A FIGHT/CONFRONTATION/HARRASSMENT**

Provoking or attempting to provoke an altercation/fight by use of words, gestures, or physically touching another, including threats to another or suggesting someone else start a fight. Students can also be found guilty of instigating a fight if they spread rumors or otherwise spread information about certain students “trash talking” about others. This conversation is harmful to the school environment ... is dangerous ... and therefore, is not allowed.

### **GANG ACTIVITY**

Wearing or possessing any clothing, jewelry, symbol, or committing of any act, verbal or non-verbal that may reasonably be perceived by any student or staff as evidence of membership in or affiliation with any gang is not allowed.

## **GROSS MISBEHAVIOR/GROSS MISDEMEANOR**

Student behavior that disrupts the educational process to such a degree that the safety and order cannot be guaranteed and/or maintained, or behavior that substantially disrupts or materially interferes with the teaching and learning taking place.

## **HARRASSMENT**

### **RACIAL/ETHNIC/CULTURAL LIFESTYLE CHOICE INTIMIDATION**

Verbal or written racial, ethnic, religious, or lifestyle preference slurs, innuendoes, that demeans or injures. Please refer to the District Overview section of this handbook for the Anti-Bullying policy on [page 38](#) and the Anti-Harassment policy on [page 45](#).

### **STUDENT HARASSMENT/ SEXUAL HARASSMENT**

Sexual harassment procedures are consistent with Bay-Arenac Intermediate School District policy and procedures. A copy of this policy statement is provided in the District Overview section of this handbook on [page 45](#) and [52](#).

***Sexual harassment is illegal and expressly prohibited. Commission of sexual harassment will involve discipline and consequences for the perpetrator. Students shall report any act of sexual harassment. Retaliation committed toward one who files a complaint or witnesses or corroborates a complaint is also prohibited and will result in discipline up to and including expulsion.***

***REPORTING INCIDENTS: Students are to report any alleged incidents of harassment to Superintendent or designee immediately upon occurrence.***

## **HORSEPLAY/UNSAFE BEHAVIOR**

Any activity/behavior in which the educational environment is disrupted and or may cause potential harm to staff or students.

## **INSUBORDINATION**

Student's verbal or non-verbal refusal to comply with or inattention to, a reasonable request or directive from any school employee.

## **LATE**

When a student who was present in the building earlier in the day leaves the building without prior permission, returns late from lunch, or is excessively late to class without a pass.

## **LITTERING**

When students litter or create messy conditions anywhere in BACHS, School Zone or in our neighboring community during school hours or directly before or after school. Students should understand the pride that we all have in our facilities and how we all desire to keep them appearing respectable and clean to ourselves and the public.

## **PERSISTENT DISOBEDIENCE**

Consistently disrupting the safety, order, teaching, or learning environment of the school to the degree that one's removal from the setting would better guarantee that education is proceeding uninhibited by unwarranted and inexcusable disruptions.

## **PROFANITY/VULGARITY**

Abusive (intentional or not intentional) language written and/or spoken that is offensive, profane, off-color, obscene or vulgar.

**Note: The use of foul language in the presence of building visitors or community members will result in progressive or heightened consequences, as we all have a shared mission to overcome what are sometimes the mainstreamed perceived notions of alternative school students and staff.**

## **PUBLIC DISPLAY OF AFFECTION POLICY (PDA)**

Being overly affectionate in school creates an environment that is not conducive to concentration and learning. Therefore, students should refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and conduct themselves respectfully at all times (reference Community Embarrassment [p. 30](#)). Inappropriate displays of affection will not be tolerated (including but not limited to: kissing; touching; fondling).

## **REFUSING TO PROVIDE TESTIMONY/PROVIDING FALSE TESTIMONY**

Just as in civil or criminal cases, witnesses to events are often asked and/or required to provide testimony to those in charge of relevant investigations so that proper resolutions can come about. Albeit uncomfortable at times, this is a civic duty that we all share in our society, under penalty of *obstruction of justice* if we refuse to testify or under penalty of *perjury* in instances of false testimony. The school setting holds the same obligations for students as society does for its citizens. In order to maintain a safe, orderly environment conducive to teaching and learning, the superintendent or his/her designee may, at times, ask students to testify about events or circumstances that they have witnessed.

## **SAFETY RISK/SAFETY POLICY VIOLATION**

### ***FIRE DRILLS, DISASTER DRILLS, EMERGENCY DRILLS and/or EVACUATION***

Procedures for fire drills, disaster drills, lockdowns, and emergency evacuation have been established and drills will be conducted per State Law. Staff will receive training prior to each school year. In turn, staff will train students on the procedures for each of the drills at the beginning of each semester. Students who, in any manner, disrupt drills or fail to adhere to the directives of staff members during those drills (or do so in the event of a

real emergency) shall be committing gross misbehavior, with possible expulsion from school as a disciplinary consequences.

## **SEXUAL ASSAULT**

Sexual Assault is the unwelcome/unwanted touching or physical contact of a sexual nature which results in an intimidating, hostile, or harmful environment for the one being touched or contacted.

## **SKIPPING**

A skip is considered an absence without administrative authorization from a class or classes. Students are considered skipping in the following circumstances:

1. When a student leaves school without following the proper sign-out procedure (even stepping outside without permission).
2. When a student does not attend an assigned class.
3. When a student, who is previously in school at an earlier point in the day, does not have his/her teacher's permission to be gone from that teacher's scheduled class later in the day, or at minimum, does not have the administration's permission to be gone from that class.
4. When a student comes to school late and does not go to class.

## **SLANDER/FALSE ACCUSATIONS/ DISPARAGING PROGRAM AND/OR STAFF MEMBERS' REPUTATIONS**

Making false, slanderous, libelous, statements or written /pictorial depictions of any kind that could negatively affect the reputation of staff members and/or programs in the school. This is illegal and could result in civil litigation and/or strict punitive consequences.

## **SLEEPING DURING CLASS**

Sleeping in class does not contribute to the success of our students. Therefore, students who are sleeping, appear to be sleeping, have their heads down on the desk/table will be encouraged to rejoin the learning experience and given strategies to assist with this prior to receiving consequences.

## **SMOKING/TOBACCO PRODUCTS**

**(Including possession of Tobacco, Smokeless Tobacco, i.e chewing tobacco)**

BACHS, by law and policy, is a smoke-free and drug-free school zone. Nowhere within the school or on school property is smoking allowed. Students who choose to smoke will bring great embarrassment to our program and thus, will be disciplined strictly and fairly. Students will refrain from smoking within 1000 feet of the property. Doing so could

potentially put programs in jeopardy. Depending on the severity of the situation, more severe consequences may be rendered

If students are seen in an area, or coming from an area, where there is a discernible aroma or sight of tobacco smoke, then that will constitute reasonable suspicion for a search. All tobacco products found during that search will result in suspensions for all involved.

**Note: BACHS reserves the right to confiscate and return at a later date any and all tobacco/smokeless tobacco/and associated paraphernalia to either parent/guardian, court official, and/or send such items out for testing if deemed necessary.**

### **SNOWBALL THROWING**

Throwing snow in school, parking lot, at school events or school activities or within 500 feet of the school building.

### **SUBSTITUTE TEACHER VIOLATION**

Substitute Teachers are guest of the BACHS program and we treat them as such. Behavior to the contrary will cause program embarrassment. Any disrespect toward or disruption of the learning environment while under the direction of a substitute teacher will result in immediate consequences.

### **TAMPERING WITH FIRE EXTINGUISHERS, FIRE ALARMS, OR OTHER SAFETY DEVICES**

Possible restitution for the costs of repair and/or recharge.

### **THEFT**

#### **STEALING, POSSESSION, TRANSFER OF PROPERTY OF OTHERS**

The act of taking possession or transferring the property of another without the consent of the owner.

### **TESTING VIOLATION**

The school district is held to certain requirements during mandated testing periods. Strict guidelines are required while in testing zones. Any violation of these requirements, including but not limited to: cell phone violations; refusal to adhere to seating chart; disrupting a quiet zone, will result in severe consequences. Attendance for student testers is mandatory.

### **UNAUTHORIZED ZONES**

For the safety and security of the staff, students, and various programs that are located at BACHS certain locations and areas of the building and property are off-limits to students. This policy will be strictly enforced and no exceptions will be made. These areas include but are not limited to: north end program area, balcony areas of the gymnasium,

gymnasium without prior administrative permission, bus parking lot, and any area of the building without school personal permission and/or supervision.

## **VANDALISM**

The destruction, defacing, or damaging of school property or the property of others.

### **WEAPONS, DANGEROUS INSTRUMENTS, CRIMINAL CONDUCT**

Weapons (other) - Possession or use of other objects defined as weapons but not meeting description of “dangerous weapons” identified in Section 1311 and 1311, e.g., knife with a blade less than 3” in length, utility knife or any knife with a razor type blade.

Weapons (Dangerous) - Possession or use of dangerous weapons as defined in Sections 1311 and 1313 of the Michigan School Code as amended, meaning “a firearm, dagger, dirk, stiletto, knife with a blade over 3” in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles.”

Per Board Policy, mandatory permanent expulsion subject to petition for reinstatement with possible referral to local law enforcement agencies.

Relevant statutory language and Board of Directors Policy are included in this Handbook below and will be followed at Bay-Arenac Community High school. Note even with new trends in statutory language that could allow for expanded concealed weapons permits in the State of Michigan, Bay-Arenac Community High School will expel students for carrying or possessing weapons, even if those students are legal adults and have a current concealed weapons permit.

See page 59 of District Overview section of this handbook for a complete explanation of weapons legislation.

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## DISTRICT OVERVIEW

BACHS is a unique entity in that it is both a school facility and a school district. Because of that BACHS is obliged to publish board policies as well as state and federal regulations which provide guidance and allow students to enjoy a free and appropriate public education. This section of the handbook covers the above mentioned policies and regulations as well as BACHS' philosophies.

### **ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

#### **Section 504 of the Rehabilitation Act of 1973 and other Laws**

The Board of Directors declares it to be the policy of Bay-Arenac Community High School to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the school, sexual orientation, or social or economic background, to learn through the curriculum offered in this school. The school follows all provisions for non-discrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act. Information on any of the aforementioned Acts and provisions can be provided upon request. Please contact Erin Sullivan if you desire further information or if you feel – at any time – that you have questions concerning the protection of your Civil Rights as a student. Erin C. Sullivan serves as superintendent, Section 504 District Coordinator, and the BACHS Civil Rights Compliance Officer. The Office of Civil Rights can always be contacted directly with any concerns rendered by students, staff, or families of violations of this policy or handbook provision.

### **ALCOHOL & DRUG PREVENTION MEMORANDUM**

#### ***DRUG POLICY***

Bay–Arenac Community High School recognizes that the misuse of alcohol and drugs (including prescription drugs, non-prescription drugs, vitamin supplements, and illicit substances) is a serious problem with legal, physical, and social implications for the entire school community. BACHS strives to prevent drug and alcohol abuse and tries to help drug and alcohol abusers by educational and prevention means. Students or parents desiring help or information should feel entirely comfortable and confidential in contacting a trusted staff member, or more particularly, The School Counselor who can provide advice and direct students or parents to the appropriate intervention agency. Community High School has a very strict policy regarding the illicit use, sharing, or sale of drugs, alcohol, or even prescription medication on school property, at school events, or during school hours. For purposes of our drug prevention and/or drug use or possession policy, “drugs” shall mean: all dangerous controlled substances as so designated and

prohibited by Michigan statute; all chemicals which release toxic vapors; all alcoholic beverages; any prescription or patent drug, except those for which permission to use in School has been granted pursuant to handbook regulations; “look-alikes”; anabolic steroids; any other illegal substances so designated and prohibited by law. The School District prohibits the use, possession, concealment, or distribution of any drug at any time on School property, during School hours, or at any School-related event.

### ***DRUG-FREE ZONES***

Public Act 174 of 1994, effective September 1, 1994, amends the Michigan Public Health Code by extending the 500 foot “drug-free zone” surrounding school property to 1,000 feet. Under the amended provision, an individual 18 years and over who delivers cocaine, narcotics, or certain other illicit substances to a minor student within the proscribed 1,000 foot drug free zone around the school property, shall be punished by at least two (2) years in prison and up to three (3) times the term of imprisonment and fine (or both) that would otherwise apply.

