



GEORGE WASHINGTON CARVER ACADEMY



STUDENT CODE OF CONDUCT

22-23

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George Washington Carver Academy Student Code of Conduct

Philosophy

The primary goal of George Washington Carver Academy is to create a positive, safe learning environment in which all students are provided an opportunity to grow academically and socially. In order to attain this goal, all stakeholders: parents, staff and students, must have a shared commitment and vision.

The principle aim of George Washington Carver Academy is to help students learn, develop and grow.

George Washington Carver Academy is an academic community composed of students, parents, support-staff, teachers, administrators and the community-at-large. The rules and regulations of the school are the laws of the community. All those enjoying the rights of citizenship in the school community must accept the corresponding responsibilities of citizenship. The basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community and its members.

Everyone in the community is entitled to full rights as citizens. At the same time, everyone must respect the laws and rights of everyone else.

To this end, every student has the responsibility:

- To treat others with respect and dignity
- To be prepared to learn
- To respect the school property
- To protect the safety and welfare of all students and staff

All students must respect persons and property. Students must come prepared to learn.

The Three Pillars of George Washington Carver Academy

Academic Excellence

George Washington Carver Academy has invested significant financial resources in the development of a strong academic program that provides students with an excellent academic foundation. In partnership with GWCA, we have carefully selected the finest curriculum to be used by our teaching staff in order to accomplish our purpose. All our curriculum meets or exceeds the state educational standards.

Student Responsibility

In addition to preparing our students for academic success, we seek to develop a strong sense of responsibility in each child. We want students to take personal ownership of their success or failure, regardless of their background or previous experiences. This includes sound decision-making, an ability that is becoming critical in our ever-changing, complex world. Students must meet high expectations both academically and behaviorally. Our teachers work with students and parents to promote the responsibility necessary for success both in and out of school.

Parental Partnership

A successful learning experience would not be possible without the partnership and dedication of our students' parents. Parental participation in each school's program is solicited and highly encouraged. Our parents are involved on leadership committees, in the classroom, and in the details that make a school function effectively. GWCA parents know they are always welcome and that they are a key to the success of every GWCA student.

GWCA believes that open communication between school and home improves the quality of the educational experience. Every six weeks, parents receive detailed online or written reports of student performance and accomplishments. MAP reports are coupled with fall and winter parent-teacher conferences. The reports and conferences include interpretation of internal and external measures of assessment. Teachers and parents may also schedule additional meetings.

At all other times throughout the year, parents can use GWCA's Secure School Website via the Internet to view their child's grades and progress. This web-based information center provides parents with both classroom information and student academic data. The Secure School Website promotes the increased accountability of all participants in the educational process—teachers, students, and parents.

The School Board can suspend or expel students for misconduct at school or at any school-sponsored event at or away from school.

Student and Parent Rights

As citizens of the United States, the State of Michigan and the school community, students and parents have certain rights. By way of example, some of these are set forth below:

- A. **The Right to an Education** - Every citizen in the State of Michigan has a right to a free, public education, regardless of race, creed, color, sex or national origin.
- B. **The Right to Due Process of Law** - Students and parents have the right to be fully informed about alleged misbehavior and provided an opportunity to respond to the charge.
- C. **The Right of Free Speech and Expression** - The First and Fourteenth Amendments, of the United States Constitution, guarantee all citizens self-expression. Such expression, however, shall not interfere with either the freedom of others to express themselves or with the educational process.
- D. **The Right to Privacy** - Students shall have privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses an object or material, which is, or could be, disruptive or is prohibited by law or school policy. Guarantees of freedom from unreasonable search and seizure of property are recognized but must be balanced with the responsibility of the school to protect the safety and welfare of students, staff and visitors.

Students have the following rights in school:

- All students may receive an education supported by public funds.
- Every student has the right to express personal opinions, either in words or in writing in ways that do not interfere with the education of themselves or others.
- Every student has a right to privacy. However, items may be searched for reasonable cause.

Responsibilities of the School

Discipline within the school is a cooperative effort that involves the school staff, parents and student. A safe orderly environment that is conducive to learning can only be maintained with everyone's cooperation. Therefore, it is necessary that the total school community of parents, students and staff, understand their responsibilities. Such responsibilities include but are not limited to the following:

STUDENTS

- Accept that learning is their responsibility and that it is a life-long process.
- **Attend** school regularly, arrive on time and be prepared to learn. Conduct themselves properly in class, on school grounds, on buses, or at school related activities.
- **Respect** the rights and feelings of fellow students, parents, school staff and school visitors.
- **Work** within the existing structure of the school to address all concerns.
- **Know and comply** with the school district rules and policies.

PARENTS

- **Support** the school's efforts to provide a safe and orderly learning environment.
- **Ensure** the student attends school regularly and punctually.
- **Provide** for the general health and welfare of students.
- **Provide** a home atmosphere and a study area suited for learning and the development of good study habits.
- **Cooperate** with school personnel and community agencies in solving their student's school problems.
- **Work** within the existing structure of the school to address concerns.
- **Know and Support** school and district rules and policies.

SCHOOL STAFF

- **Provide** a positive atmosphere for learning and teaching.
- **Accept** students as important and worthwhile.
- **Help** students as community members to act in a responsible manner.
- **Enforce** the rules and policies of the school consistently and fairly.
- **Encourage** students to participate in classroom, extracurricular and other school related activities.
- **Participate** in formulating rules and procedures in the school.

TEACHERS

- **Plan and Conduct** learning activities that contribute to the accomplishment of specified objectives and goals and encourage students to actively participate.
- **Inform** students of the high expectations regarding discipline and persist in their fulfillment.
- **Schedule** conferences with students, parents and other school personnel to understand and resolve academic and behavioral problems.
- **Keep** parents informed of a child's progress and problems.
- **Help** set the tone for good discipline by modeling the behaviors expected of students.
- **Support** school and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.

