Mount Clemens Community Schools

Parent-Student Handbook

2018-2019

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Mount Clemens Middle School
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Mount Clemens High School
155 Cass Avenue
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Joe Gibson, Principal

The mission of Mount Clemens Community Schools is to teach ALL students so that they achieve beyond expectations and meet the challenges of a divers and rapidly changing world.

This entire handbook can be accessed from the school website at http://www.mtcps.org

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Student Handbook 2018-2019

Mount Clemens Community Schools

The Mount Clemens Community Schools' Board of Education

A seven-member board establishes policies of the Mount Clemens Public Schools.

Board members can be contacted through their email addresses, which can be found on the website: www.mtcps.org

Earl C. Rickman, III
President

Dr. David McFadden
Vice President

Christina Escalante
Secretary

Jeanine Walker
Treasurer

Ed Bruley
Trustee

Jason Monk
Trustee

Glenn Voorhess
Trustee

Teresa Davis
Superintendent

State laws, State Board of Education Bylaws, and Mount Clemens Community Schools Board of Education Policies and Regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.

Introduction

The Board of Education takes very seriously its responsibility to provide a safe and secure environment for the students and staff entrusted to its care. A respectful atmosphere is critical to the education process. The Board of Education adopted this Student Handbook to provide the standards and structure necessary to foster that safe educational environment in which students can learn as they mature mentally, physically, emotionally and socially. The following principles were used to develop the Student Handbook:

1. The Handbook provides the order necessary for learning. Lack of order interferes with the focus on education. However, the Handbook should not restrict creativity or the excitement of learning.
2. The Handbook protects students and parent rights while also acknowledging their responsibilities to be good citizens.
3. The Handbook includes guidelines for addressing problem behaviors (see Pages 21-30) before they become severe. The Code does not just focus on resolving extreme student misconduct problems.
4. The process is built on mutual teacher-principal-student-parent respect. The process does not compromise individual dignity.
5. Parents are responsible for the conduct of their students and must be involved in solving student problems. Students who have reached the age of 18 may elect to be responsible for their own conduct.
6. This Handbook considers the importance of restorative justice principles and practices and Positive Behavior Intervention Supports as a framework for addressing negative behaviors and promoting positive school culture and climate.

Throughout this Handbook, the Term:

- "Parent" shall be interpreted to include "parent or legal guardian."
- "Principal" shall be interpreted to include "the principal or designee."
- "Teacher" shall be interpreted to include "teacher, building substitute, long-term substitute or teacher intern."

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and to inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent and fair strategies will be implemented in every classroom and every school. The Handbook is available online at http://www.mtcps.org/. If you have any questions regarding this handbook, please contact your student's main office or Principal.

The mission of Mount Clemens Community Schools is to teach ALL students so that they achieve beyond expectations and meet the challenges of a divers and rapidly changing world.

Key Personnel Contact Information

Building Information	Staff/Email	Email	Phone/Fax
M.L King Academy *Preschool:* *GSRP, POHI, ECSE*	**Stacy Tomlingson** **Principal**	tomlingsons@mtcps.org	Phone – 586-461-3100 Fax – 586-469-7006
	Chantel Nelson Secretary	nelsonc@mtcps.org	
Seminole Academy *DK – 5th grade*	**Ann McCormick** **Principal**	mccormicka@mtcps.org	Phone – 586-461-3900 Fax – 586-469-7027
	Judy Graham Secretary	grahamj@mtcps.org	
	Beth Vasquez Attendance/Discipline Clerk	vasqueze@mtcps.org	
Mount Clemens Middle School *6th – 8th grade*	**Joe Gibson** **Principal**	gibsonj@mtcps.org	Phone – 586-461-3100 Fax – 586-469-7058
	Ayana Jackson Secretary	jacksona@mtcps.org	
Mount Clemens High School *9th-12th grade*	**Joe Gibson** **Principal**	gibsonj@mtcps.org	Phone – 586-461-3100 Fax – 586-469-7058
	Natalie Porter Secretary	portern@mtcps.org	
	Tom Hannah Accountability Officer	hannaht@mtcps.org	Phone – 586-461-3431
	Dawnte Hannah Athletic Director	hannahd@mtcps.org	Phone – 586-461-3784
Central Office **167 Cass Avenue** **Mt. Clemens, MI** **48043**	**Teresa Davis** **Superintendent**	davist@mtcps.org	Phone – 586-461-3775
	Joy Metz Assistant to the Superintendent	metzj@mtcps.org	
	Elizabeth Jensen Director of Curriculum and Instruction	jensene@mtcps.org	Phone – 586-461-3763
	Sarah Mohler, Director of Data and Testing	mohlers@mtcps.org	Phone – 586-461-3737
	Stacy Tomlingson, Director of Special Education	tomlingsons@mtcps.org	Phone – 586-461-3102
	Robin Samuel Director of Technology/Facilities	samuelr@mtcps.org	Phone – 586-461-3730
	Charla Oakes Director of Food Services	oakesc@mcps.org	Phone – 586-461-3741
	Bob Taylor Director of School Safety	taylorr@mtcps.org	Phone – 586-461-3435
	Accountant		
	Kelley Metter Business Office Assistant	metterk@mtcps.org	Phone – 586-461-3764

ANTI-DISCRIMINATION STATEMENT

Applicants for admission and employment, students, parents and employees are hereby notified that the Mount Clemens Community School District does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, gender, sexual orientation, marital status or disability in its programs and activities. The Board of Education has designated the following compliance officers to administer the several statutes and implement regulations enforced by the Office of Civil Rights or the United States Department of Education. All inquiries concerning the school district's implementation of its nondiscrimination policy may be referred to the appropriate compliance officer as listed below: Sarah Mohler – Title VI and Title IX or Stacy Tomlingson – Section 504 / Americans with Disabilities Act (students, prospective students, employees and applicants for employment)

Student Rights and Responsibilities
Mount Clemens Community Schools

Student Rights

Board Policy 5780 - STUDENT/PARENT RIGHTS

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. The District shall, at the same time, guarantee that no student is deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant to the rights guaranteed to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education. Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with school rules. Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the Superintendent.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats (such as materials accessible through the Internet). Instructional material does not include academic tests or academic assessments.
The Superintendent shall, in consultation with parents, develop a procedure addressing the rights of parents and procedures to assure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A and Form 9130 F3.
This policy shall not supersede any rights under the Family Educational Rights and Privacy Act.
20 U.S.C. 1232h

For additional information, Mount Clemens Community School's policies are available on the school system's website at http://www.neola.com/mtclemens-mi/search/policies/po5000.htm

Student Expected Behaviors
Mount Clemens Community Schools

The Mount Clemens Community Schools expects students to behave 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 school rules and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies. Students in an effective learning community are expected to demonstrate the following character traits: **responsibility**, **respect**, **trust**, **citizenship**, and **caring**.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what one is expected to do.
Respect is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people.
Trust is built by keeping promises, telling the truth, being reliable, practicing good academic integrity, and building a good reputation.
Citizenship has to do with making your school and community a better place, obeying the laws and rules, and respecting authority.
Caring is displayed by showing concern for the well-being of others around you.

This Handbook seeks to ensure that the following citizenship rules are followed:

1. Students will attend school every day and be on time prepared to learn,
2. Students will demonstrate common courtesy, friendliness and respect to both other students and adults,
3. Students will act at all times in a manner that reflects pride in themselves, their family and in the school,
4. Students will respect others' ideas, beliefs and cultures with an open mind and polite attention,
5. Students will use appropriate and respectful language or gestures when addressing other students and adults,
6. Students will be cooperative, attentive and supportive in class and in the halls,
7. Students will help to maintain a school environment that is safe, friendly and productive,
8. Students will identify themselves to school personnel upon request,
9. Students will bring only the supplies needed for school.

Attendance Policy and Regulation

The Board of Education believes that attendance is a key factor in student achievement and that any absences from school represent an educational loss to the student. Regular and punctual patterns of attendance shall be expected of each student enrolled in Mount Clemens Community School District.

While it is recognized that absence from school is necessary under certain conditions, every effort should be made by students, parents/guardians, teachers and administrators to keep absences and tardies to a minimum.

Student attendance at school is basically the responsibility of the parent/guardian and student. In order for parents/guardians to fulfill their responsibility, the school must keep them informed of student absences and attendance patterns.

An adequate and comprehensive system of attendance records shall be maintained for each student. Each teacher is responsible for accurate reporting of daily attendance. The principal shall be accountable for ensuring the accuracy of all attendance records for his/her building.

Absences, even though verified by the parent/guardian, which are excessive and/or interfere with the student's educational program, will be investigated by the school district personnel, and may not necessarily be counted as excused.

All students shall have the opportunity to make up schoolwork missed due to absences. However, it shall be the student's responsibility to secure the assignments and return it within the time agreed upon with each teacher.

Student Attendance and Tardy

Students are expected to be in school on time every day. A significant lesson to be learned in school is the importance of regular attendance. Learning is taking place each day in class. These learning experiences can never be duplicated. When a student is not in attendance, he/she is missing a valuable portion of his/her education. **If your child is not in attendance during the school day for illness or suspension, they will not be permitted to attend after-school events (including clubs and parent night activities).**

REPORT CARD ATTENDANCE CODES

***ABS** DAYS ABSENT*
(TO INCLUDE EXCUSED AND UNEXCUSED)
***TDY** TIMES TARDY*

A K-12 students is considered absent when they miss half of: the AM/PM session (K-5) or class period (6-12). A student is tardy when he/she misses up to 10 minutes of a session or class period. The student is considered Arrived Late (AL) when they arrive after 10 minutes from the start of the class period. Students who leave a class period prior to the scheduled end time and do not return will be considered (leave early - LE).

Attendance Procedures for Grades K-12

Best practice in addressing truancy (chronic unexcused absences) as well as habitual late arrivals and early dismissals are to utilize a wellness approach of early identification, intervention, and referral to support programs. The use of a school-level team to address early intervention is the core component of the Mount Clemens Community Schools Truancy Intervention Program.

An unexcused student absence occurs when a student misses 50% or more of class periods in an AM or PM session (grades K-5) or day (grades 6-12).

Parents/ legal guardians will be responsible for contacting the school office if the student will be absent. Results of the contact will be noted on the official attendance record. School personnel will contact the home of the parent/legal guardian have not called to verify the reason for the student's absence(s). Results of that contact will be noted on the official attendance record. If a student demonstrates a pattern of chronic unexcused absences, Mount Clemens Community Schools acknowledges it will take the following steps to ensure all students are at school every day, ready and on-time:

Level I Intervention: Parent/Guardian Early Intervention Phone Calls
If a student misses more than 2 days per month, OR a student has cumulative absences greater than the numbers below

September	2 days	December	7 days	March	12 days
October	4 days	January	9 days	April	14 days
November	6 days	February	10 days	May	16 days

- A call list will be created by the Administrative Assistants at the start of each week using PowerSchool attendance and late arrival (1st period absences at the middle and high school/half day at the elementary school) reports.
- School personnel will contact the home within 1-2 school days.
- The student or their sibling (if available) will be required to give updated parent/guardian contact information as needed.
- If phone call goes unanswered, a letter will be mailed out within 1-2 school days
- DHHS Pathways to Potential representatives will work as part of the Truancy Intervention Team and support the Leveled Interventions outlined in this document.

Level II Intervention: Truancy Intervention Plan
If student continues to have unexcused absences (see chart above),

- They will be added to "Students in Need of Early Intervention" list to be discussed by Truancy Intervention Team at next scheduled meeting.
- The Team will conduct analysis of targeted "Students in Need of Early Intervention" to determine possible core causes of truancy or late arrivals; conference with students and/or parent/guardian as needed.
- The Team will work collaboratively with school staff, students, parent/guardian, and community partners to discuss, develop, and implement a Truancy Intervention Plan (using TIP form) designed to resolve identified causes of truancy or late arrivals.
- Resolutions should include academic and/or behavioral interventions from school's MTSS program.