“School Property” is defined as a “building, playing field, or property used for school purposes to impart instruction to children in grades kindergarten through 12, when provide by a public, private, denominational, or parochial school, except those building used primarily for adult education or college extension courses.”

### **ANTI-BULLYING POLICY**

The Bay-Arenac Community High School Board of Directors recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the Board of Directors prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school’s ability to educate its students and a student’s ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyber bullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion,

ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all wellbeing may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyber bullying/ harassment, that is not initiated at a

location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Bay-Arenac Community High School Board of Directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Bay-Arenac Community High School Board of Directors believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency. Bay-Arenac Community High School's school-wide reform model, Great Expectations, provides the framework for a climate of mutual respect, building self-esteem and holding all members to high expectations. Furthermore, the school's formal Conflict Resolution Program functions as an essential component in our anti-bullying policy and the Zero Tolerance Policies for violence and harassment serve as the subsequent disciplinary measures.

The Bay-Arenac Community High School board of education recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Bay-Arenac Community High School Board of Directors believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The Bay-Arenac Community High School Board of Directors believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future. The Bay-Arenac Community High School's Conflict Resolution

Program and Great Expectations school-wide reform provide the basis for meeting the aforementioned.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Bay-Arenac Community High School Board of Directors requires its school administrators to develop and implement procedures that ensure *both* the appropriate consequences *and* remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

#### *Factors for Determining Consequences*

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

*Note:* In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is *not* a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

#### *Factors for Determining Remedial Measures*

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits

- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

#### *Environmental*

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics)

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the Board of Directors' approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Board of Directors' approved code of student conduct. Remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### *Examples of Consequences*

- Admonishment
- Conflict Resolution Process

- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

*Examples of Remedial Measures*

*Strategies for Individual Behavioral Change:*

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

*Strategies for Environmental Change (Classroom, School Building, or School District):*

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)

- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Bay-Arenac Community High School Board of Directors requires the Superintendent and/or designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the Superintendent or the Superintendent's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action *may not* be based solely on the basis of an anonymous report.

The Bay-Arenac Community High School Board of Directors requires the Superintendent and/or the Superintendent's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the Superintendent and/or the Superintendent's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Bay-Arenac Community High School Board of Directors prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Bay-Arenac Community High School Board of Directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a



means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Detailed disciplinary actions will be outlined in the Student handbook. Consequences and appropriate remedial action for a *school employee* found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Bay-Arenac Community High School Board of Directors requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

### **ANTI-HARASSMENT POLICY**

An environment of mutual respect for the rights of others must prevail if Bay-Arenac Community High School is to fulfill its educational purposes. District employees, Board members, and students are encouraged to form, hold, and express their opinions. However, district employees', Board members', and students' exercise of free expression must not interfere with the rights of others, and all must be able to work, learn, and grow in an atmosphere which is free from any form of harassment. Harassment is a form of inappropriate and unacceptable behavior. Harassment will not be tolerated or accepted on school grounds, in school buildings, or at school-related or sponsored activities away from the building and grounds, when students are traveling to or from a school-sponsored activity, including bus transportation. Harassment for the purposes of this policy shall be defined as unwelcome verbal, nonverbal, physical, written behavior which:

Intimidates individuals or groups on any basis including race, ethnic background, religion, gender, sexual orientation, national origin, or disability.

Involves an expressed or implied threat to personal safety.

Has the effect of interfering with an individual's employment and/or participation in the curricular or extracurricular activities of the school.

Specifically, sexual harassment is defined as:

Verbal harassment or abuse.

Subtle pressure for sexual activity.

Persistent remarks about another person's body.

Physical assault.

Unwelcome touches.

Sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, whistling and obscene/profane gestures.

Sexual implied gestures that intimidate or suggest a sexual act.  
Any other conduct that creates a hostile or offensive environment on the basis of sex or gender.

## **BOARD OF DIRECTORS**

The BACHS Board of Directors is an esteemed volunteer group of community members and business professionals who serve as the Policy-Making Governing Board for the school. There are up to nine (9) members at any given time, appointed by our chartering agency, the Bay-Arenac ISD. Regular Board of Directors Meetings are held every few months and are open to the public.

## **BLOODBORNE PATHOGENS**

### **Accidents causing exposure to bodily fluids**

Bay-Arenac Community High School seeks to protect students and staff from exposure to blood pathogens and other potentially infectious materials during the school day, such as the HBV (Hepatitis B Virus), HIV (Human Immunodeficiency Virus), and others. In today's society, we may never know who has been exposed to these viruses, and to help students remain free from exposure, our school utilizes Universal Precautions and asks the following of students:

When bodily fluids, such as blood, mucus, saliva, and the like are present on desks, tables, floors, hallways, or personal items, do not under any circumstances touch the fluids or surfaces where fluids are near. **ALWAYS REPORT THESE SPILLS OR SITUATIONS.** Please get a staff member who will use proper procedures for clean-up and disposal of bodily fluids (we use a 10-1, bleach/water disinfectant).

Understand that we use **UNIVERSAL PRECAUTIONS** at our school, which means that staff members treat all bodily fluids as if they were contaminated ... even yours. Please do not take offense if you ever have a cut on your hand and/or a bloody nose and the staff member puts on a pair of rubber gloves to help you. These precautions are required by our standards under the law and school policy ... they are not meant personally toward any students or should indicate that the student has any of the viruses mentioned above. Universal Precautions are for **EVERYBODY**, even staff who may experience cuts or scrapes while on the job.

Never pick up broken glass or sharp objects with your bare hands. Always use mechanical means, such as brooms, mops, and dust pans.

Do not throw broken glass in waste paper baskets. A staff member will dispose of these items in "sharps containers," which shall protect handlers from puncture wounds once those items are discarded.

Sharing pop bottles, water bottles, and putting pencils, pens, and other potentially contaminated objects in mouths is prohibited.

STUDENTS SHOULD NOT SHARE EARRINGS, BODY PIERCINGS, OR OTHER JEWELRY OR ORNAMENTS THAT COULD POTENTIALLY COME IN CONTACT WITH BLOORBORNE PATHOGENS.

If your clothes become contaminated with blood and other bodily fluids, please ask that they be disposed of in proper biohazard "red bags," which can be provided by staff.

## **CODE OF CONDUCT**

The Student Code of Conduct is an official declaration of policy of Bay Arenac Community High School which authorizes the suspension and expulsion of students who do not behave in an acceptable manner. Provisions in the Student Code of Conduct apply to all students.

**THE LIST OF INFRACTIONS HEREIN IS NOT ALL-INCLUSIVE, AND OTHER CONDUCT MAY RESULT IN DISCIPLINE, INCLUDING UP TO SUSPENSION AND/OR EXPULSION, AT THE DISCRETION OF SCHOOL OFFICIALS.**

It is the discretion of the Superintendent or his/her designee to implement the consequences of inappropriate behavior. The Superintendent reserves the right to alter consequences when it is determined to be in the best interest of the student.

### **The Student Code of Conduct is in effect:**

1. When students are traveling to or from school or to or from a school sponsored activity, including bus transportation.
2. When students are in or on the property or school zone of the school district.
3. When students are at any school-sponsored activity, regardless of location.
4. When students are using school Internet, telecommunication networks, accounts, or other services.
5. When students are using the Internet or telecommunications to communicate with students or staff about any issues that have a NEXUS to school, or during/after any event that is precipitated by such contact under said circumstances.
6. With respect to any misconduct toward any school employee, contractor, volunteer, or Board of Directors member during, before, or after ... inside or outside of school.
7. At any location, when the student's conduct or presence may disrupt an orderly school environment and the education process.

Students must be especially careful of their conduct at other schools or in the presence of other school officials when exiting other programs. Negative behaviors exhibited while or after students leave other programs could lead to long-term suspension or expulsion

if enrollment procedures have already been followed with us or at minimum, refusal for acceptance at our school in the first place. Please be very careful to protect your slots in our program, as well as our school's reputation.

## **COMMITMENTS**

### **Commitment to Students**

Students are the first concern of Bay Arenac Community High School, and must receive the primary attention of the Board of Directors and all staff members. To fulfill this obligation, the Board will strive to spend most of its time in formulating policy and considering matters related to students. A similar commitment is expected of all staff members. It is imperative that the good of the individual student be kept paramount. At no time are students to be treated as if they were assembly line products; each student shall be considered and treated with respect as an individual.

To this end, the Board and staff shall work together to establish an environment conducive to the very best learning achievement for each student.

### **Commitment to Instruction**

Though the teacher is a key figure in carrying out the school's responsibility in the educational process, the teacher alone cannot effectively achieve all the objectives of education. The purpose of the administration is to provide conditions in the schools which permit teachers to work to maximum effectiveness and to provide them with a variety of tools and specialized assistance in developing and carrying out a program of instruction which will meet the needs of students in the world in which they will live. The Board of Directors is committed to provide the facilities, personnel, equipment, and materials necessary for the instruction of all students for whom it is responsible.

### **Commitment to Equal Opportunity**

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of gender, age, handicap, race, religion, sexual orientation, national origin, pregnancy, parenthood, marriage, or for any other reason not related to his/her individual capabilities.

The Board of Directors believes that discrimination has no place in public education. Schools must be open to all who wish to enjoy their benefits. This right should not be curtailed because the student possesses characteristics which do not conform to majority patterns. Curriculum offerings should be broad enough to make available to all students an educational opportunity that takes into consideration their needs, abilities, and cultural and socioeconomic backgrounds.

### **Commitment to Public's Right to Know**

The Board of Directors recognizes the right of the public to information concerning all of its actions, its policies, and the details of its educational and business operations. The Board encourages study, discussion, and active participation by all concerned in the promotion of the best possible program of education in the community.

### **Commitment to Non-Discrimination**

The Bay Arenac Community High School is committed to a policy of educating children for living by helping them to develop an awareness of an appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

It shall be the practice of the Bay Arenac Community High School to comply fully with Title VI, Title IX, and Section 504 under guidelines adopted by the Department of Health, Education, and Welfare and approved by the President of the United States and the United States Congress.

It is the policy of the Bay Arenac Community High School not to discriminate on the basis of religion, race, sexual orientation, color, national origin, gender, age, or handicap in educational programs, activities, or services and to comply with all requirements and regulations of the U.S. Department of Education and Federal Regulations .(Title IX, Title VI, and Section 504). Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin.

The Board of Directors, the administration, and the staff of the Bay Arenac Community High School will seek to make whatever rules and take whatever steps may be necessary to eliminate discrimination in all educational programs, curricular and extra-curricular activities, and employment practices which come under the State and Federal Regulations.

The procedures which form a part of this policy have been adopted to accomplish the School's goal of nondiscrimination. Further, in order to facilitate the evaluation of current practices, to investigate complaints, to answer inquires, and to guide the implementation of compliance efforts, the Bay Arenac Community High School shall appoint local Title VI, Title IX and a Section 504 Coordinators. The Coordinator shall be the Superintendent or his/her designee. All questions, requests for information, or complaints relating to discrimination in the Bay Arenac Community High School should be directed to the local coordinator at the following address:

Bay Arenac Community High School  
805 Langstaff  
Essexville, MI 48732  
Telephone: (989) 893-8811

Inquiries concerning the nondiscrimination policy may also be directed to Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201.

## **Sexual Harassment**

It is a policy of the Bay Arenac Community High School that any form of sexual harassment is expressly prohibited. The School wishes to promote an environment for staff and students free from any form of sexual harassment or discrimination. Sexual harassment is defined as:

"Any unwelcome communication or conduct of a sexual nature where submission to the conduct is explicitly or implicitly made a term or condition of the individual's employment, or educational opportunity, and/or submission to or rejection of the conduct is a factor in any decision affecting the individual's employment, and/or educational opportunities, or the conduct unreasonably interferes with the individual's work performance, or educational performance, or creates a hostile or offensive working or educational environment on the basis of sex."

Any staff member, student, volunteer or parent having any information regarding potential harassment is encouraged to report such information to the building principal, supervisor or administrator responsible for such building, department, activity or program, and/or may report such conduct to the Superintendent of Schools or his/her designee.