Level II Continued:

- A designated member of the Team will meet with and review the Truancy Intervention Plan with the student and both will sign. Team member will also call parent/guardian and discuss the Plan.
- Copies of the Plan will be given to student and sent to parent/guardian. Copies will also be placed in Truancy Intervention Team and student's record folders.
- A Team member will be strategically assigned to follow up weekly with the student (and their parent/guardian as needed) and provide support/advice as needed.
- A student in grades 6-12 may have their schedule changed to reflect elective classes during the time of chronic absent/tardy behavior and core content during the time of attendance.

Level III Intervention: Truancy Intervention Plan Review with Parent/Guardian

If student continues to have unexcused absences (using the chart above),

- Truancy Intervention Team will host mandatory face-to-face on-campus meeting to review Truancy Intervention Plan with assigned/available members of Truancy Intervention Team, student, and parent/guardian.
- Revisions to Plan will be discussed, agreed upon, and implemented based on Team, student, and parent/guardian feedback.
- At the conclusion of the review meeting, Team member, student, and parent/guardian must all sign revised Truancy Intervention Plan.
- Copies of the revised Plan will be given to student and parent/guardian. Copies will also be placed in Truancy Intervention Team and student's record folders.
- A Team member will be strategically assigned to follow up weekly with the student (and their parent/guardian as needed) and provide support/guidance as needed.
- At the Elementary School the student depending on his/her age may or may not be a part of the plan. K-2 students will not be involved, 3-5 will be involved if the team comes to the conclusion that the absences are at least partially attributed to the students' attitude.

Level IV Intervention: Referral to MISD Truancy Office

If student continues to have unexcused absences (see chart above) and the Truancy Intervention Team determines that the parent/guardian is not actively supporting the revised Truancy Intervention Plan,

- A designated member of the Truancy Intervention Team will initiate a referral to the Macomb ISD Truancy Office.
- Authority for legal actions to be taken is provided by Michigan Compulsory School Attendance Act beginning with Section 1561 of the Revised School Code (MCL 380.1561). According to the MISD Truancy Office, "when a student has excessive attendance issues that remain unresolved, schools will contact an attendance officer (an officer of the court) for legal resolution. In that case, you may receive a petition/warrant and be brought before the court. Based on the outcome of the hearing, a parent found neglectful could be arrested/jailed or the child could be removed from the home. If you have done everything you possibly can to encourage attendance but the child is not responding and is intentionally truant from school (skipping), charges can be brought against the student to be handled by the juvenile court. The student could be placed on probation or end up in the Juvenile Justice Center."

Arrival / Dismissal Procedures K-5

ARRIVAL PROCEDURES

Car riders and walkers exit cars in parking lot near flagpole, and walk to grade level doors. Gym Door (Left Entrance) – 2nd and 3rd graders and CI students. Front Door (Middle Entrance) – Kindergarten and 1st graders. Side Door (Right Entrance) – POHI, and 4th and 5th graders. Doors open at 8:45. The school bell rings at 8:50. We want all students to be in their rooms by 9:00 ready to begin school. **Students who get to their classrooms at 9:00 or later are considered late, they will need to get a tardy pass from the main office, after being signed-in by their parent/guardian and will be marked tardy.**

DISMISSAL PROCEDURES

All walkers, car riders and bus riders will be dismissed at the same time. Teachers will walk students out to the buses first and will then take walkers and car riders to the flagpole for a timely pick-up. **All students that leave school two hours before the day is up will receive an afternoon tardy.** For students going to medical appointments – please bring in the doctor's note to excuse the tardy.

If your child is not going home in their usual manner, please be sure to notify the office at least 30 minutes in advance, so we can add the message to our "End-of-Day" announcements.

For the safety of everyone, car riders must cross at designated walkways. Please exercise patience during dismissal so that all students may exit school in a safe and orderly manner. Students will have to cross without the aid of a crossing guard, so please do not double park and watch for students crossing.

Please **do not** leave your car unattended in the bus lane or a restricted parking area during arrival and dismissal as it prohibits the buses from entering/exiting safely.

EARLY DISMISSALS (Scheduled and Unscheduled)

When children are dismissed on a half-day schedule, it is important for them to know what they are to do. Please tell your child their procedure for the end of the day. If they are riding home with someone different, this must be on a note, and sent into the school prior to the half day. The name of this person must also be on the emergency card that is kept in the main office. If your child walks or rides the bus. Please tell your child where s/he is to go if you will not be home (neighbor's house, etc). You should also practice this plan with your child, as it will ensure their safety when s/he returns home earlier than usual. Phone messages will be sent as a reminder for upcoming closings or half days.

Arrival / Dismissal Procedures 6-12

ARRIVAL PROCEDURES

At Mount Clemens Middle/High School students are expected to arrive to class on time with their required materials and assignments ready to learn. Accordingly, we have established the following attendance guidelines:

1. Any student in the hallway during class time must have a staff-assigned pass or possibly be penalized for skipping class.
2. Students are not allowed out of classrooms during the first ten minutes or last ten minutes.
3. Any student who is late to school must report to the security desk or main office to receive a pass to class.

4. Any student who is 30+ minutes late to a class without staff authorization will be marked absent to that class.
5. Any student who is absent more than 10 times in any particular class will be referred to the Macomb County Attendance Officer and DHHS. Student/student's parent(s) or guardian(s) will face possible ordinance violation, fines, loss of benefits, and/or further punishment.
6. Random hall sweeps will still be performed regularly by our Accountability Officer (or his designee) as our primary deterrent to student tardiness.

A student is considered tardy for class if he or she is not through the doorway of their assigned classroom when the tardy bell stops ringing. Teachers will record all student tardies to their respective classes in Power School. School administration will monitor and assign consequences as described below.

The following consequences EXCLUDE 1st period tardies, although teachers will record 1st period tardies in Power School*:

Class tardies will result in a verbal warning and possible parent/guardian contact from teacher. Parent/guardian will be notified via Intouch Automated Messaging.

Any student caught tardy in an official hall sweep will be sent by our Accountability Officer (or his designee) to their respective Main Office Administrative Assistant (with written Administrative Referral) and assigned to one mandatory After-school Administrative Detention with our Academic Intervention Officer (or his designee). Parent/guardian will be immediately notified of assigned detention by the Main Office via phone call.

*Students experiencing chronic 1st period tardies will be referred to our DHHS/Pathways to Potential representative in order to identify and determine a solution to possible family-related circumstances causing the student's chronic tardiness. Parent/guardian will be notified. The MISD Attendance Office may also be notified to assist the family and enforce truancy-related guidelines for the state of Michigan. Both agencies will have access to student attendance data via Power School.

DISMISSAL PROCEDURES

All walkers, car riders, and bus riders will be dismissed at the same time. **Unless there is an emergency situation, we will be unable to dismiss students from the main office between 1:44 and 2:14pm.**

Please exercise patience and attentiveness during dismissal so that all students may exit school in a safe and orderly manner.

Please **do not** leave your car unattended in the bus lane or a restricted parking area during arrival and dismissal as it prohibits the buses from entering/exiting safely.

Bus Transportation Expectations

1. Students are to arrive at their bus stop 10 minutes before the bus is scheduled to arrive.
2. Student must wait in a designated place of safety as directed by the bus driver.
3. While at the bus stop and on the bus, students are to behave and conduct themselves in accordance with the Student Behavior Standards for Mount Clemens Community Schools.
    a. Students must observe classroom-like conduct and obey the driver promptly and respectfully. Disrespectful, insubordinate, and rude behavior is not acceptable.
    b. Students must not use profane language.
    c. Student must refrain from chewing gun, eating or drinking, except as required for medical reasons.
    d. Students must not have tobacco, alcohol or drugs in their possession on the bus.
4. Students must board the bus and go directly to their seats, keeping aisles and exits clear.
5. Students must not throw or pass objects on, from, or into the bus.
6. Students must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise. Pre-School and kindergarten students will not be discharged from the bus stop unless an adult is present to receive them. The driver shall return the student to school, and the student's parent(s) will be contacted, and where the Building Principal deems it necessary, the police may be contacted.
7. Students must not put head, arms, or other body parts out of the bus windows.
8. Items, such as but not limited to animals, aerosol cans, glass, firearms, ammunition, weapons, matches, lighters, laser pointers, explosives, or other dangerous materials or objects are prohibited on the school bus.
9. Students must be silent at railroad tracks until the crossing is complete.

<table>
<tr><th colspan="4">Consequences for Violations Related to Transportation
for all students include, but are not limited to:</th></tr>
<tr><th>1st Offense</th><th>2nd Offense</th><th>3rd Offense</th><th>4th Offense</th></tr>
<tr><td rowspan="2">Parent Conference required
Appropriate Action required
Student Conference
Seat change on bus
Bus or School Suspension commensurate with offense
Code of Student Conduct implemented as appropriate</td><td>Bus Suspension required
(up to five days)</td><td>Bus Suspension required
(six to 10 days)</td><td>Bus Suspension required
(remainder of the year)</td></tr>
<tr><td colspan="3">Appropriate Action Required
Additional Bus or School Suspension commensurate with offense
Implement Code of Student Conduct as Appropriate</td></tr>
</table>

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.

Dress Code Expectations

Students, together with their parents, have the responsibility to dress and groom themselves in a manner appropriate for school. Apparel worn in school shall be neat and clean. To maintain a healthy, safe and orderly environment, footwear must be worn. Footwear which may present a safety hazard to students, such as footwear with wheels, is prohibited. Outerwear such as coats, hats or headgear (other than for religious or medical reasons), jackets and non-prescription sunglasses shall not be worn once a student is in the school building.

Attire which is revealing, vulgar, or depicts profanity, illegal activities or substances (i.e. alcohol, drugs, tobacco, etc.), offensive words or pictures, or gang emblems, symbols or messages is prohibited. Students are not to wear heavy or large link wallet chains, spiked bracelets, insignias, or ornaments that project messages of, or identify organizations known to mistreat people on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, religion, or mental or physical disability.

The following items are **prohibited for wear in school buildings**:

- Headgear (hats, scarves, bandanas, headbands, etc.)
- Skirt/Dress/Shorts more than 3" above the knee
- Sagging pants/shorts. (Pants/shorts must stay up on their own without use of hands)
- Stomach-showing Top (All shirts must cover stomach at all times)
- Sheer Clothing including Transparent Leggings
- Low-Cut Blouse/Shirt
- Tank Top / Halter Top / Strapless top / Spaghetti Straps
- Flip Flops, House Shoes/slippers
- Pajamas (Lounge wear/Sleep wear)
- Coat
- Backpack
- Sizeable above-knee holes in pants or jeans without leggings
- Any gang-related clothing or accessories
- Any other item deemed inappropriate by school administration

Students in violation of our Student Dress Code will receive the following consequences:
For K-5 students and 6-12 Infrequent Violators: Staff request to remove/change prohibited item. If request is unsuccessful, student will be referred to main office. Main office will offer student the option of removing/changing prohibited item, contacting parent/guardian to bring a change of clothes to school.
For 6-12 Chronic Violators (4 or more violations of student dress code policy): Students will be assigned one day Out-of-School Suspension. Parent/guardian will be notified. The student may also be referred to our local DHHS/CPS representative in order to identify and determine a solution to possible family-related circumstances causing the student's chronic violation of the student dress code policy. Some exceptions to this policy may be given for special events (e.g., school spirit week) with principal approval.

Health / Hygiene Expectations

Health Clinic – Students will be sent to the Main Office when they appear ill or injured. The office staff will assess the student for injury or illness and necessary care will be provided. They may be sent back to class, allowed to rest and sent back to class, or the parent may be called to discuss what action should be taken or request that the child be picked up. The majority of health clinic visits are minor in nature and are handled with basic first aid and comfort measures.

Medical Conditions - If your child has a medical condition that may affect their time at school, please contact the main office to discuss the student's condition.
If your child reports illness prior to coming to school, please keep your child home – this will be an unexcused absence, unless a doctor's note is provided. Children must remain home from school if they experience vomiting, diarrhea, or a fever greater than 100 degrees. **Children should be fever free for 24 hours (without medication) before returning to school.** If your child sees a doctor for an illness and is absent from school please obtain a doctor's note for that visit.