All Board members, officers, employees, staff members, volunteers, students and parents are advised that any form of sexual harassment is conduct that will not be tolerated by the School, is conduct that violates this Board policy, and may result in disciplinary action.

This policy should be prominently posted in each building of the School.

### **Bay Arenac Community High School Title IX Complaint Procedure**

If any person believes that the Bay Arenac Community High School or any part of the School organization has inadequately applied the principles and/or regulations of Title IX or is in some way was or is discriminatory on the basis of sex, or that any actions constitutes potential sexual harassment, he/she may bring forward a complaint to the Superintendent's office at the following address 1608 Hudson, Essexville, Michigan 48732.

### **Informal Procedures**

The person who believes he/she has a valid basis for complaint shall discuss the concern with the Local Title IX Coordinator, designated by the Superintendent, who shall, in turn, investigate the complaint and reply to the complaint, in writing, within five (5) business

days. If the reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed.

### **Formal Grievance Procedures**

**Step 1:** A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Superintendent's designee within five (5) business days of receipt of the written reply to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply, in writing, to the complainant within five (5) business days by certified mail.

**Step 2:** If the complainant wishes to appeal the decision of the local Title IX Coordinator, he/she may submit a signed statement of appeal to the Superintendent of

Schools within five (5) business days after receipt of the local Coordinator's response to the grievance. The Superintendent shall meet with all parties involved, formulate a conclusion and respond, in writing, to the grievance within ten (10) business days by certified mail.

**Step 3:** If the complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Directors of Bay Arenac Community High School within five (5) business days of his/her receipt of the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representatives within fifteen (15) days of the receipt of such an appeal. A copy of the Board's disposition, if the appeal shall be sent by the Board Secretary to each concerned party, within ten (10) business days of this meeting by certified mail.

**Step 4:** If, at any point, grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, U.S. Department of Education, Washington, DC 20201

## **CONFLICT RESOLUTION**

The entire program at BACHS is founded on the premise that students will resolve conflicts with others peacefully and appropriately. Our particular model involves both informal and formal conflict resolution settings, most with facilitators ... some without. Students are required to participate in Conflict Resolution training during their first semester at BACHS, and in the event that conflicts do arise, they are required to participate in formal conflict resolution before continuing in the program. Students who refuse all avenues for proper conflict resolution will not be allowed continuation in the program until they avail themselves of these opportunities (Students must learn to manage anger and resolve conflicts peacefully in an appropriate teaching and learning environment – with safety and order – is to be maintained). Skills learned in these sessions can then be transferred to life or employment situations beyond high school. Once again ... the choice to attend BACHS comes with it the obligation to live peacefully with fellow students and staff; and the obligation to handle conflicts within our officially

sanctioned Conflict Resolution Process ... only with the facilitation of our designated interventionists.

## **CONSTITUTIONALLY-PROTECTED PRAYER**

The Secretary of Education has issued guidelines for Constitutionally-protected prayer in public elementary and secondary schools, which require that all local educational agencies certify to their respective State Departments of Education that the school has no policies denying individuals the right to participate in constitutionally protected prayer. Information on these rights and school policies pertaining to such, which include stipulations concerning, but not limited to, religion in the curriculum, school-sponsored clubs and activities, equal access for non-school-sponsored clubs and activities, religious/patriotic ceremonies and observances, as well as religious expression, can be obtained within reasonable timeframes by contacting the school Superintendent.

## **CORPORAL PUNISHMENT**

Corporal Punishment Prohibited: Corporal Punishment against a pupil by an employee, volunteer, or contractor of Bay-Arenac Community High Schools is prohibited by Board of Directors Policy and by Section 380.1312 of the Revised School Code. The law defines corporal punishment as “the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.”

It does not include physical pain caused by reasonable physical activities associated with athletic training.

Reasonable Physical Force: Although the use of corporal punishment is prohibited, the use of reasonable physical force necessary to maintain order and control for the purpose of providing an environment conducive to safety and learning is permitted in the following situations:

1. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.
2. For self-defense or the defense of another.
3. To prevent a pupil from inflicting harm on himself or herself.
4. To quell a disturbance that threatens physical injury to any person.
5. To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.
6. To protect property.

An individual who uses corporal punishment or physical force against a pupil that is not reasonably necessary may be disciplined by the school district Board of Directors. In determining whether the person has used reasonably necessary physical force, “... deference is given to the reasonable good-faith judgments made by that person.”



## **EDUCATION RECORDS, RIGHTS AND CONFIDENTIALITY**

(For parents of students under 18 and for students 18 years or older)

BACHS maintains individual student records. Federal and state legislation provide you with certain rights regarding the confidentiality of these records. These rights include the following:

1. Your right to access your child's education records, which include the right to inspect and to review them, to request explanation or interpretation of portions you do not fully understand, and to request copies of those records.
2. Your right to request amendment to your child's records if you think the records are inaccurate and misleading.
3. Upon graduation, transfer from BACHS to another school, or separation from BACHS, individual high school records will be retained at BACHS. This is done to provide future transcripts at the direction of the former student.
4. Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
  1. School employees who have a need to know. Because of our small number of staff members, our at-risk student audience, and the need to provide for a safe, orderly school, it is the position of BACHS that our entire staff is a building-wide intervention team. Staff members discuss regularly situations of conflict and consensus that occur at Community High School with students, and oftentimes work together to problem solve and devise strategies for effective intervention so that students can make positive decisions and achieve success. Students should know that by coming on board at Community High School, they are adopting a model of intervention and support wherein staff members discuss them, their issues, their sensitivities, their behaviors, and their decisions at weekly staff meetings. Staff members, of course, keep this information privy to only themselves and maintain discretion and confidentiality of that information outside of the staff meeting intervention sessions.
  2. Other schools to which a student is transferring.
  3. Certain government officials in order to carry out lawful functions.
  4. Appropriate parties in connection with financial aid to a student.
  5. Organizations doing certain studies for the school.
  6. Accrediting organizations.
  7. Individuals who have obtained court orders or subpoenas.
  8. Persons who need to know in cases of health and safety emergencies.
  9. State and local authorities to whom disclosure is required by state laws adopted before November 19, 1975.
10. Unless you provide written objection, the following directory information may be made available to members of the general public, government organizations such

as U.S. Army, Navy, Marines, etc., alumni groups of BACHS, and school district related committees: student's name, address, telephone number, date of birth, participation in school activities, dates of attendance, honors and awards, honor roll members, and information generally found in yearbooks.

11. If a parent or student feels that his/her rights under FERPA have been violated, they can contact Superintendent Erin C. Sullivan at (989) 893-8811, or if they believe that the Superintendent violated their rights under FERPA, they can contact the Bay-Arenac Intermediate School District Chartering Agency to file a complaint at 4229 Two Mile Road, Bay City, Michigan, 48706, Attn: Chartering Agency Administrator.

Note: Title IV, Part A, Subpart 4, Section 4155 of the No Child Left Behind Act ("Transfer of School Disciplinary Records") requires that:

*... the State has a procedure in place to facilitate the transfer of disciplinary records, with respect to a suspension or expulsion, by local educational agencies to any private or public elementary or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time bases, in the school.*

The transfer of student records in Michigan is governed by Revised School Code Section 1135 (MCL 380.1135). In the view of the Michigan Department of Education, the "school record" referred to in section 1135 includes a student's disciplinary record, including any suspension or expulsion action against the student.

In compliance with NCLB, Bay-Arenac Community High School has "in place" procedures to transfer the disciplinary records of students, which respect to suspensions or expulsions, to any private or public school to which a student is transferring and/or enrolling. They include:

Mailing all disciplinary reports, letters, forms, and notes from the student's file to the school in which the student is transferring to or enrolling in, as per the school's request of student records from BACHS. This thus is notification that if a parent's son or daughter is transferring from BACHS to another school – which all disciplinary reports in the student's CA-60 shall go to that school. Parents wishing to seek additional information on these procedures, or those wishing to register a concern over these procedures, should contact Erin C. Sullivan, Superintendent, before they fill-out any transfer ("request for records") paperwork at another school.

## **ELECTRONIC COMMUNICATION DEVICES**

Students who have extenuating and special circumstances, such as, but not limited to, personal situations, or personal/family health-related situations, may, upon the parent(s)/guardian(s) request, or request of the student him/herself if over eighteen years of age – if deemed appropriate by the Superintendent – be in possession of a cellular

telephone, pager/beeper, or other emergency electronic communications device. Except for situations involving a bona fide health or safety emergency, electronic communications devices are not to be used during class or instructional time, or during the passing times between classes, unless specific permission has been granted by the building Superintendent or Designee. Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or assignments shall be subject to discipline and the device shall be confiscated as per BACHS administrative protocol. Likewise, students found to be using any electronic communications device to in any way negatively affect the safety or order of the School shall be subject to strict discipline, up to and possibly including expulsion from the School and police contact. Students found to be using any electronic communications device for either of the two reasons set forth in this paragraph above will be, at minimum, disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists. Students taking inappropriate pictures with electronic communications devices will be subject to strict school discipline and possible police contact. The administration shall promulgate rules to enforce this policy and shall include this policy in the Student Handbook.

## **EXPULSIONS DUE TO WEAPONS, ARSON, AND CRIMINAL SEXUAL CONTACT**

The sections of the Revised School Code that address this issue are contained in the Michigan Compiled Laws under MCL 380.1311 and 380.1313. This section of the Gun-Free Schools Act of 1994 that governs this issue is contained in the United States Code under 20 USC – 3511. Pursuant to federal legislation enacted in 1994, local educational agencies cannot receive federal funds unless they have a policy requiring expulsion for at least one year if a student brings a firearm to school. The Revised School Code addresses weapon possession and other issues in section 380.1311. Subsection (2) of this provision states that if a student possesses a dangerous weapon in a weapon-free school zone (on school property and/or in a vehicle used by a school to transport students to or from school property), or commits arson or criminal sexual conduct in a school building or on school grounds, the student must be expelled from school permanently, subject to possible reinstatement provided for in the law. There are certain exceptions that may not require a Board to expel a student.

The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994 which in turn refers to another section of federal law which defines “firearm” as:

Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by action of an explosive;

The frame or receiver of any such weapon;  
Any firearm muffler or firearm silencer; or  
Any destructive device.

If a student is expelled pursuant to section 380.1311(2), the expelling school district must enter that fact on the student's permanent record. Within 3 days of expelling a student, an official of the school district must refer the student to the appropriate county department of social services or county community mental health agency. Notification of this referral must be given by the school district official to the expelled student if he or she is at least 18 years of age or is an emancipated minor, or to the student's parent or legal guardian.

Exceptions:

School Boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

1. The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon.
4. The weapon was possessed by the student at the suggestion, request, or direction of, or with the expressed permission of school or police authorities.

#### Alternative Placement after Expulsion

Unless the school district operates or participates in an alternative education program appropriate for a student expelled pursuant to section 380.1311(2) and at the school district's discretion admits the student to that program or a "strict discipline academy," the student is expelled from all Michigan public schools. The student cannot be enrolled unless reinstated pursuant to the provisions discussed below [MCL 380.1311(2)]. A program operated for expelled students must ensure that a student is physically separated at all times during the school day from the general population. If the student is not placed in an alternative education program or a "strict discipline academy," the school district may provide or arrange for the intermediate school district to provide to the student appropriate instructional services at home. Homebound services are designed to help students who are unable to attend school to keep up with their studies [MCL 388.1709].

It is the responsibility of the parent or legal guardian to locate a viable alternative education program and to enroll their child in a program during expulsion. For further information regarding alternative education programs in your area, contact your local or intermediate school district or the Office of Safe Schools at (517) 241-0726.

### Petitioning for Reinstatement

Although the law calls for the “permanent” expulsion of a student who possesses a dangerous weapon in a weapon-free school zone, commits arson or commits criminal sexual conduct in a school building or on school grounds, subsection (5) provides a process for petitioning for reinstatement to school. It is the responsibility of the petitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor), to prepare and submit the petition for reinstatement. The school board is not required to assist in the preparation of the petition. If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available. The local school board may include conditions in a petition for reinstatement. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement.

Grade 6 or above – For a student who was enrolled in grade 6 or above at the time of the expulsion and who has been expelled pursuant to subsection (2), the parent, legal guardian, or the student (if he or she is at least 18 years of age or an emancipated minor), may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

### Committee Review and Recommendation

Within 10 school days after receiving a petition for reinstatement, the school board must appoint a committee comprised of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner. During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement. No later than 10 school days after being appointed, the committee must review the petition and supporting information together with information provided by the school district and submits a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions.

The committee’s recommendation must be based on all of the following factors:

1. The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
2. The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
3. The age and maturity of the individual.

4. The student's school record before the incident that caused the expulsion.
5. The student's attitude concerning the incident that caused the expulsion.
6. The student's behavior since the expulsion and the prospects for remediation.
7. If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.

### School Board Decision

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly scheduled board meeting. The school board must decide to reinstate the student, conditionally reinstate the student, or deny reinstatement. Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

1. Agreement to a behavior contract which may involve the student, parent, or legal guardian, and an outside agency.
2. Participation in, or completion of, an anger management program or other appropriate counseling.
3. Periodic progress reviews; and
4. Specified immediate consequences for failure to abide by a condition.

The law provides that the decision of the school board is final.

## **FACILITIES, Regulations, & Compliance**

Bay-Arenac Community High School uses standards from the Environmental Protection Agency and Occupational Safety and Health Administration for the maintenance and operation of school facilities. In the spirit of maintaining a healthy environment for all at BACHS and in compliance with appropriate federal and state laws. Asbestos, a hazardous material, is present on campus. In order to provide the safest possible environment, asbestos in the facility has been properly treated with an encapsulate and thus, is appropriately shielded from direct contact with employees and students. Additional information on any building code compliance issues, including the district's Management Plan, can be obtained from the Superintendent, upon request.

## **HEALTH SCREENING/HEAD LICE/COMMUNICABLE DISEASES**

It is the policy of Bay-Arenac Community High School that students or babies, in attendance, must not pose an airborne danger to others of infection of serious communicable diseases or of infestation of head lice. When students or babies become infected or infested with such, the administration has every right and prerogative to send them home to take care of the situation, allowing them back in school upon

determination that they no longer pose a threat of infection or infestation to others. Full credit for work completed while absent will be given to students, and absences of this sort do not count against the students' attendance records. Parents of Child Care Center babies will be responsible for ensuring that babies are free of head lice before bringing them to school.

### **LAW ENFORCEMENT QUESTIONING OF STUDENTS**

Law enforcement officers will be allowed access to students during school hours, in and upon school property for purposes of investigation. The questioning of a student, within a school, by law enforcement officers, shall take place in the presence of the superintendent or his/her designee. If minor students are going to be questioned as "suspects" or are going into custody, the school will attempt to contact the parent/guardian by telephone at the home and work numbers provided on the Student Information Sheet. If parents/guardians cannot be contacted or cannot get to the school in a timely fashion (within 15 – 30 minutes is the general timeframe, yet may be amended by law enforcement during the course of any given investigation), then an administrator will be present during the questioning of the student as a representative of the parent and student, "in-loco parentis."

### **MEDICATION IN SCHOOLS**

The Board of Directors of Bay-Arenac Community High School shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his / her education.

For purposes of this policy, "medication shall include all medicines including those prescribed by a physician and any non-prescribed (over the counter) drugs, preparations, and / or remedies. "Treatment" refers both to the manner in which a medication is administered and to health-care procedures, which require special training, such as catheterization.

Before any prescription medication or treatment may be administered to any student during school hours, the Board shall require a written prescription from the child's physician accompanied by written authorization by a parent. This document shall be kept on file in the administrative offices.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. Parents, or students authorized in writing by their physician and parents, may administer medication or treatment.

Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student.

In keeping with the standards of the Michigan Department of Education Model Medication Policy, the Board of Directors for Bay-Arenac Community High School has determined the following as a matter of policy:

The definition of “medication” includes prescription, non-prescription, and herbal medications taken by mouth, inhaler, injection, drops, or applied to the skin.

Written permission from the parent/guardian is needed for administration of medication.

Written instructions from a physician are needed for the administration of prescription medication.

The procedures for administering non-prescription medications in students by school officials shall be identical to those for prescription medications, except that the parent(s)/guardian(s), rather than a licensed physician may provide specific written instructions. In all cases, it is expected that the parent(s)/guardian(s) has (have) confirmed the appropriateness of the medication and instructions with a licensed physician.

Building administration officials will designate appropriate personnel for the administration of medication.

Medications will be administered in the presence, whenever practicable and safe, of a second adult.

A crisis plan will be established for handling emergencies.

This policy includes general education students, general education students on 504 plan, as well as special education students on Individualized Educational Plans.

The Building Administrator shall set guidelines to determine designated times for administering, procedures for notifying parents of adverse reactions to medication, as well as procedures for dispensing medications during off-site activities.

Errors in dispensing medication should be immediately reported to the Building Administrator.

Self-administration includes any time a student administers medication to himself/herself by means of mouth, inhaler, injection, drops, or applying to the skin. In all instances, written permission from the parent/guardian, as well as written instructions from the physician, shall be on file in the school office before the self-administration is allowed under school policy. Failure of students/parents to provide the necessary documentation to school officials before student self-possession or student self-administration shall be deemed a violation of the school’s anti-drug policy and shall be subject to appropriate discipline, as per the district’s Student Code of Conduct.

Pupil’s use of medication cannot be denied if appropriate, written parent and physician requirements are met.



Teachers will be notified when students have inhalers, if the school is made aware of this fact pursuant to this policy.

Training of appropriate staff members will be conducted by appropriate personnel, such as a registered nurse or physician. Training will include "hands-on" practice of identifying and dispensing.

Training for injection, Nebulizer, rectal, bladder, or vaginal medications must have one-on-one training by a licensed health professional.

Administering staff shall make available training documentation to parents, physicians, and school officials.

Medications shall be kept in a labeled container, and if prescription, in a container prepared by a pharmacist or physician.

Medications shall be stored in a locked school location, accessible in emergencies.

All controlled substances will be counted and recorded upon receipt.

It is necessary and it is policy that in all practicable circumstances, medications are brought to school by a parent/guardian.

No changes in dosage or administering are allowed at any time, except by physician permission.

Expiration dates on prescriptions shall be checked twice yearly.

Parents will pick-up remaining medications at the end of each school year.

A log of medication administration shall be kept in the school office and filed in the pupil's permanent record at the end of the year.

### **MILITARY RECRUITERS**

Beginning January 8, 2002, schools are required to give military recruiters the names, addresses, and telephone numbers of high school juniors and seniors subject to opt-out. Schools must also provide military recruiters with access to the school building and to students that is equivalent to access provided to prospective employers and higher education institutions. Parents can object to the release of such information by contacting the school secretary and placing that request, in writing.

### **NOTIFICATION TO PARENTS REGARDING HIV/AIDS EDUCATION**

The BACHS Board of Directors has recognized that the State of Michigan has a recommended program of instruction in health education, which includes HIV/AIDS, and other serious communicable disease prevention education. Through provisions of the State School Aid Act, you have the right to review materials and curriculum content to be used for HIV/AIDS education. Please contact the Superintendent if you are interested.

The statute allows you to excuse your child from participation in the classes which include HIV/AIDS and other serious communicable disease instruction, if you choose. If you wish to exercise your right to excuse your child from instruction, without penalty, please send a written notice to the Superintendent within 30 days of the beginning of the school year.

### **PARENT INVOLVEMENT PLAN AND POLICY**

With an expressed desire to maximize student success and lifelong potential for health, contentment, professional success, civic contribution, and long-term happiness, the Bay-Arenac Community High School Board of Directors recognizes that it is of the upmost importance to involve parents in the education of their children and the proper functioning of schools that serve them. To that end, the Board of Directors has enacted the following Parent Involvement Plan:

1. BACHS will develop an informational Orientation for parents/guardians, one that will explain our major policies, train parents/guardians in reading our attendance reports and grade sheets, and highlight “why we do the things we do,” as we are quite different from other schools.
2. BACHS will, at this orientation, request parents (including Parents whose children are eligible for Title I services) to become part of the school improvement process. This will include planning programs and services for students, monitoring those programs and services, and evaluating those programs and services.
3. BACHS will offer incentives to students whose parents/guardians attend parent teacher conferences.
4. BACHS will improve communication with parents/guardians, possibly through newsletters, a telephone information hotline/community calendar, or an interactive website. In particular, BACHS should ask parents/guardians “how they would prefer to be contacted best” (e-mail, telephone, fax, voice mail, cell phone, etc.).
5. BACHS will invite parents/guardians to school, even more than we currently do, through “student/parent switch days,” activity invitations, and extra-curricular activities.
6. BACHS will improve the format of parent/teacher conferences to provide greater privacy for conversations, as well as opportunities for parent/guardian discussion and relaxation.

Parents should also be aware that the aforementioned Parent Involvement Policy was developed jointly by school and parents, that we offer one annual meeting for Title I Parents, during our Student Success Conference, and that we are willing to be flexible in scheduling a meeting, or a number of meetings, so that further parental involvement is fostered. The Title I Coordinator ensures parental involvement in planning, review, and implementation of Title I programs.

Parents should be aware that BACHS has adopted the Michigan Merit Curriculum, as spelled out in this Handbook, as well as specific assessment to gauge your son’s/daughter’s progress in school, including but not limited to the Northwest Evaluation Association instructional readiness assessments, the MEAP, and the Michigan Merit Examination (MME). The State of Michigan establishes expected proficiency levels on those assessments, and BACHS mails information pertaining to such to parents of those students who are involved in those assessments on an annual basis.

Each year during our Fall Student Success Conferences, the Administration and Parent Involvement Planning Team of Bay-Arenac Community High School discuss this written parent involvement plan that details actions supporting the district's parent involvement policy. We do this along with discussing our School/Parent Compact, as well as offering our school's Annual Report and Title I, Part A Informational Meeting.

Person Designated to Coordinate Parental Involvement: Erin C. Sullivan, Superintendent, (989) 893-8811, ext. 21.

## **PESTICIDE CONTROL**

Public Act 131 of 1993 amends the Pesticide Control Act to require school administrators to notify parents/guardians of children attending that school of their right to be informed prior to application of pesticides at that school. Therefore, written notification will be sent home with students at least one (1) day prior to application of pesticides. Bay-Arenac Community High School contracts with Orkin and other local entities for application of pesticides on school grounds, to help control insects at certain times of the year.

## **SAFETY DRILLS**

### ***FIRE DRILLS, DISASTER DRILLS, EMERGENCY DRILLS and/or EVACUATION***

Procedures for fire drills, disaster drills, lockdowns, and emergency evacuation have been established and drills will be conducted per State Law. Staff will receive training prior to each school year. In turn, staff will train students on the procedures for each of the drills at the beginning of each semester. Students who, in any manner, disrupt drills or fail to adhere to the directives of staff members during those drills (or do so in the event of a real emergency) shall be committing gross misbehavior, with possible expulsion from school as a disciplinary consequences.

## **SCHOOL-PARENT COMPACT**

The Bay-Arenac Community High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### School Responsibilities

The Bay-Arenac Community High School will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the

participating children to meet the State's student academic achievement standards as follows:

1. Provide the necessary materials for effective instruction to achieve the State's high standards.
2. The teachers will model desired behaviors and attitudes such as those set forth in the Life Principles and the Eight Expectations for Living.
3. Encourage students and teachers to speak in complete sentences and address one another by name, demonstrating mutual respect and common courtesy.
4. Teach students as a whole group, thoroughly and to mastery, with intensive and specific modifications insuring success for all.
5. Create lessons that are integrated, relate to the real world, reviewed consistently, and connected to subsequent curricula.
6. Teach critical thinking skills.
7. Provide a non-threatening environment, conducive to risk-taking, is evident. Mistakes are okay. Students are taught to learn from their mistakes and to correct them.
8. Provide memory work, recitations, and/or writing on a daily basis. These enhance character development and effective communication skills while extending curricula. Recitations are exuberant and full of expression.
9. Provide enriched vocabulary that is evident and is drawn directly from challenging writings and/or wisdom literature. Sources will include classic literature, myths, fables, poetry, proverbs, quotes, and other genres.
10. Make use of the Magic Triad, a positive and caring environment, and discipline with dignity and logic are evident.
11. Display every student's work in some form. Teachers will provide positive commentary through oral and/or written feedback.
12. Give word identification skills that are used as a foundation for expanding the use of the English language.
13. Assist students in assuming responsibility for their own behavior. Their choices determine consequences.
14. Create with student input, a school, class, or personal creed to be recited or reflected upon daily to reaffirm commitment to excellence.
15. Ensure that all students experience success. The teacher guarantees it by comparing students to their own past performance, not the performance of others. Students are showcased, and past failures are disregarded.
16. Teachers will, on his/her feet, engage students personally, hold high expectations of students, and will not limit them to grade level or perceived ability. Assure each classroom has a student who greets visitors and makes them feel welcome and comfortable.
17. Encourage teachers and students to celebrate the successes of others.
18. Schedule an annual meeting to discuss with parents the Parent School Compact, Parent Involvement Policy, and School-wide Plan.

**Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held:

1. In November, 2012 conferences will be held to discuss each student's academic progress or lack of progress, behavior, and ways parents can help their child achieve his/her greatest potential.
2. In February, 2013 parent/teacher conferences will be held.

**Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:

1. Provide training in Skyward so that parents will have continual access to all student progress.
2. Report cards.

**Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:

1. Email on Website
2. Extension on website
3. Log all parent contacts
4. Schedule meetings as needed

**Provide parents opportunities to participate in their child's class and to observe classroom activities,** as follows:

Each teacher will have a display of student work where parents are invited to be part. There will be parent events showcasing student works.

#### Parent Responsibilities

As a parent, I will support our children's learning in the following ways:

1. Monitoring attendance.
2. Ensuring that homework is completed.
3. Model positive behaviors and attitudes.
4. Speak in complete sentences to students and request them to do the same.
5. Be sure students are considered an important part of the family group.
6. Challenge students to use critical thinking skills.
7. Create a non-threatening environment, conducive to risk-taking. Mistakes are okay. Students are able to learn from their mistakes and to correct them.
8. Help students with memory work, recitations. These enhance character development and effective communication.
9. Challenge students with enriched vocabulary.
10. Provide a positive and caring environment, where discipline with dignity and logic are evident.

11. Display and comment on student's work at home.
12. Help students assume responsibility for their own behavior. Acknowledge that their choices determine consequences.
13. Assist the school so that all students experience success.
14. Parents, teachers and students celebrate the successes of others.
15. Promoting positive use of my child's extracurricular time.
16. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school district wither received by my child or by mail and responding, as appropriate.
17. Participating, as appropriate, in decisions relating to my child's education. Serving to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement and Planning Team, or volunteering for field trips or other classroom activities.

#### Student responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically:

1. Do my homework every day and ask for help when I need it.
2. Read at least 30 minutes every day outside of school time.
3. Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
1. Strive for success by attending school regularly, conducting myself as a well prepared student through attitude and appearance.

## **SEARCH AND SEIZURE**

### SEARCH OF LOCKERS, DESKS, PERSONS, AND VEHICLES

To maintain a positive and orderly school environment and to ensure the safety and welfare of students and staff, school authorities may search a student, student belongings, student lockers, and vehicles under certain circumstances and may seize any illegal, unauthorized or contraband materials found in the search. Student lockers are school property and remain at all times under the control of BACHS; however students are expected to assume full responsibility for the security of their lockers. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials.

Students' failure to permit searches and seizures – or running from, hiding from, or avoiding searches and seizures—will be treated as insubordination or as a gross misdemeanor under the school code of conduct. Consequences may result in long-term suspension and/or expulsion.

A student's person and/or personal items (ex. Coats, purses, pockets, book bags, wallets, socks, shoes, etc.) may be searched whenever a school official has reasonable suspicion

to believe that the student is in possession of illegal or unauthorized materials. If illegal or contraband materials are found in a search, those items will be turned over to legal authorities.

## **SERVICES TO HOMELESS YOUTH**

Bay-Arenac Community High School is accountable for serving homeless children and youth, who are entitled to receive services comparable to those received by all other children. To this end, parents, students, and families should be aware that this parental rights section of the handbook shall be made available to anyone in our community upon request. Further:

1. That no homeless child is required to attend a separate school for homeless children.
2. Those homeless children must be provided transportation services, educational services, and meals through school meals programs comparable to those offered to other children in the school.
3. That the contact person for the assistance of homeless youth at Bay-Arenac Community High School is The Director of Student Services, at (989) 893-8811.
4. That if the district sends a homeless child to a school other than the school of origin or the school requested by the parent, the district must provide parent with a written explanation for the decision, along with a notice of the right to appeal.

## **“SNAP SUSPENSIONS”**

### PUBLIC ACT 103 OF 1999, SECTION 1309 OF THE REVISED SCHOOL CODE

A student may be suspended from a class, subject, or activity by a teacher for disruptive or abusive behavior, which interferes with the effective functioning of staff or students. Prior to implementing a “snap suspension” other methods in the classroom or activity will be used in dealing with behavior issues, but it is recognized that on certain occasions it may be necessary for the immediate removal of a student from a class, subject or activity. A teacher is authorized to immediately remove a student from a class, subject or activity when the student engages in conduct prohibited by law, board policy, or the school’s student handbook.

Prohibited conduct includes, but is not limited to, the following:

1. Throwing objects that can cause bodily injury or property damage.
2. Fighting
3. Directing profanity, vulgar language, or obscene gestures toward the teacher or other students.
4. Violating safety rules as communicated in the student handbook or classroom rules.
5. Failing to comply with directives given by the teacher.
6. Expressing racial or ethnic slurs toward the teacher or another student.

7. Engaging in any misbehavior that gives the teacher a reasonable belief that such conduct will incite violence.
8. Possessing a laser pointer.
9. Violating district dress code standards.
10. Excessive tardiness.
11. Destroying/defacing school property.
12. Violating computer use policies, rules or agreements.

Any student snap-suspended from a class, subject or activity will be immediately referred to the Superintendent or his/her designee for appropriate action. Refusing to proceed to the designated location may result in expulsion from school or a trespassing violation.

As soon as possible after a suspension under this section, the teacher shall ask the parent or guardian of the pupil to attend a parent/teacher conference regarding the suspension. So that compliance with the statutory law is ensured, the parent/guardian is required to attend the conference. Failure to attend could result in the student's disenrollment from BACHS until a conference is attended by the student and parent.

## **SPECIAL EDUCATION AND 504 SERVICES**

### **Introduction**

Bay-Arenac Community High School (BACHS) offers special education programs and services to students and families in the Bay and Arenac County region of Mid-Michigan. As new families to our charter school, you may be wondering, "Just what do our services look like, and how extensive are they?" given the fact that we are a very small school, indeed. Rest assured, even though we are a small school by design, as we serve a 100% at-risk alternative education population, we have extraordinary staff members who are quite capable of meeting your child's needs and working with them toward a successful graduation and beyond. That said, we do things a bit different around here, and we are proud to state that this "difference" is what allows us to help students in their quest for a wonderful quality of life.

Again, we are "alternative." Whether or not a student has a special education disability, all students come to Bay-Arenac Community High School needing special attention and a unique instructional delivery experience because something in their former school, or something in their lifestyle, was not allowing them to be successful. We're not pointing fingers or laying blame on anything or anyone here – it's just a fact. Something makes students "at-risk" of not graduating on time, and we work to exclude those factors so that students do not have to deal with them while trying to work and learn in school ... while trying to reach for success.

### Classes, Coursework, and Credit Bearing Experiences



Because of these variables, or the “baggage” that today’s adolescents bring with them, we ask that you understand that the first few semesters may be ones in which we try a variety of ways, or credit bearing experiences, to allow your son/daughter/loved one success. We offer traditional scheduling options (teacher-led classrooms), computerized instructional experiences (student-to-computer), morning and early afternoon course schedules, mid-to-late afternoon course schedules, community-based experiences, Career & Technical Education Center opportunities, part-time schedules, full-time schedules, Seat-Time Waiver schedules (100% on-line learning opportunities with mentors), service learning experiences, and homebound programs for those on maternity leave or those who are too ill to attend school and are under a doctor’s care. All of these options are available for students with disabilities, along with additional special education services through the Bay Arenac ISD that are provided both on-site and off-site. Any, some, or all of the aforementioned options comprise what is known as your child’s educational placement. We ask that you allow us the flexibility of trying different options on for size with your son/daughter/loved during the period of any given year’s IEP, as your discretion and under your direction. As you can see, the variety of credit-bearing experiences, both on and off-campus, as well as our ability to adapt to do what’s right by our students, is one of the reasons that we’re known as “Community” High School – Your Choice; Your School.

#### Academic and Ancillary Services to Students

All Bay-Arenac Community High School teachers willingly make academic accommodations for all students, and because of such, we have found over many years that students with special needs can be successful with Teacher Consultant Services and/or School Social Worker Services. These services predominate and have proven so successful that BACHS has not needed a special education classroom for either Resource Room services or Categorical Services; however, if we ever found that these were necessary, we would explore those options to make appropriate academic or emotional support available for you and your loved one. Other ancillary or support services are available as the need arises, including but not limited to Audiology, Orientation and Mobility, Physical Therapy, Psychological Services, Speech & Language Therapy, Vocational Evaluations, and Work-Based Learning/Transition services. For a complete list of services, as well as available classroom programs in our ISD, please see page 7 of the Special Education Parent Handbook printed by the Bay Arenac ISD and available in our offices.

#### Parent Partnership, Procedures, & IEP’s

As a parent or guardian, you are our partner. Further, you are the best expert in how to provide for your child, so we need your help. Seriously ... we need your help. That said, you are welcome at the school at any time; you do not need an appointment. You have 24 hour access to your child’s grades on line, and at the drop of a hat, you are welcome to speak with staff members during the school day about your child’s classes, progress, or satisfaction. Please understand that you are also able to visit your child’s classroom at

any time of any day if you would like to see the education that he/she is receiving, first-hand, as well as the ancillary supports that we are providing. You are a partner with us in the truest sense of the word. We thank you and value you for that.

Rest assured, as an alternative/charter school, we hold all Annual IEP's and 3-Year Re-Evaluations for students and offer transition services that will help students graduate from high school and maximize success in college or trade school beyond. You will find that these experiences are warm and genuine – In these meetings; we talk “to” your child, not simply “about” your child. We're very thorough as well and welcome the input of others who you may wish to bring to the experiences, including others who know your child, such as extended family members, therapists, agency personnel, and/or advocates.

Students in special education programs find that they can very successfully complete our senior year capstone experience, entitled Senior Symposium, and even have the opportunity in that class to apply for college scholarships and articulate their plans for what we call “Grade 13/14 Success.”

#### Scheduling Flexibility for Student Success

One request that we have of parents and families is that you understand that we need scheduling flexibility between annual IEP dates for students both because of the nature of their disabilities, and also because of variables that have nothing to do with disabilities, but afflict at-risk high school students. In other words, as you have read of the many types of credit-bearing experiences above, please support us in allowing our school teachers, counseling staff, administrators, and special education providers to work with your son/daughter/loved one to make scheduling modifications if needed, allowing for the experiences that are working and excluding others that are not, so that we need not call the entire IEP team together every time we find that we need to make a modification, within the existing school placement (which may include community-based experiences), to better foster success with students. This is an important part of why we're different. We need to be able to turn on a dime, so to speak, as many of our students have built up frustrations over the years with their education and will drop out (yes, they really do disappear on us) if their concerns and frustrations are not assuaged immediately.

Having said that, you're the parent/guardian and thus have plenary authority to object to this flexibility, so if you object to any of the types of instructional delivery that we offer, we'll respect that and make such note in the IEP if you desire. Simply let us know at an initial IEP, at an annual IEP, or even request a special IEP at your convenience to make your intentions or parameters clear to us. We can schedule an IEP at any time you feel necessary to delimit or modify programming for your son/daughter/loved one.

You may ask, “What are some reasons that schedules need to be adjusted between IEP's?”

Well, here are a few. Some students are involved with the Court and have requests from probation officers to modify schedules based on what they believe will better allow for student success, as these students are wards of the Court. If we find that the existing IEP's parameters allow for such, we may do this.