Medication Administration at School- Taking any medication at school is discouraged; however, if your child's physician feels there is a medical necessity to do so, the following guidelines will be strictly adhered to:

1. Students must not bring any medication to school. (This includes cough drops!) An adult must bring all medication to the main office. This includes all **prescription and non-prescription** medication. An "Authorization for Medication or Treatment" form must be filled out by a doctor/physician for the student to receive treatment in school.
2. Prescription medication must be brought to school by an adult in a pharmacy-labeled bottle with the student's name, date, name of medication, dosage, date prescription was filled, time of administration and pharmacy name clearly visible.
3. Non-prescription medications, must be brought to school by an adult in a new SEALED package with the child's name clearly written on the outside, and *with the proper form completed.*
4. Medication will be administered by the main office staff only.
5. Please pick up remaining medication when treatment is ended by the physician, or at the end of the school year. All unclaimed medication delivered to the Macomb "take-back" program.

Action Plans – Action plans are required for students with Food Allergies and/or Seizures. Parents will document student's name and treatment information, as well as emergency response protocol, special considerations and safety precautions. When this information is shared with us, it will be put into our Student Database where classroom teachers and cafeteria personnel will have access to the important information. If something on the action plan changes, please call 586-461-3900 to notify the main office staff.

Hygiene – (Bedbugs and Head Lice)
Bed bugs are small, brownish, flattened insects that feed on the blood of people while they sleep. Although the bite does not hurt at the time, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease but they can cause significant itchiness, anxiety, and sleeplessness. Bed bug infestations are also very difficult and expensive to control. Usually, bed bugs will hide during the day and only come out to feed during the night. Unlike head lice, they do not live on a person. However, they can hitchhike from one place to another in backpacks, clothing, luggage, books and other items. If a parent lacks financial resources to hire a pest management professional, they can reference the online resources at: http://www.michigan.gov/bedbugs

Head lice are minute, wingless parasitic insects that must live on a person to survive. They survive by piercing the skin to feed on blood and are almost exclusively associated with hair on the neck and scalp. Any student with live lice (or nits within one quarter inch of the scalp) may remain in school until the end of the school day. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel find no live lice on the child, they child may reenter the school. Any student with nits (father than one quarter inch from scalp) should be allowed in school. Parents should remove nits daily and treat if live lice are observed.

Vaccine Requirements For Children Enrolled in Michigan Schools, School Year 2018-2019:

Required Childhood Immunizations for Michigan School Settings

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings. To best protect patients from all diseases we have the power to prevent, healthcare providers in Michigan should follow the 2015 Recommended Immunization Schedule at www.cdc.gov/vaccines or www.michigan.gov/immunize. ****All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.**

Entry Requirements for All Public & Non-Public Schools		
Age → Vaccine**↓	4 years through 6 years	7 years through 18 years including all 7th grade students
Diphtheria, Tetanus, Pertussis	**4** doses DTP or DTaP, one dose must be on or after 4 years of age	**4** doses Diphtheria and Tetanus **OR** 3 doses if #1 given on or after the first birthday. **1** dose of Tdap for children 11 years of age or older upon entry into 7th grade or higher.
Polio	**4** doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.	**4** doses of polio. Only 3 doses of polio are required if dose 3 is administered on or after the fourth birthday.
Measles,* Mumps,* Rubella*	**2** doses on or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate	None	**1** dose for all children 11 years of age or older upon entry into 7th grade or higher
Varicella* (Chickenpox)	**2** doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease	

* If vaccination is not administered, current laboratory evidence of immunity is required.
**Students susceptible to these diseases may be excluded from school.
Effective January 1, 2015, parents/guardians must obtain a certified nonmedical waiver from a local health department.

MDHHS
Michigan Department of Health & Human Services

Rev. May 7, 2015

Public Health Code Act 368 of 1978, Section 9307 states that "a parent, guardian, or person in loco parentis applying to have a child registered for the first time in a kindergarten or first grade in a school in this state shall present to school officials, at the time of registration or not later than the first day of school, a certificate of hearing and vision testing or screening or statements of exception under Section 9311."

Cell Phone / Electronic Communication Devices (ECD)

ECDs are all electronic devices used to communicate with another and include, but are not limited to cell phones, iPads, tablets and personal computers. Use of ECDs in an unauthorized manner may result in disciplinary action, including confiscation, depending on the nature of the prohibited activity and/or whether it is a repeat offense for that student. The administration reserves the right to modify the consequences as appropriate.

ECDs must be surrendered to an administrator or Public Safety Officer upon request.

Inappropriate use of any ECD is strictly prohibited. EDCs may not be "on" or otherwise used in school locker rooms, or restrooms, whether here or at another school district where a school activity or athletic event is occurring. Use of ECDs is prohibited on busses. Any device of this type will be confiscated and the student subject to disciplinary action.

Misuse of ECDs May Result In…
1st offense – Device confiscated and returned to student at the end of day.
2nd offense – device confiscated, parent to pick up at the end of the day and ECD privilege revoked, detention (6-12).
Subsequent offenses – Device confiscated and additional disciplinary consequences up to and including suspension will be assigned.

Students who possess an ECD shall assume responsibility for its care.

1. At no time shall the District be responsible for preventing theft, loss, vandalism or damage to ECDs brought onto school property and/or busses. Students and parents are strongly encouraged to ensure that, if students have ECDs in the possession, they should not leave them unattended or unsecured.
2. At any time, the use of electronic communication devices, or social media to harass, threaten or otherwise create a hostile environment at a school, or to disrupt the learning environment is subject to disciplinary action. This will range from confiscation of the device up to and including suspension from school.

Technology Use and Safety Rules

Use of technology in the Mount Clemens Community School District is a privilege extended to students. That privilege carries with it the responsibility to use technology in a manner that is consistent with the Handbook as well as all applicable laws and regulations. Technology use must comply with the mission of the district and is intended solely for the enhancement of the educational process. Technology refers to, but is not limited to, ECDs, voice mail, computer hardware, software and peripherals, hand-held computing devices, calculators, science equipment, televisions, e-mail, intranet resources and internet access.

The District Network Security Agreement can be found on pages 18 and 19 of this handbook. An additional copy can be found at the end of this handbook after the Acknowledgement of Review page. This copy must be signed and returned to your student's school at the beginning of each school year before the student is able to access the technology and network in the district.

Technology Rules for DK-5

1. Students will only use electronic devices with permission of the teacher and follow all teacher directions for use – without permission, ECDs should be off and away at all times.
2. Students will never give anyone on the internet his/her name, school name, home address or telephone number,
3. If a students finds information in the ECD that makes the student uncomfortable, or that he/she knows is wrong, the student is to tell the teacher,
4. If the student gets a message that is unkind or make him/her feel bad, the student is to tell the teacher.
5. When a student uses an ECD, the student will be very careful not to break or damage any of its parts,
6. The student will not install, download, or otherwise utilize any software that is not authorized by the Technology Department. This includes, but is not limited to any software or program downloaded from a CD, thumb drive or found on the internet.

Technology Rules for 6-12

1. The student will use ECDs at authorized times only, including before and after school as well as during lunch. Teachers may also authorize use of cell phones/electronic devices in their classroom **for instructional purposes only**.
2. Cell phones/electronic devices must be turned OFF before student enter any classroom, office, computer lab, cafeteria, gym, or hallway at Mount Clemens Middle or High School. Once inside any of the above named school locations, cell phones/electronic devices (to include accessories such as headphones) must not be visible or audible under any circumstances—even though they are OFF.
3. Recognizing that use of ECDs is a privilege, the students accepts responsibility for the proper care of all technology for which he/she is authorized,
4. The student will keep all accounts and passwords assigned to him/her secure and will not share these with other students, staff or guests. This includes passwords for e-mail and network access,
5. The student will never share personal information over the Internet.
6. In addition, if the students is asked for personal information or harassed in any way, he/she agrees to report it immediately to the teacher or another staff member,
7. The student will not install, download, or otherwise utilize any software that is not authorized by the Technology Department. This includes, but is not limited to any software or program downloaded from a CD, thumb drive or found on the internet.
8. The student will comply with all copyright laws.

MOUNT CLEMENS COMMUNITY SCHOOLS

167 Cass Avenue, Mount Clemens, MI 48043 • www.mtcps.org • PHONE (586) 469-6100 • FAX (586) 469-5569

NETWORK AND INTERNET ACCESS AGREEMENT FOR STUDENTS

This agreement is entered into this _____ day of _____, 20_____ between _____ **(STUDENT'S NAME – Please Print)** hereinafter referred to as Student, and the Mount Clemens Community School District, hereinafter referred to as District.

The purpose of this agreement is to provide Network (Electronic Mail and Electronic Bulletin Board) and Internet access, hereinafter referred to as Network, for educational purposes to the Student. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that students will comply with all Network and Internet acceptable use policies by the district. In exchange for the use of the Network resources either at school or away from school, I understand and agree to the following.

A. The use of the Network is a privilege which may be revoked by the District at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the Student for other disciplinary actions.

B. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any material which the District at its sole discretion, believe may be unlawful, obscene, pornographic, abusive, other otherwise objectionable. Students will not use their District approved computer account/access to obtain, view, download, or otherwise gain access to such materials.

C. All information services and features contained on District or Network resources are intended for the private use of its registered users and any use of these resources for commercial, for profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form is expressly forbidden.

D. The District and/or Network resources are intended for the exclusive use by their registered users. The student is responsible for the use of his/her account/password and/or access privilege. My problems which arise from the use of a Student's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.

E. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
   - Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.
   - Misrepresenting other users on the Network.
   - Disrupting the operation of the Network through abuse of the hardware or software.
   - Malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.
   - Interfering with others use of the Network.
   - Extensive use for non-curriculum related communication.
   - Illegal installation of copy righted software.
   - Unauthorized down-sizing, copying, or use of licensed or copyrighted software.

F. Allowing anyone to use an account other than the account holder.
   - The use of District and/or Network resources are for the purpose of (in order of priority):
     - Support of the academic program
     - Telecommunications
     - General Information
     - Recreational

G. The District and/or Network does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental or consequential damages (including lost data, information or time) sustained or incurred in connection with the use, operation, or inability to use the system.

H. The Student will diligently delete old mail messages on a daily basis from the personal mail directly to avoid excessive use of the electronic mail disk space.

I. The District and/or Network will periodically make determinations on whether specific uses of the Network are consistent with the acceptable — use practice. The District and/or Network reserve the right to log internet use and/or monitor the electronic mail space utilization by users.

J. The Student may transfer files from information services and electronic bulletin board services. For each file received through a file transfer, the Student agrees to check the file with a virus detection program before opening the file for use. Should the Student transfer a file, shareware, or software which infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational and may be subject to other disciplinary measures as determined by the District.

K. The Student may not transfer file, shareware, or software from information services and electronic bulletin boards without the permission of the Technology Coordinator. The Student will be liable to pay the cost or fee of any file, shareware, or software transferred, whether intentional or accidental, without such permission.

L. The Student may only log on and use the Network under the immediate supervision of a staff member and only with his/her authorized account number.

M. The District reserves the right to log computer use and to monitor fileserver space utilization by users.
The District reserves the right to remove a user account on the Network to prevent further unauthorized activity.

In consideration for the privileges of using the District and/or Network resources, and in consideration for having access to the information contained on the Network, or by the Network, I hereby release the District, Network, and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources.

SIGNATURES

I agree to abide by such rules and regulations of system usage as may be further added from time to time by the District and/or Network. These rules will be available in hard copy form in the Principals office.

_____ _____

Student Signature Date

As the students parent/legal guardian, I agree to this agreement and will indemnify the District for any fees, expenses, or damages incurred as a result of my child's use or misuse of the Network equipment.

_____ _____

Parent/Guardian Signature Date

Textbooks and School Equipment Expectations

Textbooks are an integral part of the instructional program. They are assigned to students for in-school instruction and take-home study as necessary. Novels may also be issued to students on a daily basis for teacher-directed instruction. Students are responsible for the careful use and protection of all books, equipment, and materials assigned to them. Failure to adequately take care of school-issued books, equipment, or materials will result in paying for the lost or damaged item. *If student debt is not paid by the time of graduation, such debt may delay student's receipt of diploma and/or ability to participate in graduation ceremony.