Some students have had negative experiences with others of our students in the community, having nothing to do with school (i.e. someone's boyfriend fathered a child with another girl, and the situation is becoming increasingly tenuous). We may make a few adjustments in students' schedules (as well as hold the necessary conflict resolutions), to ensure the safest arrangement of students during a tenuous time, if we feel that we can do such under the guidelines of an existing IEP.

At times, we find that some of our students have been alleged to have victimized others of our students, or members of their families, outside of school, or some are in court testifying against one another and are ordered, by Court, to not have any communication. We make adjustments to schedules accordingly, not taking sides ... just taking preventative action for everyone involved.

Further, some students have been involved with substance abuse or drug addiction with others of our students, and these students find themselves in varying stages of recovery. We try our best to keep students away from others who increase their relapse potential.

Finally, sometimes we need to exclude people from others who trigger their impulsivity or increase their chances of inattention to work, and in many cases these suggestions for programmatic considerations are written into current or past IEP's. If these exclusionary measures are supported by the parent and members of the IEP Team, and they seem acceptable given the current IEP's goals and opportunities to participate in the curriculum with general education students and receive credit toward graduation, then we may make these changes.

In all of the above, if we find that these modifications can be made without a "change of placement," then we make them in the best interest of the child. Parents are always involved with these decisions, and we do not move forward with plans before communication and a partnership takes place.

#### School District Procedures for Determination of a Specific Learning Disability

This notice is designed to comply with the current State of Michigan requirement that each local school district publish its procedure for determining whether a student has, or continues to have, a specific learning disability. A specific learning disability (SLD) is defined in law as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia that adversely affects a student's

educational performance. A SLD does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or of environmental, cultural, or economic disadvantage. Commencing with the 2010/2011 school year, the Blank Public Schools will use a Pattern of Strengths and Weaknesses model to determine whether a student exhibits a SLD in the areas of oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. The determination of a SLD will be based upon multiple sources of information including parent input; classroom teacher input; individually administered tests of academic achievement and intellectual development; classroom observation; student performance on State-approved grade-level standards; and other sources of information required by law or deemed pertinent by the evaluation team. A multidisciplinary evaluation team (MET) consisting of a certified teacher, a certified school psychologist, and possibly other members determined to be critical to the process, will prepare a written report documenting its analysis of the data gathered and its recommendation regarding SLD certification. That recommendation shall be based on whether the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development that is determined by the MET to be indicative of a SLD. The procedures outlined in this notice will be implemented in a manner consistent with all applicable Federal regulations and State rules regarding the evaluation and identification of specific learning disabilities.

***IN A FEW WORDS:***

All students and parents should be aware that Community High School will make every effort to identify and provide services to students who have disabilities or learning difficulties, and will make special education and 504 services available in instances where students qualify. BACHS will also provide handbooks, upon request, for parents; handbooks that outline all of the pertinent rights and responsibilities of all involved in providing educational services to students with disabilities. It is our firm belief that students should have educational programs designed to meet their individual needs and capabilities ... one that will maximize success in school, as well as success that will help them with their transition into the real world after graduation. Parents and students seeking further information on programs and services may contact Superintendent Erin C. Sullivan at (989) 893-8811.

**Section 504 POLICY STATEMENTS**

It is the intent of the Board of Education to provide a free and appropriate public education to each student with a disability within its jurisdiction regardless of the nature or severity of the disability.

It is further the intent of the district to ensure that each student with a disability within the meaning of Section 504 of the Rehabilitation Act of 1973 is identified, evaluated, and

provided with reasonable accommodations and adaptations to ensure appropriate educational services.

The Superintendent is the Section 504 coordinator who will serve as administrator for the policy within the district.

#### DEFINITIONS OF ELIGIBLE STUDENTS

Under this policy, a student with a disability is one who:

1. Has a physical or mental impairment that substantially limits one or more major life activities, including learning;
2. Has a record of such an impairment; or
3. Is regarded as having such impairment. [34 C.F.R. Section 104.3 (j) and (k)]  
Students who because of disability, need or are believed to need reasonable accommodations within the general education program or are believed to need regular or special education and related aids and services are addressed under this policy. A student may be identified with a disability under Section 504 and this policy, even though the student does not require special education programs and services pursuant to the Individuals with Disabilities Education Act (IDEA).

Students who are identified as eligible for special education programs and services according to the IDEA criteria are not addressed under this policy. The needs of such students are provided for elsewhere under state and federal law, and are articulated in the Parent Handbook of the Bay-Arenac ISD.

#### PRE-REFERRAL SCHOOL STRATEGIES

There is growing evidence of the efficacy of pre-referral school strategies as an effective method for strengthening educational opportunities and servicing students with special needs who might otherwise experience difficulties in school. The implementation of such strategies helps school officials vary instructional and behavioral methodologies and expectations, and by doing so:

1. Assist teachers with students who present a wide variety of behavioral levels and needs;
2. Strengthen educational opportunities within the general education program by fostering growth and achievement in students;
3. Reduce the need for more formal referrals over time because students with special needs are being successfully accommodated and served appropriately within the general education program.

Pre-referral strategies as vehicles for servicing students with special needs are strongly encouraged before more formal referrals under Section 504 are initiated. In this way, appropriate educational accommodations and services can be made in a relatively

informal manner, without the need for formal referral, certification under Section 504, etc. This point is particularly important since most accommodations and services under Section 504 can be made during pre-referral procedures. The more formal process can therefore be avoided, while appropriate educational accommodations and services are provided.

The pre-referral procedures are not intended to block any necessary referrals for special education or Section 504. If at any time a teacher, staff member, administrator, or other appropriate person suspects that the student's difficulties severe enough and are attributable to a disability, that student should be referred for a Section 504 evaluation.

#### BEHAVIOR INTERVENTION PLAN AND SUPPORT SERVICE FOR STUDENT SUCCESS

In order to assist students in positively participating in their individually appropriate educational programs, BACHS provides many supports and interventions for students who struggle with behavioral challenges. These allow for appropriate behavioral redirection and intervention should there be a need for such during the school day. In short BACHS has the following Behavioral Intervention Plan for students, one that can be adjusted toward providing a more restrictive environment if necessary and deemed appropriate for individual students given the manifestations of behavior that run counter to their successful participation in meeting the goals of their IEP or in attaining the credits necessary to graduate. BACHS makes available this Behavioral Intervention Plan for all students upon enrollment and upon signing the handbook agreement form. Parents or students desiring heightened interventions should make a request for such through their special education teacher consultant or school administrator. Staff will intervene for behaviors as follows:

Step 1: Encourage positive behavior

Step 2: Conduct a classroom integrity check and if necessary, redirect to alternative behaviors through a start-up command, as opposed to a shut-down command, if possible

Step 3: Give the student space and time to redirect unless the behavior is endangering other students.

Step 4: Allow the student time to refocus with the goal to have student back in class in less than 10 minutes

Step 5: Office referral to Superintendent or his/her Designee for conference and further behavioral clarification and redirection. Special education staff may be utilized for support here as well.

Step 6: Study support time or behavioral time out in Student Support Center or Office Area with options to meet with teachers or special education providers and complete assignments

Step 7: Short term suspension for reflection and goal setting

Step 8: Exclusion from regularly scheduled classes or from factors that negatively impact ability to hold oneself together with continuation of a free and appropriate public education without necessarily needing a change of placement.

4. Superintendent reserves the right to proceed directly from lower steps to much higher steps without incrementally visiting each along the way if the behavior merits such as an interference with the safe and orderly function of the school.

#### DISCIPLINARY PRACTICES FOR STUDENTS WITH DISABILITIES

It is the intent of the Board of Directors of Bay-Arenac Community High School to provide a free and appropriate education to students with disabilities. The Board also supports the vision of the Michigan Department of Education's Universal Education Vision Statement, which states, "Every individual's success is important to our society. Each person deserves and needs a concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. Universal education removes barriers, provides flexible and responsive supports, and facilitates lifelong learning for all" (State Board of Education, October 2005).

Yet as per Michigan Law, the Bay-Arenac Community High School must develop and implement a student code of conduct and enforce all provisions of that code regarding misconduct. Codes of conduct apply to all students, although students with disabilities are afforded specific due process protections (MCL 380.1309). School personnel may consider any unique circumstance on a case-by-case basis when determining whether a change of placement is necessary for a child with a disability who violates the student code of conduct or whether some scheduling flexibility under the mosaic of educational delivery methods in a child's current placement is the most appropriate if that child violates the student code of conduct.

Bay-Arenac Community High School may remove a child with a disability who violates the student code of conduct for up to 10 school days without restriction as long as fair and appropriate due process procedures have been followed. Beyond that, the Bay-Arenac Community High School may remove a child with a disability who violates the student code of conduct beyond the initial ten days for additional removals in the same school year as long as those removals do not constitute a change of placement (i.e. a pattern of removal) Fed. Reg. p. 46715 (2006).

A Bay-Arenac Community High School student has been subjected to a series of removals that constitute a pattern if all three criteria below have been met:

1. A series of removals totals more than 10 school days;
2. A recurrence of substantially similar behavior in a series of removals subject to discipline ("substantially similar" is not defined by the Individuals with Disabilities in Education Act; local districts must analyze this on a case-by-case basis);
3. Such additional factors such as length of each removal, total time removed, and

proximity of removals to each other.

The school leader or designee shall to the best of his/her ability analyze days of suspension that exceed 10 days, with the criteria noted above. In doing so, he/she should confer with staff members, particularly with those staff members who constitute membership or potential membership in the student's IEP team, utilizing the criteria above so that the same criteria is used, albeit applied on a case-by-case basis, with all students and staff members who are participating and/or affected by those decisions. Those criteria may be augmented with other appropriate academic and/or behavioral assessment tools available to the Bay-Arenac Community High School Staff or that of the Bay Arenac ISD.

Documentation should be maintained of all circumstances as to whether or not the behavior in question represented a pattern of substantially similar behavior.

Excessive behaviors, noted as substantially similar behaviors that meet all criteria (1, 2, and 3) above, should be addressed with due diligence through the implementation of Manifestation Hearings to determine if the behavior in question could be a result of the student's special education disability and/or the result of the IEP's not being implemented properly. The Bay-Arenac ISD provides procedures, protocol, forms and appropriate parental/student safeguards in these circumstances.

#### SECTION 504 PROCEDURES

It is the intent of the district to provide additional guidelines for the implementation of Section 504 policy, including (1) initial intervention discussions (2) evaluation (3) individual accommodation plan (4) monitoring of student progress (5) procedural safeguards (6) timeframes for evaluation, placements, and hearings and (7) grievance procedures.

*End 504 Board Policy*

#### CHILD-FIND SERVICES AND SPECIAL EDUCATION/504 PROCEDURES

Bay-Arenac Community High School makes all reasonable attempts to FIND CHILDREN (actually, in our case young adults or teens) with disabilities, so that appropriate services are provided. That's what we mean by "Child-Find Services." We do this, first of all, by asking during our orientation procedures if the students need any specialized services by our school, and of course, we examine all educational records from the sending district.

During the students' first few marking periods with us, we also keep watch on them closely and discuss those students who are having trouble in our weekly staff meetings. If records or observations indicate the need to do so, we hold either special education IEP's or 504 evaluation meetings. Parents are always invited to attend these meetings, and invitations are mailed to the 1<sup>st</sup> address registered with the school, along with a notice of parental rights. At the meetings – usually held in October or February—we



determine, first of all, if any impairments exist that would interfere with learning, then we design a program for that student with reasonable accommodations made for success in school.

School officials also may conduct a behavioral assessment and incorporate a behavioral management plan if the condition the student is experiencing affects behavior.

Each semester, staff members review the students' accommodation plans with the expressed intent on maintaining appropriate educational services to the student, and if needed, redesign the plans to hopefully ensure greater success. Parents and students are also invited to contact the school at any time they feel that a program should be modified or an accommodation needs to be considered.

New program plans are written annually for students, or on an as-needed basis.