Student Discipline Guidelines
Mount Clemens Community Schools

Board Policy 5600 – STUDENT DISCIPLINE
The Board of Education 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 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. The Board requires that each student of our District adheres to this Code of Conduct, and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules.

The principal has the authority to assign discipline to students, subject to District administrative guidelines and the student's due process rights to notice, hearing, and appeal. Teachers and other employees with authority over students have the authority to take such means as may be necessary to control the disorderly conduct of students in all situations and in all places within the jurisdiction of the District and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

No student will be sent home from school until a responsible adult has been notified that the student is being sent home from school, using the information contained in the student's emergency contacts card. No student is to be detained after the close of the regular school day unless the student's parent has been contacted and informed that the student will be detained. No student shall be refused transportation services until the parent has been notified. Notification to the parent is the responsibility of District personnel and should be made prior to the departure of school buses. If a parent cannot be contacted, the child should be detained on another day.

Levels of Interventions / Discipline

The Code of Student Conduct shall apply to all students at all times on all Mt. Clemens Community School Property, including:

- In school buildings / On school grounds / In all school vehicles
- At all school, school-related, or Board-sponsored activities, including by not limited to: School field trips / School sporting events

As with any incident of student behavior, school administrators must exercise informed judgement as to whether a student's actions constitute a violation of Board policy and/or regulation. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. Interventions include a continuum of proven activities, supports and programs to support students' social, emotional, and behavioral health. Interventions are aimed at reducing continued and/or escalation of inappropriate behaviors or violations of the code of conduct. Consequences are the actions taken by school administrators in response to a violation of the Code of Conduct. Interventions and Consequences may be used simultaneously.
Levels of consequences and options for progressive interventions follow. Repeated chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/consequences may begin at a higher level.

Level 1	Level 2	Level 3	Level 4	Level 5
Classroom Level Interventions/ consequences	Appropriate when Level 1 intervention/ consequence has been ineffective	Appropriate when Level 2 intervention/ consequence has been ineffective Behavior referral required	Appropriate when Level 3 intervention/ consequence has been ineffective Behavior referral required	Appropriate when Level 4 intervention/ consequence has been ineffective Behavior referral required
• Suite 360 • Verbal/Visual Cues • Letter of Apology • Use of Think Sheet • Seat Change • Teacher conference with student • Rest and Return • Rest and Return with buddy teacher in another classroom • You break it, you fix it • Reinforcement, reminding, or redirecting of appropriate behaviors • Written reflection about incident • Behavior Contract • Logical Consequences • Mentoring/check-in with another adult in the building • Behavior Intervention Plan • Mentoring • Parent/guardian notification required • Referral to Student Support Team • Restorative Practices • Scheduling Changes • Peer mediation • Student Re-entry or Success Plan • Parent/ Guardian Conference • Restitution • Temporary removal from class • Warning • Conduct parent/guardian-teacher/administrator conference • Explicitly teaching behavior that is acceptable within the school environment • Give verbal warning to student(s) • Restitution/restoration • School service assignment • Student Incentives • Weekly progress reports	• Suite 360 • Parent/ guardian involvement • Reinforcement, reminding, or redirecting of appropriate behaviors • Phone call/letter to parent or guardian • Confiscation of item • Rest and Return with buddy teacher in another classroom • Conference with parent or guardian • Behavior contract • You break it, you fix it • Multi-Tiered System of Support (MTSS) • Logical Consequences • Mentoring/check-in with another adult in the building • Behavior contract • Behavioral Intervention Plan • Mentoring • Parent or guardian accompany student to school or classes • Restorative Practices • School-based or outside facilitated conflict resolution • Teacher and/or administrator conference with student and/or parent/guardian • Threat Determination • Class or Schedule Change • Confiscation of item • Detention • Loss or suspension of privileges • Restitution • Suspension (short term, 1-3 days, except for attendance-related offenses) • Temporary removal from class	• Suite 360 • ISS 360 • Behavior referral required • Parent/ guardian notification • You break it, you fix it • In-school intervention • Logical Consequences • Rest and Return with buddy teacher in another classroom • Mentoring/check-in with another adult in the building • Multi-Tiered System of Support (MTSS) • Check-in Check-Out • Behavioral Intervention Plan • Referral to Student Support Team • Restorative Practices • Social Skills Group / Workshop • School-based or outside facilitate conflict resolution • Threat Determination • Campus Clean-up • Community Service (Volunteer work for any non-profit organization public or private, as a form of restitution) Detention • Loss or suspension of privileges • Restitution • Suspension (short term, 1-3 days, except for attendance-related offenses) • Temporary removal from class	• Suite 360 • ISS 360 • Behavior referral required • Logical Consequences • You break it, you fix it • Logical Consequences • Suspension (1-3 days) • Behavior Contract • Multi-Tiered System of Support (MTSS) • In-school intervention • Behavioral Intervention Plan • Functional Behavioral Assessment • Mentoring • Parent or guardian notification required • Referral to Student Support Team • Restorative Practices • School-based or outside facilitated conflict resolution • Threat Determination • Loss or suspension of privileges • Referral to Alternative Education Program • Restitution • Restrict Activity • Suspension (short term, 1-3 days, except for attendance-related offenses) • Suspension (long-term, 4-10 days, except for attendance related offenses) • Temporary removal from class	• Suite 360 • ISS 360 • Behavior referral required • You break it, you fix it • Suspensions (4-10 days) • Extended Suspension (10+ days) • Expulsion (to be considered only in the most extreme cases) • Student re-entry or success plan • Multi-Tiered System of Support (MTSS) • Behavior Contract • In-school intervention • Behavioral Intervention Plan • Functional Behavioral Assessment • Mentoring • Parent or guardian notification required Referral to Student Support Team • Restorative Practices • Student Re-entry or Success Plan • Threat Determination • Referral to Alternative Education Program • Restitution

Consequences for Elementary Students (DK – 5th Grade)

Offense/Violation		Level of Consequence 1	2	3	4	5	Major Incident Report	School will contact:
Absence (unlawful)		●	●	●				DHHS / Truancy
Academic	Dishonesty (Cheating & Plagiarism)	●	●					
	Disrespect (Excessive/Unauthorized Talking, Failure to Participate, Sleeping, Throwing Objects, Unprepared)	●	●	●				
Admittance of Unauthorized Individuals Into School		●	●	●				
Alcohol and Other Drugs	Possession			●	●		X	Police / Superintendent
	Consumption			●	●	●	X	Police / Superintendent
	Distribution/Possession			●	●	●	X	Police / Superintendent
Ammunition			●	●			X	Police / Superintendent
Arson/Fire			●	●	●	●	X	Fire Marshall / Police / Superintendent
Attack / Assault… …on Students …on Staff …on Others	Category I				●	●	X	Police / Superintendent
	Category II			●	●		X	Police / Superintendent
	Category III		●	●	●		X	Police / Superintendent
	Category IV (Threats/Coercion – Verbal/Written)			●	●	●	X	Police / Superintendent
Bias Behavior (to include Harassment and Intimidation)			●	●	●			
Bomb Threat				●	●	●	X	Police / Superintendent
Bullying (to include Cyber-bullying)			●	●	●			
Class Cutting/Skipping			●	●	●			Parents/DHHS
Computer Misuse		●	●	●	●			
Demonstration / Mass Protest			●	●	●			Police / Superintendent
Destruction of Property/Vandalism		●	●	●	●			Police / Superintendent
Disrespect Toward Others		●	●	●				
Disruption to Classroom/School – Chronic & Extreme		●	●	●				
Disruptive Clothing or Appearance / Dress Code Violation		●	●	●				
Electronic Device/Cell Phones Misues		●	●	●				
Eating and Drinking in Class (unless authorized)		●	●	●				
Extortion/Strong Arming/Blackmail			●	●	●		X	Police / Superintendent
False Fire Alarm			●	●	●		X	Fire Marshall / Police / Superintendent
False Identification / Information / Accusations		●	●	●				
Felony				●	●	●	X	Police / Superintendent
Fighting: Physical			●	●	●		X	

Offense/Violation		Level of Consequence					Major Incident Report	School will contact:
		1	2	3	4	5		
Fighting: Verbal		●	●					
Fireworks/ Explosives		●	●	●	●		X	Fire Marshall / Police / Superintendent
Forgery/ Counterfeit Currency / Fraud			●	●	●			Police / Superintendent
Gambling				●	●	●		
Gang-Related Activity				●	●	●	X	Police / Superintendent
Harassment/ Intimidation (to include Bias Behavior)		●	●	●				
Hazing		●	●	●	●			
Inappropriate Language (students/adults)		●	●	●				
Improper Physical Contact / Inappropriate Public Display of Affection		●	●	●				
Insubordination		●	●	●				
Interference with/Intimidation of School Authorities			●	●	●	●		
Leaving an Area/ Class / School Grounds without Permission		●	●	●				Police / Superintendent (If unable to locate or unknown whereabouts)
Loitering			●	●	●			
Matches / Lighters	Possession of	●	●	●				
	Use of (See Arson/Fire)			●	●	●	X	Fire Marshall / Police / Superintendent
Misuse of Social Media		●	●	●				
Putting substances in another person's food or drink or on a person's body				●	●	●	X	Police / Superintendent
Sexual Activity		●	●	●	●		X	
Sexual Assault				●	●	●	X	Police / Superintendent
Sexual Harassment			●	●	●		X	
Stealing / Theft / Robbery		●	●	●	●			
Tardiness		●	●	●	●			
Tobacco (Possession, Distribution, Use)		●	●	●			X	
Trespassing			●	●				Police / Superintendent
Unsafe Actions / Horseplay		●	●	●	●			
Weapons	Firearm					●	X	Police / Superintendent
	Other Weapon (includes knives, look-a-like gun)		●	●	●	●	X	Police / Superintendent
Use of Weapon to Cause or Attempt to Cause Injury					●	●	X	Police / Superintendent

Consequences for Secondary Students (6th-12th Grade)

Offense/Violation		Level of Consequence 1	2	3	4	5	Major Incident Report	School will contact:
Absence (unlawful)		●	●	●				DHHS / Truancy
Academic	Dishonesty (Cheating & Plagiarism)	●	●	●				
	Disrespect (Excessive/Unauthorized Talking, Failure to Participate, Sleeping, Throwing Objects, Unprepared)	●	●	●				
Admittance of Unauthorized Individuals Into School			●	●	●			
Alcohol and Other Drugs	Possession				●	●	X	Police / Superintendent
	Consumption				●	●	X	Police / Superintendent
	Distribution/Possession				●	●	X	Police / Superintendent
Ammunition				●	●	●	X	Police / Superintendent
Arson/Fire					●	●	X	Fire Marshall / Police / Superintendent
Attack / Assault… …on Students …on Staff …on Others	Category I		●	●	●	●	X	Police / Superintendent
	Category II		●	●	●	●	X	Police / Superintendent
	Category III		●	●	●	●	X	Police / Superintendent
	Category IV (Threats/Coercion – Verbal/Written)		●	●	●	●	X	Police / Superintendent
Bias Behavior (to include Harassment and Intimidation)			●	●	●	●		
Bomb Threat					●	●	X	Police / Superintendent
Bullying (to include Cyber-bullying)			●	●	●			
Class Cutting/Skipping			●	●	●			Parents/DHHS
Chewing Gum		●	●	●				
Computer Misuse		●	●	●				
Demonstration / Mass Protest					●	●	X	
Destruction of Property/Vandalism		●	●	●	●	●	X	Police / Superintendent
Disrespect Toward Others		●	●	●				
Disruption to Classroom/School – Chronic & Extreme		●	●	●				
Disruptive Clothing or Appearance / Dress Code Violation		●	●	●				
Electronic Device/Cell Phones Misuse		●	●	●				
Eating and Drinking in Class (unless authorized)		●	●	●				
Extortion/Strong Arming/Blackmail					●	●	X	Police / Superintendent
False Fire Alarm					●	●	X	Fire Marshall / Police / Superintendent
False Identification / Information / Accusations			●	●	●			
Felony					●	●	X	
Fighting: Physical			●	●	●		X	

Offense/Violation		Level of Consequence					Major Incident Report	School will contact:
		1	2	3	4	5		
Fighting: Verbal			●	●	●			
Fireworks/ Explosives					●	●	X	Fire Marshall / Police / Superintendent
Forgery/ Counterfeit Currency / Fraud			●	●	●			Police / Superintendent
Gambling			●	●	●			
Gang-Related Activity					●	●	X	Police / Superintendent
Harassment/ Intimidation (to include Bias Behavior)			●	●	●	●	X	
Hazing			●	●	●			
Inappropriate Language (students/adults)		●	●	●	●			
Interference with/Intimidation of School Authorities:					●	●		Police / Superintendent
Improper Physical Contact / Inappropriate Public Display of Affection		●	●	●				
Insubordination		●	●	●	●			
Leaving an Area/ Class / School Grounds without Permission			●	●	●			Police / Superintendent (If unable to locate or unknown whereabouts)
Loitering			●	●	●			
Matches / Lighters	Possession of		●	●				
	Use of (See Arson/Fire)				●	●		Fire Marshall / Police / Superintendent
Misuse of Social Media			●	●	●			
Putting substances in another person's food or drink or on a person's body				●	●	●		Police / Superintendent
Sexual Activity					●	●	X	
Sexual Assault					●	●	X	Police / Superintendent
Sexual Harassment			●	●	●		X	
Stealing / Theft / Robbery (to include possession of stolen property)			●	●	●	●	X	Police / Superintendent
Tardiness		●	●	●				
Tobacco (Possession, Distribution, Use)				●	●	●		Police / Superintendent
Trespassing			●	●	●			Police / Superintendent
Unsafe Actions / Horseplay			●	●	●			
Weapons	Firearm				●	●	X	Police / Superintendent
	Other Weapon (includes knives, look-a-like gun)				●	●	X	Police / Superintendent
Use of Weapon to Cause or Attempt to Cause Injury					●	●	X	Police / Superintendent

Glossary

Absence (unlawful)
An absence for a day or any portion of a day for any reason, other than those cited or coded as lawful. A student who misses six or more days of school in a semester is considered "excessively absent." May result in recommendation for retention.

Absence (lawful)
Lawful reasons for an absence include illness, death in the family, court order, religious reasons, other emergency, or an activity approved by the principal.

Academic Dishonesty
Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook, or mobile devises out during testing without permission. Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Academic dishonesty.

Admittance of Unauthorized Individuals Into School
The act of knowingly and intentionally admitting or allowing unauthorized person(s) into any school building, without expressed permission from any authorized person, through any unopened door or unmonitored point of entry in a manner that breaches any method of established security.

Alcohol and Other Drugs
Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.

Possession
The student has on his/her persons, or within the student's personal property, or has under the student's actual or constructive control, any of the substances listed in this offense.

Consumption/Use
The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

Distribution/Sale
A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

Possession with the Intent to Distribute
The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/people with or without compensation.

Arson/Fire
Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials (matches / lighter) with the intent to set fire.

At School:
Unless the context clearly indicates otherwise, "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.

Attack on Students, Staff, Others
Unprovoked aggressive actions toward another person that meets one of the sub-definitions below:

Category I
A physical attack or sexual assault causing *serious* physical injury

Category II
A physical attack or sexual assault causing minor physical injury

Category III
A physical attack without injury but may include other aggressive physical action against another. A sexual assault without injury but may include sexually aggressive/unwanted touching without the explicit consent of the recipient.

Category IV (Threats/Coercion – Verbal or Written)
Intentionally frightening another person with the threat of immediate offensive physical contact or physical harm. Intentionally frightening another person with the threat of immediate sexually offensive contact or sexual harm.

Authority
A principal or designee has the authority to impose a short-term suspension based upon misconduct. The Superintendent/designee has the authority to impose a long-term suspension based upon misconduct or to expel students. The Board of Education has the authority to hear appeals for mandatory, compulsory expulsions, which are required by state law.

Attendance-related Offenses
Absence, class cutting, leaving without permission from class/school, tardiness, and truancy.

Bias Behavior (to include Harassment and Intimidation)
An offense, verbal, written, or symbolic in nature, committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin.

Types of Bias:

Disability
A negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age, or illness.

Ethnicity/National Origin
A negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Racial
A negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.

Sexual-Orientation
A negative opinion or attitude toward a group of persons based on their sexual orientation.

Gender Identification
A negative opinion or attitude toward a group of persons based on sexual stereotypes.

Hate Crime
Bias behavior that is a criminal offense.

Behavior Contract
Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

Bomb Threat
The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.

Bullying (to include Cyber-bullying)
Repeated, conscious, willful and deliberate intent, direct or indirect, to physically, psychologically intimidate, or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent.

Bystanders
Individuals who observe bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior and who may, by their inaction, encourage, support, or promote its occurrence.

Cell Phone Misuse
Use of cellular phone, camera phone, video phone, or other communication device during the school day that does not align with the rules established by the respective school for such devices. (See also Electronic Devices Misuse)

Class Cutting/Skipping
Unlawful absence from a class or school activity. (See absences, unlawful)

Computer Misuse
Any unauthorized or inappropriate use of technology-related resources, to include, but not limited to: Running unauthorized programs, and games. Playing unsanctioned online games without authorization from teacher/administrator. Non-instructional electronic activity during class. Streaming

non-instructional media (i.e. music, video, online content.) Non-instructional electronic activity during class (i.e. chat rooms, messaging, etc.)

Community Service
An unpaid service for the benefit of the public that is performed as part (or all) of a consequence for committing an infraction.

Consequence
A communication that takes place either face-to-face or by telephone

Conflict Resolution
The methods and processes involved in facilitating the peaceful ending of conflict and retribution. An attempt to resolve individual/.group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation. A wide range of methods and procedures for addressing conflict exist, including by not limited to negation, mediation, diplomacy, and creative peacebuilding.

Cyber-Bulling (Posted in a Public Forum)
The use of information and communication technologies – email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites, or a combination of these – to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.

Demonstration/Mass Protest
Willful disturbance of school activities thought a march or rally that prevents the orderly conduct of school classes or activities.

Destruction of Property / Vandalism
Damage, destruction, or defacement of property belonging to the school or others.

Detention
Requiring a student to report to a designated classroom before school, during a free period, after school, or on the weekend for a set period of time.

Disrespect Toward Others
Inappropriate comments or physical gestures to others.

Disruption to Classroom/School
Behavior (including possession of toys) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc.

Disruptive Clothing or Appearance / Dress Code Violation
Articles of personal appearance that may create a significant risk of a material and substantial disruption to the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewelry, book bags, or other articles of personal appearance, which depict profanity, vulgarity, obscenity, violence, symbols of hate, or promote use or abuse of tobacco, alcohol, or other drugs, gang colors or gang-related signs on personal and school materials. Additionally, except in individual cases as approved by the principal of a school, the following specific items are not permitted: bare feet, tank tops, hats, hoods, chains, spikes, halter tops, tube tops, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

Due Process
A student facing suspension must be given oral or written notice of the allegations and the opportunity to be heard.

Electronic Device Misuse
Use of communication devices, such as cell phones, and other electronic devices during the school day or on school busses that does not align with the rules established by the respective school for such devices. Other devices include, but are not limited to the use of an iPad, iPod, tablets, digital camera, digital highlighter, gaming devices, CD player, hand-held game, mobile device, drones, or use of camera cell phones or PDA camera to invade privacy (in locker rooms, restrooms, etc.) or violate the code of conduct. (See also cell phone misuse)

Expulsion
The exclusion of a student from Mount Clemens Community Schools, which can be permanent, or for such other period as determined appropriate by the Superintendent, with a requirement of review of the case with the school board prior to reinstatement.

Extortion/Strong arm/ Blackmail
The process of obtaining property from another with or without that person's consent, by wrongful use of force, fears, or threats, including burglary and robbery.

False Fire Alarm
Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

False Identification / Information / Accusations
Willfully or maliciously giving false identification, information, record, or accusation against school personnel or other students.

Felony
A crime, typically one involving violence, regarded as more serious than a misdemeanor, and usually punishable by imprisonment for more than one year or by death.

Fighting: Physical
An incident involving two or more students with physical contact, such as hitting, kicking, punching

Fighting: Verbal
An angry dispute between opposing groups in which each attempts to harm and gain power over the other by arguing, name-calling, using profanity or derogatory remarks.

Fireworks/Explosives
Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares.

Forgery/Counterfeit Currency / Fraud
Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.

Gambling
Waging money on property.

Gang-Related Activity
A group or association of three or more individuals who individually or collectively;

- engage in a pattern of criminal activity,
- and have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults
- and have in common an overt or covert organizational or command structure, which includes but is not limited to:
  - a common name;
  - identifiable marks, colors, signs (gestures/terminology), or symbols;
  - a claim to turf or territory; and
  - associate on a regular basis

Pattern of criminal gang activity (gang activity)
The commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

Solicit
Urging, advising, inducting, encouraging, requesting, or commanding another.

Underlying crime
A crime as defined under the Michigan Penal Code

Anti-social behavior
Any conduct that may cause property damage or physical or psychological harm to others, including but not limited to, injury, harassment, theft, vandalism, and alcohol or illegal drug use, distribution or intent to distribute controlled dangerous substances.

Gang-like activities
Any demonstration of gang behaviors, inciting anti-social behaviors, or behaviors similar to those of gangs.

Glossary

Gang membership
May include but is not limited to a group or organizing comprised wholly or in part of students who seek to perpetuate a gang by taking in additional members from students enrolled in school, with the intent of participating in anti-social, criminal activity or violation of MTCSP policies and regulations.
Harassment/ Intimidation (to include Bias Behavior)
Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is

- Motivated by an actual or a perceived personal characteristic, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or
- Threatening or seriously intimidating; and either occur on school property, a school activity or event; or on a school bus; or substantially disrupt the orderly operation of a school. This can include harassment and stalking.

Hazing
An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.
In School Intervention
The student is removed from their current educational setting and:

- Is given the opportunity to continue to progress in the curriculum;
- Receives special education and related services specified on their IEP;
- Receives instruction similar to that given in the regular classroom;
- Participates with peers to the extent appropriate.

Inappropriate Language (students/adults)
Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.

Inciting/Participating in School Disturbance
Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

Infraction
An offense or behavior that breaks a rule; could be a criminal behavior.

Injury
Loss or pain caused by an assault which is documented or confirmed by a school staff.

Improper Physical Contact / Inappropriate Public Display of Affection
Forceful actions against another – unintended to do physical harm, i.e. horseplay, roughhousing.

Insubordination (Uncooperative Behavior)
Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search. This also includes noncompliance, which includes failure to attend or successfully complete mandatory detention.

Interference with/Intimidation of School Authorities
Preventing or attempting to prevent school personnel from engaging in their lawful duties through threats of violence, harassment or intimidation.

Leaving an Area/ Class / School Grounds without Permission
Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian or someone listed on the emergency card.

Loitering
A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

Misuse of Social Media
Whether on or off school grounds, the use of social media in a manner that demeans, condemns or berates others, including students and staff, incites violence of any kind, embarrasses, defames, harasses or bullies others, including students and staff

Nexus
Occurs when a student (or group of students) commits an act which is a violation of the code of student conduct off school grounds (for example, neighborhood and community, incidents which violate law) and the act has a continued impact on students or staff on school grounds (or on school sponsored trips or on school buses) in terms of disrupting or preventing the normal flow of the educational process.
Examples include, but are not limited to, continuing an act of bullying or cyber bullying (inappropriate social media posts) continuing a physical fight or verbal altercation, continuing an act of sale of distribution of drugs or drug paraphernalia.