#### *Parent Rights Under Section 504 & ADA*

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act provide service for students identified as having a disability as defined by the act, which substantially limits a major life activity. As parents, you have the following rights:

1. The right to be informed of your rights under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
2. The right for your child to have equal opportunities to participate in academic, nonacademic, and extra-curricular activities in your school.
3. The right to be notified about referral, evaluation, and programs for your child.
4. The right for your child to be evaluated fairly.
5. The right, if eligible for services under 504/ADA, for your child to receive accommodations, modifications, and related services that will meet his/her needs, as well as the needs of non-disabled students are met.
6. The right for your child to be educated with non-disabled peers as much as possible.
7. The right to an impartial hearing if you disagree with the school regarding your child's educational program.
8. The right to review and obtain copies of your child's school records.
9. The right to request attorney fees related to securing your rights under Section 504/ADA.
10. The right to request changes in the educational program of your child.

If you find that you are having difficulty with staff members meeting the educational needs or program modifications established and incorporated into your child's 504 program plan, the district grievance officer is Erin C. Sullivan, Superintendent. In the event that you seek a resolution of the issue and you wish to appeal the decision of the

grievance officer, Erin C. Sullivan will make available an impartial grievance officer who will render a decision on the issue under consideration.

#### PARENTS WITH DISABILITIES

Parents who themselves have disabilities (such as inability to comprehend the written language, visual impairments, hearing impairments, or other conditions that would prevent them from performing in a parental role with respect to school issues) will be provided all reasonable and appropriate support services so that they can, to the best of their ability, help direct and support the educational programs of their children.

#### STUDENTS WITH SPECIAL MEDICAL NEEDS

Students who have special medical needs, such as wheelchair accessibility, respirator availability, visual aide needs, or other such accommodations, should contact Superintendent Erin C. Sullivan so that the school can be aware of medically fragile conditions and design a program to best meet the student's needs, given their rights to free and appropriate public education in the least restrictive environment. We are here to help! Please make us aware of any conditions that require intervention, special attention, or treatment.

### **STUDENT DISCIPLINE**

The Board of Directors acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students.

The Board of Directors is continually concerned about the safety and welfare of school students and staff and, therefore, will not tolerate behavior that creates an unsafe environment or a threat of safety.

The Board of Directors believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions. Therefore, each student of this school is required to adhere to the Code of Conduct stated in the Student Handbook and all relevant paperwork filled out upon admission, as well as any other standards of conduct promulgated by the administration, that are set forth with the expressed intent of maintaining a safe, orderly school environment where teaching and learning can proceed uninterrupted and uninhibited. Furthermore, each student is required to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules require that students:

1. Conform to reasonable standards of socially acceptable behavior;
2. Respect the person and property of others;
3. Preserve the degree of order necessary to the educational program in which they are engaged;
4. Respect the rights of others;

5. Maintain the school's zero-tolerance environment with respect to all physical confrontations, physical force or violence, or sexual harassment of any nature, whether physical or verbal. Zero tolerance has been held as "sacred" for the effective functioning of our educational program;
6. Follow and adhere to the appropriate avenues of conflict resolution, as it is a part of the entire education and violence prevention program;
7. Obey constituted authority and respond to those who hold that authority.

The School Leader/Superintendent ("Superintendent") is responsible for promulgating administrative guidelines for student conduct which carry out the purposes of this policy and:

1. Are not arbitrary but bear a reasonable relationship to a school environment conducive to learning;
2. Do not discriminate among students;
3. Do not demean students;
4. Do not violate any individual rights constitutionally guaranteed to students in an "In-Loco Parentis" setting.

The Superintendent is responsible for designating sanctions, excluding corporal punishment, for the infractions of rules, which:

1. Relate in kind and degree to the infraction;
1. Help the student learn to take responsibility for his/her actions;
2. Are directed, where possible, to reduce the effects of any harm caused by the student's misconduct.
3. Are subject to the appeal procedure set forth in this handbook.

IMPOSITION OF DISCIPLINE: Subject to the appeal procedure of the building administrator's decision set forth in this policy, the school Superintendent services/serves as the Board of Directors' designee, and is responsible for imposing the disciplinary sanctions as provided herein Consistent with Michigan School Code as amended. Subject to the appeal process, and in all instances of expulsion, the Superintendent will include a presentation of facts and circumstances at the next regularly scheduled Board of Directors Meeting, or if requested, to the Board for review at a special meeting scheduled to conduct the review.

The Superintendent shall publish and provide to all students and their parents or legal guardians: 1) the school's rules regarding student conduct, 2) the sanctions which may be imposed for breaching those rules, and 3) the due process procedures that will be followed in administering the Code of Conduct.

#### Powers and Duties

1. Teachers and other employees of the School Board having authority over students, the authority to take such means as may be necessary to control the disorderly conduct of students in all places where such students are within the

- jurisdiction of the School Board and/or when such conduct interferes with the educational program of the school or threatens the health and safety of others.
2. The Superintendent and/or designee have the authority to assign discipline to students, subject to school administrative guidelines and the student's due process right to notice, hearing, and appeal.

Prohibited Conduct:

Conduct that a student is prohibited from engaging in on school grounds includes, BUT IS NOT LIMITED TO THE FOLLOWING:

1. Physically assaulting another student;
  2. Verbally assaulting school employees, volunteers, or contractors;
  3. Physically assaulting school employees, volunteers, or contractors;
  4. Possessing a dangerous weapon;
  5. Committing arson;
  6. Committing criminal sexual conduct;
  7. Committing a gross misdemeanor;
  8. Engaging in persistent disobedience;
  9. Making bomb threats; and
1. Possession and/or use of drugs, alcohol, and all illicit substances.
  2. Prohibited conduct elsewhere delineated in this Student Handbook.

Due Process

The Board of Directors recognizes that exclusion from the school's educational programs, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student and one that cannot be imposed without due process since exclusion deprives a child of the right to an education.

The Board of Directors recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the school's disciplinary procedures. Therefore, to better ensure that appropriate due process is provided a student, the Board of Directors has established the following guidelines:

1. **Student subject to short-term suspension** - The Assistant to the Superintendent (or school administrator) must give the student both oral and written notice advising of the student's violation of the school's policy. The written notice must be mailed to the student's address. An informal hearing with the Assistant Superintendent (or school administrator) shall be held, if requested by the student, parent/legal guardian.
2. **Student subject to an exclusion that exceeds ten days, including permanent expulsion** - The Assistant to the Superintendent must give the student, and/or his or her parents or legal guardian, both oral and written notice of the student's violation of the school's policy. The written notice shall be mailed to the student and parent or legal guardian within five (5) school days of the onset of the suspension or

expulsion. The notice shall state the nature of the student's violation, the Administrator's recommendation to exclude and/or permanently expel the student, and the student's opportunity to appear before the Assistant to the Superintendent who shall serve as the Formal Hearing Officer/Investigating Building Administrator. Upon their request, the Assistant to the Superintendent shall provide the student and/or his or her parent or legal guardian with a brief description of the student's rights, details of the hearing procedure, and a summary of the facts under consideration. Notice of Rights Form – attached)

3. **Hearing** - The Assistant to the Superintendent ("Assistant") serves as the Formal Hearing Officer/Investigating Building Administrator if a student violates this policy. As such, the Assistant conducts the factual hearing and, thereafter, submits to the Superintendent and the Board his or her written recommendation for discipline as authorized by Section 380.1311(1) of the Michigan School Code. This recommendation may include a short-term suspension, long-term suspension, expulsion, or permanent suspension.
4. **Imposition of Discipline** – Subject to the appeal procedure of the Hearing Officer's decision as set forth in this policy, the school's Superintendent serves as the Board of Director's Designee in the event of an appeal and is responsible for final imposition of the disciplinary sanctions as provided herein, Section 1311a(2). If there is an appeal to the Superintendent for instances of permanent expulsion, the Superintendent will include a presentation of the facts and circumstances at the next regularly scheduled Board of Directors meeting, or at a special meeting scheduled to conduct that particular item of business. Review by the Board will be limited to review of whether the Superintendent decision regarding expulsion is consistent with law and Board Policy

The Superintendent has established procedures to ensure that all members of the staff use the above guidelines when dealing with students. In addition, the statement of due process rights shall be placed in Student Handbooks and shall be made available to student, parents, and members of the public upon request.

The Superintendent shall develop administrative guidelines to implement this policy which shall include:

1. Strategies for providing special assistance to students who are in danger of losing credit and/or timely graduation opportunities, when they have been found to be in violation of our policies on physical assault, verbal assault, or harassment or the defined conduct, and have thus been expelled but truly desire to work toward more socially acceptable behavior and wish to return to school at the next available semester;
2. Strategies for providing special needs students with appropriate off-campus educational opportunities, with academic credit and educational services still being made available when these students are subject to suspension and/or expulsion;
3. Procedures that ensure due process;

4. Provisions for make-up work at home, when appropriate, for all students who are subject to suspension and/or expulsion.
5. Provisions to ensure review to determine if there is any basis to determine whether the student may be handicapped, in accordance with state and federal law. Section Code, Section 380.1311.

Penalties Imposed for Selected, Serious Violations of School Policy  
(Not All-Encompassing)

1. **Verbal assault against school employees, volunteers, or contractors** -The Superintendent shall expel the student for up to 180 school days.
2. **Physical Assault against student** - The Superintendent shall suspend or expel the student for up to 180 school days.
3. **Physical Assault against school employees, volunteers, or contractors** -The Superintendent shall expel the student permanently.
  - a. The Superintendent shall note the permanent expulsion in the student's permanent record.
  - b. The Superintendent may provide appropriate instruction at home for the expelled student. The expelled student shall be physically separated at all times during the school day from the general student population.
  - c. Within three days after the expulsion, the Superintendent shall refer the student to the appropriate county department of social services or county community mental health agency and notify the student's parents, legal guardian or, in the case of an adult student or emancipated minor, notify the student of the referral.
4. **Arson on school grounds**- The Superintendent shall expel the student from the school district permanently.
5. **Criminal Sexual Conduct on school grounds** - The Superintendent shall expel the student from the school district permanently.
6. **Gross Misdemeanor or Persistent Disobedience** - The Superintendent may suspend or expel the student if, in the judgment of the Superintendent or its designee, the interest of the school would be served.
7. **Bomb Threat** - The Superintendent shall expel the student for up to 180 school days.
8. **Possession of Dangerous Weapon** - The Superintendent is required to expel the student permanently.
  - a. If a dangerous weapon is found in the possession of a student, the Superintendent or his or her designee shall immediately report that finding to the student's parents or legal guardian and the local law enforcement agency.
  - b. The school official shall either confiscate and give the dangerous weapon to the local law enforcement agency, or shall request that the law enforcement agency confiscate the weapon.

**Exception to Expulsion for possession of dangerous weapon** - The Superintendent may not expel the student if the student establishes by a clear and convincing manner at least one of the following:

- a. The object or instrument was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- b. The weapon was not knowingly possessed by the student;
- c. The student did not know or have reason to know that the object or instrument possessed constituted a dangerous weapon.
- d. The weapon was possessed by the student at the suggestion, request, or direction of, or with the expressed permission of a school administrator or the police.

The School may provide appropriate instruction at home for a student expelled for possession of a weapon, arson, and criminal sexual conduct. Expelled students shall be physically separated at all times during the school day from the general student population. The Superintendent shall ensure that the expulsion for possession of a weapon, arson, and criminal sexual conduct is duly noted in the student's permanent record. The Superintendent shall also refer the student to the Family Intervention/Independence Agency or Mental Health Department within three (3) school days after the expulsion and shall inform the student's parents or legal guardian, or the adult or emancipated student, of the referral. In compliance with Federal law, the Superintendent shall also refer any student expelled for possession of a dangerous weapon to the criminal justice or juvenile delinquency system serving the school.

#### Appeal

The Building Administrator's hearing decision regarding either long-term suspension or expulsion may be appealed to the Superintendent who serves as the Designee of the School Board. The Superintendent may act as final decision maker regarding the facts of the matter; however, the Superintendent may also refer the matter to the entire Board of Directors who may place the matter on their agenda at their next regular board meeting, unless an expedited review is appropriate. The Board may designate a committee to review the decision of the Superintendent.

#### Definitions

1. **At school means** in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises or held during regular school hours.
2. **Physical Assault means** intentionally causing or attempting to cause physical harm to another through force or violence per Section 1310(3) (b).
1. **Suspension means** the short-term [not more than ten (10) days] exclusion of a student from a regular school program.
2. **Expulsion means** the exclusion of a student for a designated period exceeding ten (10) days, or the permanent exclusion of a student from this school.

3. **Criminal sexual conduct means** a violation of section 520b, 520c, 520d, 520e, or 520g of the Michigan penal code, 1931 PA 328, MCL 750.520b, 750.520c, 750.520d, 750.520e, and 750.520g.
4. **Dangerous weapon means** a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, or other device designed to or likely to inflict bodily harm, including air guns and explosives.
5. **Arson means** a felony violation of chapter X of the Michigan penal code, 1931 PA 328, MCL 750.71 to 750.80.
6. **Weapon free school zone means** that term as defined in section 237a of the Michigan Penal Code, 1931 PA 328, MCL 750.237a.
7. **Firearm means** any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of the explosive, any destructive device, and the definition contained in Section 921 of Title 18 of the United States Code, 18 U.S.C. Section 921. Such term does not include an antique firearm.

#### REINSTATEMENT

A student who has been expelled for possessing a dangerous weapon, arson, criminal sexual conduct, or physical assault against school employees, volunteers, or contractors may apply for reinstatement in accordance with the following guidelines or as may be amended by State law requirements.

1. Student enrolled in grades 6 or above at the time of expulsion - The parent, Legal guardian, adult student, or emancipated minor may initiate a petition for reinstatement at any time after the expiration of 150 school days after the date of expulsion but shall not be reinstated before the expiration of 180 school days after the expulsion.
2. Student enrolled in grades 6 or above at the time of expulsion for physical assault against school employees, volunteers, or contractors-The parent, legal guardian, adult student, or emancipated minor may initiate a petition for reinstatement at any time after the expiration of 150 school days after the expulsion. The student shall not be reinstated before the expiration of 180 school days after the date of expulsion.
3. The committee shall, within ten (10) school days after being appointed, review all pertinent information, and submit its recommendation to the School Board. The recommendation shall be for unconditional reinstatement, conditional reinstatement, or non-reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation of any conditions for reinstatement.

The recommendation shall be based on the following factors:

- a. The extent to which reinstatement would create a risk of harm to students or school personnel;



- b. The extent to which reinstatement would create a risk of school or individual liability for the School Board or school personnel;
- c. The age and maturity of the student;
- d. The student's school record before the expulsion incident;
- e. The student's attitude concerning the expulsion incident;
- f. The student's behavior since the expulsion and the prospects for remediation;
- g. If a parent or legal guardian filed the petition, the degree of cooperation and support the parent or legal guardian has provided and will provide if the student is reinstated, including, but not limited to parent or legal guardian receptiveness toward possible conditions placed on the reinstatement. Such conditions may include a written agreement by the student and/or parent or legal guardian who filed the petition to:
  - 1. Abide by a behavior contract, which may involve the student, his or her parents, and an outside agency;
  - 2. Participate in an anger management program or other counseling activities;
  - 3. Cooperate in processing and discussing periodic progress reviews;
  - 4. Meet other conditions deemed appropriate by the committee;
  - 5. Accept the consequences for not fulfilling the agreed-upon conditions.
- h. The committee may also allow the parent or legal guardian, adult student or emancipated minor to propose conditions as part of the request for reinstatement.
- i. The School Board shall make its decision no later than the next regularly scheduled School Board meeting following the committee's submission of its recommendations. The School Board's decision shall be final and not subject to appeal.
- j. In the event a student who has been permanently expelled from another school district requests admission to this school, the School Board, in making its decision, shall rely upon the recommendation of the Superintendent.
- k. The Superintendent shall ensure that School Board's policies and guidelines regarding a student's rights to due process are adhered to when dealing with a possible expulsion under this policy

## **NOTICE OF RIGHTS**

### **Formal Hearing Procedure: Long-Term Suspension and Expulsion**

The formal hearing provided for in Board Policy with the Assistant Superintendent/ Superintendent Designee shall be conducted in accordance with the following procedures:

- The right of the student to have counsel of their own choice present and to participate.

- The right of the student's parent(s)/guardian(s) to be present at the hearing.
- The right of the student and his/her counsel or advisor to hear or read a full report of testimony of witnesses against the student.
- The right of the student or his/her counsel to examine those witnesses who appear in person at the hearing.
- The right of the student to present his/her own witnesses.
- The right of the student to testify in his/her own behalf and give reasons for his/her conduct.
- A final decision shall be based on substantial evidence, and summarized in a written decision available to the Board.

#### Appeals to the Superintendent

Any student who has been suspended for a long-term or expelled may appeal the long-term suspension or expulsion to the Superintendent by filing a written notice of the appeal with the Board Secretary or Superintendent no later than 10 calendar days after receiving written notice. Such appeal shall be based upon the facts submitted at the formal hearing. The Superintendent shall determine if the proper procedure and process was followed, and whether the recommended discipline is consistent with Board Policy and adopted Rules.

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Individual rights of diversity and freedom of expression are valued quite highly at Community High School, and they relate to individual responsibilities and must be seen in relationship to the safety, health, and welfare of all students, staff, and babies in our school.

Expectations of student conduct are kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, so long as their conduct does not intrude upon the freedom of others. This especially applies to the freedom of fellow students to receive instruction. There must be a balance of freedom between individual freedom and the orderly operation of a classroom or school.

All students should recognize the consequences of their language, manners, and actions toward each other and school staff. Our students realize and understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a good learning environment.

Community High School Staff Members have pledged to treat students with respect, compassion, acceptance, understanding, and friendliness.

In many cases, student opinions on aspects of their educational programming and/or life challenges may be studied through the use of questionnaires and survey tools. Parents and guardians have the right to inspect and to offer opinions on the use of such survey tools upon request, within a reasonable time frame as determined by the superintendent.

## TEST OUT POLICY

*Michigan law provides opportunities for high school students to demonstrate content mastery of a particular course by successfully completing and scoring well on a single test or series of tests. These tests will be given each school year at the high school. Students are required to satisfy the Michigan Merit Curriculum (MMC). This legislation mandates that these students receive high school graduation credit for “testing out” of a course at a level of content mastery determined by the subject area department.*

### **Content Mastery**

There are two types of content mastery for testing out, Credit Recovery and Academic Advancement.

Both options require a score of **76%** and above. This score will demonstrate proficiency, and students will have fulfilled the requirement for course credit. High school graduation credit will be granted.

### **Test-Out Procedure and Deadlines**

- Test-outs will be offered two times per school year. (Note: The superintendent can make exceptions to this rule in extenuating circumstances.)
- Prior to testing out, students may request study guides for the class they wish to test out of.
- Students may create and use a 5” by 7” note card during testing out.
- Applications for testing out must be
  - Obtained from the counseling office
  - Completed by the student with the assistance of a counseling staff member
  - Returned to the high school counseling office
- Students who pass the mastery test will have their results recorded on their transcript as “CR” credit by the counseling office staff. **Classes that are tested out of will not compute in GPA.**

Testing out Public Act 335, School Code 1279b

THE LAW STATES: The board of a school district shall grant high school credit in any course to a pupil enrolled in high school, but who is not enrolled in the course, who has exhibited a reasonable level of mastery of the subject matter of the course by attaining a grade of not less than C+ in a final exam in the course, or if there is not a final exam, by exhibiting mastery through basic assessment used in the course which may consist of a portfolio, performance, paper, project, or presentation.

## **USE OF DISTRICT COMPUTER SYSTEM**

### **Board of Education Policy**

The Board of Education considers access to its computer systems, including the Internet, to be a powerful and valuable educational and research tool, and directs the use of computers and computer-related technology in district classrooms and buildings solely for the purpose of advancing and promoting learning and teaching.

The use of school computers, software, network resources and/or the Internet for non-educational purposes such as for profit activity, personal business or illegal activity is prohibited. The use of all district computer systems and the Internet is a privilege, not a right.

The district's computer systems are district property to which users are permitted access. All users should have no expectation of privacy.

The Board of Education, through the Superintendent of Schools, or his/her designee, shall establish regulations governing the use and security of the district's computer systems. All users of the district's computer systems shall comply with this policy and those regulations. Failure to comply may result in suspension of access to the district's computer systems and/or other appropriate penalties.

### **ACCEPTABLE USE AND CONDUCT**

1. Access to the Internet on the School District's computer network is provided solely for educational purposes and research. Use of the Internet is a privilege, not a right. Inappropriate use may result in suspension or revocation of that privilege.
2. Each individual in whose name an access account is issued (an "Account Holder") shall be responsible at all times for its proper use. All Account Holders will be issued a log-in name and password. Passwords may be changed periodically.
3. All Account Holders are expected to abide by the generally accepted standards of Internet etiquette. This includes being polite and using only appropriate language. Abusive or obscene language, vulgarities and swear words are all inappropriate.
4. Each individual seeking issuance by the School District of an access account must submit a signed Student Agreement and Waiver Form, as well as a Parent/Guardian Consent and Waiver Form. Signatories to these waiver forms agree to hold the School District harmless for materials acquired or contacts made on the School District's network or on the Internet.

### PROHIBITED ACTIVITY AND USES

The following is a list of prohibited activity concerning use of the Internet by Account Holders. Violation of any of these prohibitions may result in discipline or other appropriate penalty, including suspension or revocation of an Account Holder's access to the Internet.

1. Using the Internet for commercial activity, including advertising.
2. Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting, or making available any copyrighted software on the district computer network.
3. Using the Internet to receive, transmit, or make available to others obscene, offensive, or sexually explicit material, any information concerning illegal drugs or alcohol.
4. Using the Internet to receive, transmit or make available to others messages that are racist, sexist, abusive, obscene, threatening, or harassing to others.
5. Using another Account Holder's account or password.
6. Attempting to read, delete, copy or modify the electronic mail (e-mail) of other Account Holders and deliberately interfering with the ability of other Account Holders to send and/or receive e-mail.
7. Forging or attempting to forge e-mail messages.
8. Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy School District equipment or materials, data of another Account Holder or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the School District network.
9. Using the Internet to send anonymous messages or files.
10. Revealing the personal address, telephone number or other personal information of oneself or another person.
11. Using the Internet in a fashion inconsistent with directions from teachers and other staff and generally accepted Internet etiquette.

### NO PRIVACY GUARANTEE

Account Holders using any of the School District's computer network, including the Internet and E-mail, should not expect, nor does the School District guarantee, privacy for e-mail or any use of School District's computer network. The School District reserves the right to access and view any material stored on its equipment or any material used in conjunction with its computer network.

## SANCTIONS

1. All Account Holders using the School District's computer network and equipment are required to comply with the rules set forth in this policy. Failure to comply with the policy may result in disciplinary action as well as suspension and/or revocation of access privileges.
2. Illegal activities are strictly prohibited. Any information pertaining to or implicating illegal activity may be reported to the proper authorities. Transmission of any material in violation of any federal, state and/or local law or regulation is prohibited. This includes, but is not limited to, materials protected by copyright, or threatening or obscene material. Account Holders must respect all intellectual and property rights laws.

## THE SCHOOL DISTRICT'S RESPONSIBILITIES

1. The School District makes no warranties of any kind, either express or implied, for the access being provided. Further, the School District assumes no responsibility for the quality, availability, accuracy, nature or reliability of the material provided on the Internet. Account Holders use information at their own risk.
2. The School District will not be responsible for any damages suffered by any Account Holder resulting from use of the Internet. The School District will not be responsible for unauthorized financial obligations resulting from use of the Internet.
3. The School District may use technical or manual means to regulate access and information on the Internet, but these methods do not provide a foolproof means of enforcing the School District's Acceptable Use Agreement. Each Account Holder will be responsible for abiding by the guidelines set forth herein.

Nothing herein shall be construed to infringe upon or impair any constitutional rights of Account Holders.

**BAY-ARENAC COMMUNITY HIGH SCHOOL  
CREED**

As the students of  
Bay-Arenac Community High School,  
we are respectful to ourselves,  
others, and the community.  
We will mind our manners and  
do what we know is right.  
Bullying is not acceptable.  
We will strive to do our best and  
work toward graduation.  
We believe that we will achieve  
all our goals and  
become a great success.  
We believe in change for the better.