On-site Discipline
Any form of post-offense corrective action other than suspension or expulsion. Examples include: school service assignment, logical consequence, restorative justice, restitution, verbal warning, parent contact, parent conference, loss of privileges, referrals involving various support staff/agencies, behavioral contract, learning module, Behavior Control-Reward Plan, Preventative Behavioral Plan, zero for class period/assignment, confiscation of inappropriate item, and teacher or administrator supervised after-school detention. *Any warranted offense can also be reported to local law enforcement by School Principal if student/staff safety is threatened.*

Parents:
Refers to parent and/or legal guardian of the student, or other appropriate caregiver(s), including persons in loco parentis

Parent Responsibility
It shall be the responsibility of the parents or guardians to ensure regular attendance of all children between the age of six (6) and sixteen (16) to attend school for the entire school year.
Parents/legal guardians are responsible to see that all regularly enrolled students are present at all assigned classes unless illness or family emergency prevent such attendance. Parents are expected to have knowledge of and adhere to the attendance policy. Parents should contact the school for prior approval of absence having to do with family travel, appointments, or other urgent matters. Parents are requested to notify the school according to building procedures on days when it is necessary for their children to be absent for illness or family emergency.
Parents are requested to provide the school with pertinent information regarding health disorders, which could affect the student during the school day or have a long-range effect on the student's educational progress.
The Board expects that parents will work with the school to bring about changes in the behavior of students who violate standards of acceptable conduct. Parents will be held accountable for financial loss suffered by the Mount Clemens Community School District or their employees when their children, through malicious or careless conduct, cause damage to the school buildings, equipment, or personal property.
To ensure student success, parents should, at regular intervals, discuss with their children the importance of obtaining a good education and the necessity for good citizenship. Students with a positive social attitude are more prone to have a successful and rewarding school experience.

Plagiarism
Deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Academic dishonesty.

Glossary

Putting substances in another person's food or drink or on a person's body
Putting any substances in another person's food or drink, which poisons or contaminates that food or drink, or on a person's body, which causes injury or harm to the person.

Relational Bullying
A socially manipulative, non-physical behavior intended to hurt others and interfere with the educational environment. It include ignoring, isolating, excluding, and shunning.

Reportable Arrests to Police
Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criterial to determine whether an offense is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons.

Restitution
Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

Restorative Practices
An opportunity for people to take responsibility for their behavior and learning by focusing on developing positive relationships between all members of the school community,

Sexual Activity / Misconduct
Inappropriate behavior, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material, intimate sexual contact with another person, consensual sexual intercourse; oral sex; intentional touching of the other person's genitals, groin, inner thigh, buttock, or breast or the clothing covering those areas; other inappropriate behavior of a sexual nature including displays of sexual parts in person or via any electronic communication (including "sexting").

Sexual Assault
An inappropriate nonconsensual advance or touching of a sexual nature that may range in degree from simple nonconsensual contact to nonconsensual forced physical contact or the threat of force.

Sexual Harassment
Unwelcomed sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others that occurs more than once, and continues over a period of time that makes a person feel uncomfortable or unsafe.

Stealing / Theft / Robbery (to include the possession of stolen goods)
Taking or conspiring to take without permission of the owner or custodian or receiving or possessing property known to be stolen which does not belong to the student in possession.

Suspension
Removal from school for specified period of time due to misbehavior.
Short term Suspension: 1-3 days
Long term Suspension: 4-10 days

Suspension, In-School
Removal within the school building from the students current educational program for up to 10 school days in a school year due to misbehavior.

Staff Responsibility
The Board of Education directs and authorizes the Superintendent to take appropriate action to assure the establishment and administration of procedures necessary to effectively provide for student control and discipline within the framework of the Board Policies, Disciplinary Action Guidelines, and Federal and State Law.
The principal has the overall responsibility and authority for the orderly administration of discipline policies and procedures in the building assignment within the framework of Board Policies, Disciplinary Action Guidelines, and Federal and State Law.
The teacher's primary responsibility and authority is to maintain order and control within the classroom and on school property. All referrals for disciplinary action shall go to the personnel designated by the principal.

Temporary Removal from Class
Removing a student within the school building from her or his regular education program for up to, but not more than one class period.

Tardiness
Arriving late to school or class.

Tobacco (Possession, Distribution, Use)
Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, smokeless tobacco, or electronic cigarettes – whether or not they contain tobacco products.

Trespassing
Being on school property without permission, including while suspended or expelled; includes breaking and entering.

Truancy
Unlawfully absence from school for more than 8 days in a quarter, 15 days in a semester, or 20 days in a school year.

Unsafe Actions / Horseplay
Any action that has the potential to cause danger or physical harm to self or others.

Verbal Abuse
Name-calling, racial or ethnic slurs or derogatory statements directed at, and offensive to, another person.

Weapons (including look-a-like guns)
A weapon is, by way of illustration and without limitation, one of the following:
Firearm *– A firearm as defined in 2019 U.S.C.921 of the federal code. Examples include handguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition.*
Other Weapons *– Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun. This shall include, but is not limited to, pellet gun, paintball gun, stun gun, Taser, BB gun, flare gun, nail gun, an air soft gun.*
Any implement which could cause, or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.

Student Support

Mount Clemens Community Schools

A Quick Introduction to Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

The purpose of MTSS is to address the needs of the whole child (cognitive, physical, behavioral, social, emotional) in an efficient and effective manner. Implementation of the essential components as intended provides educational settings with a framework to organize the strategy and processes needed to support successful students.

The goal of MTSS is to reduce unnecessary academic underachievement (specifically in math and ELA), exclusionary discipline, and referrals to special education by providing preventative supports, systematic monitoring, and instructional adjustments in response to individual student's needs. Based on classroom success, students can be moved to a lower tier or removed from MTSS program.

TIER 1 – ALL STUDENTS

Includes:

- General curriculum enhanced by acknowledgement of positive behaviors, and clearly stated expectations that are applied to all students

Examples:

Universal (All Students)

- Student Performance Incentives/PBIS/Student Incentive Points
- Unity Day

Classroom Examples

- Classroom Rules
- Positive supports in the classroom
- Reinforcement of positive behaviors
- Use of Student Problem-Solving Form "Think Sheet"
- Seat Change
- In-Class "Rest and Return"
- "Rest and Return" in Another Classroom Setting
- Time-Out Office
- Verbal Warning
- After school programs
- Teacher-Student Conference
- Parent-Teacher Conference
- Additional proficiency building (i.e. group or individual practice) opportunities
- In-class homework time
- Restorative Justice
- Collaborative learning
- Open-book/open-note tests and quizzes
- Use of calculator
- Utilize mnemonic cues
- Provide opportunities for students to respond in a variety of ways
- Spiral Review and continuous practice of previously taught content

Tier 1: We understand that students will learn/achieve differently, according to their readiness, participation, home support, intelligences, and learning differences, and some will struggle more than others. Consequently, classroom intervention is the foundation of MTSS. Any teacher can implement a Tier 1 intervention with any student he or she believes may benefit from the intervention. It's also best practice to document the use of these interventions.

TIER 2 – TARGETED INTERVENTIONS

Focus on:

- Specific interventions for students who do not respond to universal efforts
- Targeted groups of students who require more support
- Interventions that are part of a continuum of behavioral supports needed in schools

Examples:

- Respect Room - support for minor infractions
- Academic Support Room
- Homework Helper / Before & After School Tutoring
- Peer Mentoring
- Social Skills Groups (anger management, conflict resolution, peer mediation)
- Check-in and Check-out Support Plan
- Biweekly Progress Report
- Mentoring / Adult Advisor
- Teacher or Intervention Officer / Team-Parent Contact or Meeting
- Alternatives to Suspension
- Peer-to-Peer Support and Accountability Discussion Groups

Tier 2: If a student's performance does not adequately improve after Tier 1 interventions, then the teacher must change the amount or type of intervention support. Tier 2 is for students who require additional support (beyond Tier 1) to successfully meet grade-level performance standards. Tier 2 is most efficiently implemented via small-group instruction with students possessing similar needs. The goal of Tier 2 is to remediate academic or behavioral skill deficits.

Once an extraordinary academic or behavior problem is identified with a specific non-IEP student, the teacher(s) that identified the problem should contact via email the Principal, School Counselor, or Academic Intervention Officer who will then initiate Tier 2 interventions with the student after researching the problem. The Academic Intervention Officer will lead the assigning and documenting of Tier 2 interventions based on teaching and administrative staff recommendations. Parent contact (or conference) will be made informing parents of proposed interventions and requesting support for intervention/more information about possible causes of the student problem(s). Tier 2 interventions are documented on a shared Google Drive.

TIER 3 – INTENSIVE INDIVIDUALIZED INTERVENTIONS

Focus on:

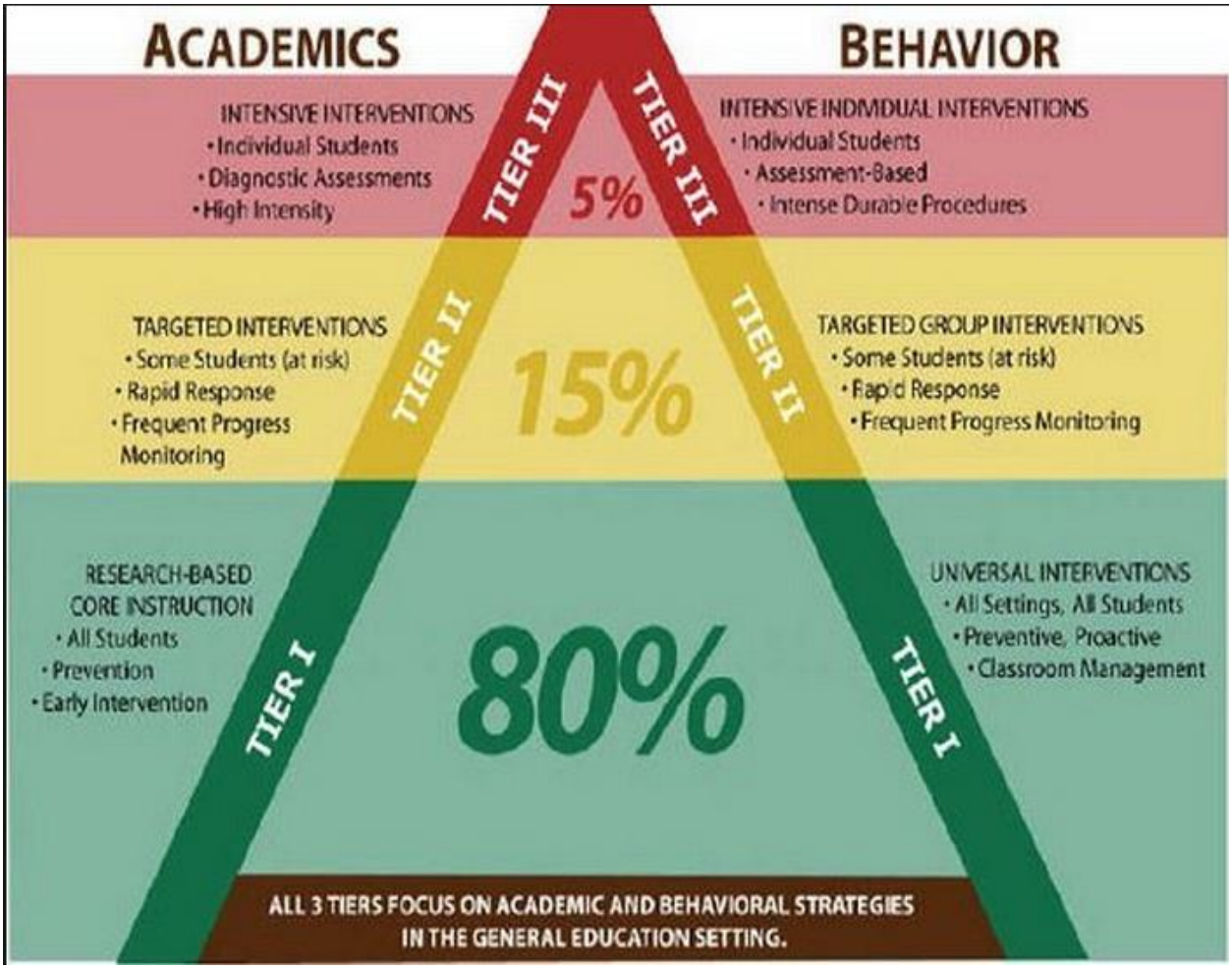
- The needs of individual students who exhibit a pattern of problem behaviors
- Diminishing problem behaviors and increasing the student's social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

Examples:

- Behavior Contract
- Behavior Intervention Plan
- Functional Behavioral Assessments
- Math Connections (K-5) / Math Essentials (6-12)
- LLI (K-5) / Corrective Reading (6-12)
- Collaboration with, and links to; community resources, agencies, parent groups

Tier 3: After 3-4 weeks of the Tier 2 interventions, there will be an informal review by the Academic Intervention Officer with the assistance of classroom teacher(s) to determine the effectiveness of these interventions. If the Tier 2 interventions have proven to be ineffective, then the student will immediately begin Tier 3 interventions based on recommendations of teacher(s), special education teachers, District Director of Special Education, the Principal, School Counselor, School Psychologist, School Social Worker, Academic Intervention Officer, and/or Accountability Officer.

The student may also require a screener evaluation. If a screener evaluation demonstrates evidence of a learning problem without significant impact on the student's learning, the student will receive Tier 3 and/or additional Tier 2 interventions and possibly a 504 Plan. If a learning problem which causes significant performance difficulties for the student (i.e., a learning disability) is discovered, then the student will receive an IEP (Individual Education Plan) based on his or her specific needs and transition out of MTSS.



Getting Help with a Problem
Mount Clemens Community Schools

Bullying, Cyberbullying, Harassment, Intimidation, Hazing & Bias Behavior

When a student reports to a staff member that he/she is the target of bullying, cyberbullying, harassment and intimidation, hazing, and/or bias behaviors, the staff member will respond quickly and appropriately to investigate and intervene, making every effort to provide the student with a practical, safe, private, and age-appropriate way of reporting. All students and parents are expected to respond nonviolently and report it to school personnel are expected to address and resolve it immediately.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available on page 35 in the Handbook, from the main office. You can also tell a staff member who will respond quickly and provide a practical, private and safe place to report.

It is important to understand the difference between bullying behavior and normal peer conflict.

Bullying is *behavior that is:*

- *Intentional*
- *Repeated over time. Chronic bullying is considered more than two acts per month.*
- *Intended to harm. There is intent to cause physical or emotional hurt.*
- *Involves a power differential. One child is more popular, bigger, older than another*
- *Creates a hostile educational environment. Your child doesn't feel safe.*

Bullying is not*:*

- *Unkind words that occur once.*
- *Rough play that is not intended to hurt.*
- *A physical attack that is not a part of a pattern of behavior.*
- *Behavior that may be inappropriate to someone else, but that the student to whom it is directed does not see as hurtful; for example, name-calling that all are participating in on an equal basis.*

If YOU are Being Bullied:

- Tell someone – a parent, a teacher, a counselor, an administrator, or other staff member
- Calmly tell the student to stop… or say nothing and walk away
- Try not to show anger or fear

If You Know Someone who is Being Bullied:

- If you feel safe, tell the bully to stop
- If you don't feel safe…
    - Say kind words to the student being bullied – Be a friend!
    - Don't encourage the bully by laughing or joining in
    - Tell other bystanders how to help stop bullying
    - Tell an adult
    - Encourage the bullied student to talk to someone

If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid theses situations in the future.

Bullying, Harassment, or Intimidation Reporting Form

Bullying, harassment, or intimidation are serious and will not be tolerated. This is a form to report alleged bullying harassment, or intimidation that occurred on school property; at a school-sponsored activity or event off school property; on a school bus; or on the way to and/or from school, in the current school year. If you are a student victim, the parent/guardian of a student victim, or a close adult relative of a student victim, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the principal at the student victim's school. Contact the school for additional information or assistance at any time.

Was the behavior intentional, repeated over time, intended to harm, involving a power differential, and creating a hostile educational environment?	☐ Yes ☐ No

Person Reporting Incident Check one: ☐ Student ☐ Student witness ☐ Parent/guardian ☐ Close adult relative ☐ School Staff			
Name:	Telephone:	Email:	Today's Date:

1. Name of Student Victim	Age

2. Name(s) of Alleged Offender(s)	Age	Teacher (if known)

3. Date(s) of Incident(s)		

4. Place an "X" next to the statement(s) that best describes what happened (choose all that apply):

- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Getting another person to hit or harm the student
- ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- ☐ Demeaning and making the victim of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating (bullying), extorting, or exploiting
- ☐ Spreading harmful rumors or gossip
- ☐ Electronic Communication (specify) _____
- ☐ Other (specify) _____

5. Where did the incident happen (choose all that apply):

- ☐ On school property
- ☐ At a school-sponsored activity or event off school property
- ☐ On a school bus
- ☐ The way to/from school
- ☐ Electronically

Please detach and return this form to your child's teacher if necessary.

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District Information

MOUNT CLEMENS COMMUNITY SCHOOLS 2018-2019 BELL SCHEDULES

High/Middle School: Teacher full day 7 hours 14 minutes, half day 3 hours 34 minutes; Student full day: 6 hours 54 minutes, half day 3 hours 14 minutes.

High School/Middle School		
Teachers Arrive	7:10	
1	7:20	8:21
2	8:25	9:26
3	9:30	10:31
MS Lunch HS Lunch	10:31 11:36	11:01 12:06
MS 4 HS 4	11:05 10:35	12:06 11:36
6	1:14	2:14
Teachers Depart		2:24

High/Middle School Half Day		
Teachers Arrive	7:10	
1/4	7:20	8:22
2/5	8:26	9:28
3/6	9:32	10:34
Teachers Depart		10:44

King Academy Teacher Full Day 7 hours 14 minutes, half day 3 hours 34 minutes; Student Full Day: 2 hours 44 minutes; DISTRICT-WIDE HALF DAYS: 3 hours 14 minutes.

King Academy		
Teachers Arrive	7:50	
School Starts	8:00	
AM Session		11:07
Lunch	11:12	11:42
PM Session	11:47	
School Ends		2:54
Teachers Depart		3:04

King Academy Half Day		
Teachers Arrive	7:50	
School Starts	8:00	
PREP		
School Ends		11:14
Teachers Depart		11:24

Seminole: Teacher Full Day 7 hours 24 minutes, half day 3 hours 34 minutes; Student Full Day: 7 hours 4 minutes, half day 3 hours 14 minutes.

Seminole Academy		
Teachers Arrive	8:50	
School Starts	9:00	
Grade	Lunch	
1/Justice/ Morales	10:50-11:20	
K/ Olejniczak	11:25-11:55	
2/Rowells/ Langworthy	12:00-12:30	
5/Lignos-Allor/Spratt	12:30-1:00	
3/Matta	1:00-1:30	
School Ends		3:54
Teachers Depart		4:04

Seminole Academy Half Day		
Teachers Arrive	8:50	
School Starts	9:00	
Includes 28-minute plan		
School Ends		12:04
Teachers Depart		12:14

MOUNT CLEMENS COMMUNITY SCHOOLS | 2018-2019 CALENDAR

23 Back to School Bash at he High School 10-2

AUGUST '18

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

4 First Day of School – Half Day for Students

SEPTEMBER '18

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

31 Half Day for Students

OCTOBER '18

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

2 **End of First Marking Period** – Half Day for Students
6 No School for Students
8/9 Parent-Teacher Conferences – Half Day for Students
21-23 No School for Students - Thanksgiving Break

NOVEMBER '18

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

20 Half Day for Students
21-31 No School for Students - Holiday Break

DECEMBER '18

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

1-2 No School for Students - Holiday Break
21 No School for Students - M.L. King Day
24 Half Day for Students
25 **End of Second Marking Period** – Half Day for Students

JANUARY '19

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

FEBRUARY '19

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

14 Half Day for Students
15-19 No School for Students – Mid-Winter Break

MARCH '19

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

12 Half Day for Students
29 **End of Third Marking Period** – Half Day for Students

APRIL '19

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

1-5 No School for Students – Spring Break
9 Seniors No-School
11 Parent-Teacher Conferences – Half Day for Students
19 No School for Students

MAY '19

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

7 Half Day for Students
24 Half Day for Students
27 No School for Students

JUNE '19

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

13 Half Day for Students
14 **End of Fourth Marking Period** - Half Day for Students (LAST DAY OF SCHOOL)

The 2018-2019 District Calendar contains 180 student days and 183 teacher days.

The following color coding will be used to identify days off and half days for students.

Half Day For Students

No School For Students

During the School Year
Mount Clemens Community Schools

BIRTHDAYS
Parents who wish to recognize their child's birthday may bring, or send in, pre-wrapped treats or non-edible treats. Treats will be distributed at the teacher's convenience, so parents should not plan to stay to help pass out items, as it may be at some later time in the school day. Parents/relatives are also asked not to bring in gifts or balloons for any birthday celebrations. Class time will not be used to hold birthday parties.
Seminole Academy is a peanut/tree nut free school so birthday treats must be store-purchased, not homemade, to avoid any potential cross contamination. **Parents are also asked not to have their child distribute birthday party invitations in school.** This should be handled outside of the school building.

COURT ASSIGNED AGREEMENTS
All custody, guardianship or foster care paperwork must be kept up-to-date and on file in the main office. All documents **must have current dates and signatures**. While on the premises, it is the right of Seminole Academy to deny a parent access to their student if current papers do not indicate proper custody, guardianship or foster care status.

FIELD TRIPS
Field Trips are planned by the teachers as part of the instructional program. Notices are sent home in advance outlining the details and cost of the trip. All reservations are made in advance, so we are obligated to pay for our reservations. We are not able to refund money should your child miss the trip. Parents are often asked to help supervise/chaperone field trips and are asked not to bring other children with them. Parents may be required to accompany their child on the trip if there are behavior or medical concerns. Parents who do serve as volunteers to chaperone must be approved by the district office at least one month prior to the field trip. Children are not denied a field trip experience because they cannot afford the price of the trip. Please call the school office if you need help or have any

HOMEWORK
Seminole Academy considers homework to be important. It is practice to help improve students' skills. The type, quantity, and how often homework is assigned will depend upon the teacher's judgment. Students should complete homework by themselves. Parents should check on their progress and give encouragement for work completed. A student should inform the teacher each time he/she doesn't understand the homework, or if it takes too long to finish. The average amount of homework expected each night is:

Grade Pre-K and K .....15 minutes per night, 2-3 times per week
Grades 1-2.....30 minutes per night, 3-4 times per week
Grades 3-5.....45minutes per night, 3-4 times per week
Grade 6-8..... 60 minutes per night, 4-5 times per week
Grade 9-12 ..... 90 minutes per night, 4-5 times per week

Some additional homework guidelines:

1. Review homework on a daily basis with your child.
2. Make yourself available for assistance, but your child should know what is to be done before leaving school.

3. It is not advisable to continue work sessions with your child when either one of you become frustrated. It is recommended that you switch to another activity or end the session when frustration occurs.
4. Provide positive comments when you are working with your child. Individuals will rarely improve when only weaknesses are stressed. Comments should be positive and encouraging.

LOST AND FOUND

Please label your children's belongings. This will help to prevent the loss or mix-up of personal items. Seminole Academy has a "lost and found" area located in the hallway, across from the fish tank. You are welcome to check for lost items throughout the school year. This area will be cleaned out monthly and any unclaimed items will be donated to a charity organization.

PROGRESS REPORTS

Progress reports are distributed midway through each nine week grading period. A progress report is a notice of your child's progress in a particular subject, dropping two grades in a marking period, or having difficulty with conduct, social development, or work habits. Teachers are encouraged to send positive progress reports as well. If you have any questions about progress reports or want to know some ways to help at home, feel free to talk to your child's teacher.

REPORT CARDS

Report cards are issued four (4) times a year in order to report student progress. Because of the importance of this report, please review the following suggested guidelines:

1. Avoid comparing your child's performance with that of others.
2. When reviewing your child's report card, remember to praise academic growth and effort as well as discuss weaknesses or lack of progress.
3. Contact your child's teacher for additional information, or if you have questions or concerns. When parents and teachers work together, students experience more academic success in school.

Report Card Distribution Schedule

The elementary school report card distribution dates for the 2018-2019 school year will be as follows:

<u>1st Marking Period</u>
September 4 – November 2
Progress Reports sent home – October 12
Report Card Distribution – Parent Teacher Conference or November 12 (*whichever comes first)

<u>2nd Marking Period</u>
November 5 – January 25
Progress Reports sent home – December 14
Report Card Distribution – February 1

<u>3rd Marking Period</u>
January 28 – March 29
Progress Reports sent home – March 8
Report Card Distribution – Parent Teacher Conference or April 12 (*whichever comes first)

<u>4th Marking Period</u>
April 8 – June 14
Progress Reports sent home – May 10
June Report Card Distribution - last day for students (June 14)

REQUIREMENTS FOR SCHOOL REGISTRATION

Children must be five (5) years old by September 1, 2018 to enter kindergarten in September. The following information will be needed when you register your child:

1. Your child's birth certificate
2. Your child's immunization record
3. Two Proofs of Residency – driver's license of parent/guardian, deed / mortgage / lease agreement, utility bill, and/or property tax statements
4. Hearing and Vision Screening (New Kindergarten Students Only)
5. Custody, guardianship or foster care paperwork (including current dates and signatures)
6. Other *Enrollment Paperwork* will be required, to include student and family information.

ROBO CALL/MESSAGES

We use a Robo Call Message system to communicate with parents about important events throughout the year. Most of our messages are sent via phone. Please make sure that the office has at least two phone numbers on file so that you don't miss out on being informed.

EMERGENCY PHONE NUMBERS

It is essential that the school staff be notified of current phone numbers for health or injury emergencies. Please be sure to notify the school throughout the year, if your phone number changes. You may send a note with your child, or call the school office. These changes will be noted.

STUDENT INFORMATION CARDS

Each student must have a completed Emergency Notification Card on file in the school office. The card contains all current emergency phone numbers, email addresses, home addresses, and contacts. Cards will be used to contact a parent or guardian for any emergency situation. Only the people listed on the card will be allowed to take the child off of the premises. Should any of the information change during the school year, please call the school office with the information or request a new card to complete.

STUDENT TRANSFER/WITHDRAWAL PROCEDURES

Please notify the office by telephone or note at least 48 hours in advance. Teachers and office personnel must complete transcripts for the student to take to the new school. All students requesting a transfer will fill out paperwork at the receiving school, that school will request official records to be sent. All parents or guardians of transferring students will be asked to complete an "exit survey."

VISITING THE SCHOOL

You are always welcome to visit our school. The doors to the building will always be locked to ensure the students' safety. Please be patient while you await access to the building. **All persons entering the building must check in at the school office, present their driver's license (every visit) or government ID in order to receive a visitor's badge to walk through the building.** Once you have signed in, we will call to the teacher's classroom to be sure there is no testing taking place. Once the teacher has granted approval, you will be given a visitor's badge. This policy will be strictly enforced to ensure the safety of our students and staff. Even though we may know who you are, we hope you will appreciate and follow these safety procedures.

Parents are not permitted to walk their child to the classroom in the morning, or pick their child up from the classroom at the end of the day. Please see arrival and dismissal procedures and comply with the school rules, to help establish a safe and orderly environment.

Discussions with teachers while children are in the building are not allowed, unless it is a scheduled conference during teacher planning time. All staff members have specific responsibilities throughout the school day including instruction and supervision. If they are speaking to parents, they cannot teach or monitor student's safety.

VOLUNTEERS

Volunteers are parents, grandparents, or members of the community who contribute their time and talents toward the enrichment and support of our education program. They may work with groups of children or an individual child in the classroom or lab, or prepare instructional materials. All volunteers will be required to fill out a background check form. For further information, you may contact the school to speak to our secretary.

WEATHER-RELATED SCHOOL CLOSINGS

When it becomes necessary to close or alter school hours due to weather, (heat, snow, power failure, loss of water, etc.) a broadcast of the adjustment will be made over major radio and television stations. Delayed openings or early dismissal will also be announced.

Please do not call the school office for weather related closing information, or to speak to your child. If you need a message relayed, about dismissal – we will add it to our "end of the day" announcements. The telephone needs to be available to receive messages from the central administration. Your child should be aware of a plan that you have established and practiced. Everyone should know what to do and where to go in the event of an early dismissal or delayed school opening.

SCHOOL NEWSLETTER

The Middle School / High School newsletter; *Bather Blast* is available to staff, students, parents, and community members during the second week each month. The newsletter features student and staff accomplishments along with upcoming activities.

The Tiger Times, is the elementary school newsletter. It is distributed to parents on the first Friday of each month in paper form. A calendar of events and other important information is included.

SPORTS PARTICIPATION

"Sports Participation is a Privilege, Not a Right"

Eligibility Checklist (Start of Season)*		Yes	No
Is the student eligible to participate in school-sponsored athletics by the policy of Mount Clemens Community Schools?	Did the student take full class load (6 classes) in the previous semester?	Continue to check eligibility	Not Eligible
	Did the student pass 5 of 6 classes in the previous semester?	Continue to check eligibility	Not Eligible
	Did the student achieve a GPA of 2.0 in the previous semester?	Continue to check eligibility	Not Eligible
	Is the student taking a full class load (6 classes) in the current semester?	**Eligible**	**Not Eligible**

* At the end of each semester, interested students will be notified by the Athletic Director if they are academically eligible to participate in school-sponsored athletics during the upcoming season.

Eligibility Checklist (During Season)*		Yes	No
Is the student still eligible to participate in school-sponsored athletics by the policy of Mount Clemens Community Schools?	Is the student currently passing 5 of 6 classes with a 2.0 GPA or better?	**Eligible**	**Not Eligible**

*As determined by Weekly Checkpoint of Achievement. All students participating in school-sponsored athletics at Mount Clemens High School will have their current grades confirmed every Tuesday during their season of competition by the Athletic Director (including prior to first game), who will then send a Weekly Eligibility Roster to the Principal. Students must be passing 5 of 6 classes with a 2.0 GPA or better throughout the season in order to maintain their eligibility to participate (in practices or games). Students deemed ineligible during the season may regain their eligibility by passing 5 of 6 classes with a 2.0 GPA or better by a subsequent Weekly Checkpoint. Tools used for Weekly Checkpoints include PowerSchool and Apex Learning Dashboard.

During the season of their sport, all MCHS student-athletes (excluding those with 3.0 or higher GPA) will be required to attend our Homework Helper After-school Program from 2:20 to 3:20pm Monday thru Thursday in Room E117 and maintain a Student Agenda Book (checked weekly by Mr. Trammell).

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Acknowledgement of Review of the Parent-Student Handbook

_____
Student's Name

_____
Teacher

We are using this Handbook as a means of communicating between the home and school. There are many policies, regulations, and services discussed in these pages. Please read and keep this handbook readily available throughout the year.

Many of your questions have been anticipated and are discussed in some detail. We are always available to clarify any school matter. The telephone numbers listed for key staff members will prove helpful. Do not hesitate to use them.

Close cooperation between the home and school is essential to promote the best interests of the child. Parents are encouraged to visit school and to attend scheduled meetings of parents and teacher. Mutual benefits accrue when there is a meaningful exchange of information between home and school. It is our hope that this Handbook will be helpful to you and that it will promote that understanding.

A parent or guardian is asked to detach and sign the receipt at the bottom of this sheet and return it to the child's teacher. Let us know what you think of this Handbook by leaving some comments on the back of this page before returning it to your child's teacher.

As the parent/guardian of the above student, I have read and discussed the Student Handbook.

I understand that all policies and regulations the Handbook references apply to all students at all time on all Mt. Clemens Public School property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, inducing but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

_____ _____
Parent Signature Date

_____ _____
Student Signature Date

Please detach and return this form to your child's teacher.

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MOUNT CLEMENS COMMUNITY SCHOOLS

167 Cass Avenue, Mount Clemens, MI 48043 • www.mtcps.org • PHONE (586) 469-6100 • FAX (586) 469-5569

NETWORK AND INTERNET ACCESS AGREEMENT FOR STUDENTS

This agreement is entered into this _____ day of _____, 20_____ between _____ **(STUDENT'S NAME – Please Print)** hereinafter referred to as Student, and the Mount Clemens Community School District, hereinafter referred to as District.

The purpose of this agreement is to provide Network (Electronic Mail and Electronic Bulletin Board) and Internet access, hereinafter referred to as Network, for educational purposes to the Student. As such, this access will (1) assist in the collaboration and exchange of information, (2) facilitate personal growth in the use of technology and (3) enhance information gathering and communication skills.

The intent of this contract is to ensure that students will comply with all Network and Internet acceptable use policies by the district. In exchange for the use of the Network resources either at school or away from school, I understand and agree to the following.

A. The use of the Network is a privilege which may be revoked by the District at any time and for any reason. Appropriate reasons for revoking privileges include, but are not limited to, the altering of system software, the placing of unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages. The District reserves the right to remove files, limit or deny access, and refer the Student for other disciplinary actions.

B. The District reserves all rights to any material stored in files which are generally accessible to others and will remove any material which the District at its sole discretion, believe may be unlawful, obscene, pornographic, abusive, other otherwise objectionable. Students will not use their District approved computer account/access to obtain, view, download, or otherwise gain access to such materials.

C. All information services and features contained on District or Network resources are intended for the private use of its registered users and any use of these resources for commercial, for profit or other unauthorized purposes (i.e. advertisements, political lobbying), in any form is expressly forbidden.

D. The District and/or Network resources are intended for the exclusive use by their registered users. The student is responsible for the use of his/her account/password and/or access privilege. My problems which arise from the use of a Student's account are the responsibility of the account holder. Use of an account by someone other than the registered account holder is forbidden and may be grounds for loss of access privileges.

E. Any misuse of the account will result in suspension of the account privileges and/or other disciplinary action determined by the District. Misuse shall include, but not be limited to:
   - Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.
   - Misrepresenting other users on the Network.
   - Disrupting the operation of the Network through abuse of the hardware or software.
   - Malicious use of the Network through hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.
   - Interfering with others use of the Network.
   - Extensive use for non-curriculum related communication.
   - Illegal installation of copy righted software.
   - Unauthorized down-sizing, copying, or use of licensed or copyrighted software.

F. Allowing anyone to use an account other than the account holder.
   - The use of District and/or Network resources are for the purpose of (in order of priority):
     - Support of the academic program
     - Telecommunications
     - General Information
     - Recreational

G. The District and/or Network does not warrant that the functions of the system will meet any specific requirements the user may have, or that it will be error free or uninterrupted; nor shall it be liable for any direct or indirect, incidental or consequential damages (including lost data, information or time) sustained or incurred in connection with the use, operation, or inability to use the system.

H. The Student will diligently delete old mail messages on a daily basis from the personal mail directly to avoid excessive use of the electronic mail disk space.

I. The District and/or Network will periodically make determinations on whether specific uses of the Network are consistent with the acceptable — use practice. The District and/or Network reserve the right to log internet use and/or monitor the electronic mail space utilization by users.

J. The Student may transfer files from information services and electronic bulletin board services. For each file received through a file transfer, the Student agrees to check the file with a virus detection program before opening the file for use. Should the Student transfer a file, shareware, or software which infects the Network with a virus and causes damage, the student will be liable for any and all repair costs to make the Network once again fully operational and may be subject to other disciplinary measures as determined by the District.

K. The Student may not transfer file, shareware, or software from information services and electronic bulletin boards without the permission of the Technology Coordinator. The Student will be liable to pay the cost or fee of any file, shareware, or software transferred, whether intentional or accidental, without such permission.

L. The Student may only log on and use the Network under the immediate supervision of a staff member and only with his/her authorized account number.

M. The District reserves the right to log computer use and to monitor fileserver space utilization by users.
The District reserves the right to remove a user account on the Network to prevent further unauthorized activity.

In consideration for the privileges of using the District and/or Network resources, and in consideration for having access to the information contained on the Network, or by the Network, I hereby release the District, Network, and their operators and administration from any and all claims of any nature arising from my use, or inability to use the District and/or Network resources.

SIGNATURES

I agree to abide by such rules and regulations of system usage as may be further added from time to time by the District and/or Network. These rules will be available in hard copy form in the Principals office.

_____ _____

Student Signature Date

As the students parent/legal guardian, I agree to this agreement and will indemnify the District for any fees, expenses, or damages incurred as a result of my child's use or misuse of the Network equipment.

_____ _____

Parent/Guardian Signature Date