PRINCIPAL

- **Provide** leadership, supervision and evaluation of the total education program.
- **Listen to and Advise** students, faculty and parents.
- **Enforce** the policies of George Washington Carver Academy.
- **Use** appropriate methods for handling discipline problems to ensure that a student's rights are respected.
- **Maintain** proper disciplinary measures that protect the rights of the individual to learn or teach in a safe and orderly environment.
- **Ensure** that school rules and due process procedures are clearly presented to students, parents and staff.

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- SUPERINTENDENT (CAO)**
- **Coordinate and Support** the development of new educational programs and strategies that will help promote a positive learning environment.
 - **Advise** the principal on serious discipline matters.
 - **Consider and Make Reservation** to the Board on student disciplinary action when expulsion or long-term suspension is a consideration.
 - **Review** with administrators the policies of the Board of Directors and state laws.
- BOARD OF DIRECTORS**
- **Establish** guidelines for the development and revision of the Student Code of Conduct.
 - **Ensure** that school employees implement local Board policies and other Board recommendations relative to the Student Code of Conduct.

All stakeholders share responsibility for a safe and educationally sound environment equally.

Academic Integrity

In order to foster a healthy and appropriate atmosphere for learning, George Washington Carver Academy (GWCA) strive for its students to maintain certain standards of academic integrity. Students should use their own abilities to complete assignments and projects, unless instructed to work collaboratively with classmates or outside individuals. Plagiarism, cheating and dishonest behavior are not characteristic of a Vista Meadows student. Students found guilty of academic dishonesty will be subject to academic consequences.

Academic dishonesty (cheating and plagiarism) is the willingly and knowingly copying or using the work of others to represent it as one's own and/or act of using books, notes, or other materials on an assessment without the knowledge or approval of the instructor. It is also considered cheating when one obtains copy of an assessment and/or assessment answers prior to taking an assessment with the intention or anticipation of using the information gained on the assessment. Consequences of cheating are the receipt of a zero grade on the assignment or assessment in question without the possibility of completing a make-up assignment or assessment.

Athletics Requirements

All students must have a current physical examination in order to participate. In order for a student to participate on the team; a student must have a 2.5 GPA (this is a GWCA requirement, per board policy). If a student during the sport season drops below a 2.5; to between a 2.0 to 2.5 that student will be placed on probation. If a student during the sport season has an F in any class; that student cannot play until the grade is raised from the F. If a student during the sport season has a D in any class; that student is on two-week probation and the teacher must sign off for the student to play any games while the student has a D.

Any student who is sent to the office for discipline reasons will not play the game scheduled for that day. For home games, team members may either wear the school uniform or another dress shirt or tie to school the day of a game. For away games team members cannot wear sneakers or jeans for travel.

Attendance Expectations

There is a strong relationship between regular school attendance and academic performance. Students who are in class and on time daily have the best chance for school success!

Attendance Expectations

- Students are expected to attend all classes each day.
- Students are expected to be on time for each class during the school day.
- Students are to remain in school the entire school day.
- Students are expected to maintain a ninety-six percent (96%) attendance rate.
- GWCA complies with the Michigan Compulsory School Law, which states that all students between the ages of six (6) and eighteen (18) are to attend school during the entire school year.

Absences

- Notify the school regarding your child's absence.
- Send a note regarding the reason for the absence when your child returns to school.

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- A note should be received within three (3) days of your child's return to the school.
- Make sure that all make-up work is completed and returned to the teacher.

Tardiness

- Students who arrive later than the beginning of the school day or after the start time of class without an excuse and/or pass are considered tardy.
- Excessive tardiness disrupts the learning process and negatively impacts the student's academic achievement.

Truancy

- Students who have missed at least 10% of the school year are considered chronically absent/truant.

Consequences for Irregular Attendance

- Possible failure in class or grade level.
- Investigation by the Attendance Agent.
- Referral of student for Department of Health and Human Services ("DHHS") action.
- Referral of parents to the Wayne County Prosecutor for prosecution.

With your support, we can make a difference in your child's academic success.

See attached Attendance and Truancy Policy. Daily attendance in all classes is necessary for school success. It is the policy of GWCA that all students are in regular and continuous attendance in all classes. Since repeated absence from school interferes with both individual progress and with the teacher's ability to conduct the instructional program effectively for all students in the class, truancy may subject the student to disciplinary action, possible retention, and may result in referral to the Juvenile Division of the Probate Court.

Chronic Absenteeism

Chronic absenteeism and habitual truancy are important predictors of school performance, including high school graduation. Average daily attendance rates often mask the number of students who are chronically absent - which equates to missing at least ten percent of the school year or approximately eighteen (18) school days for any reason.

Chronic absenteeism can be determined by comparing the number of absences in relation to the number of schooldays. Chronic absenteeism can be defined as excused, unexcused, and suspension days. These categories correlate to the multi-tier systems of support and provide the recommended strategy to make positive impacts on chronic absenteeism.

Chronic absenteeism in the school district indicates the presence of a much larger salient issue. Thus, addressing chronic absenteeism will resolve other issues in school as they relate to ensuring students have the resources to be successful, increasing student-family engagement, data driven resource interventions, and enabling college-career readiness.

Levels of Chronic Absenteeism

1. Students who miss 5% or less of total school days are considered to have **satisfactory attendance**.
2. Students who miss 5%-10% of school days are at risk of becoming **chronically absent**.
3. Students who miss 10%-20% of total school days are considered **chronically absent**.
4. Students who miss 20% or more of total school days are considered **severely chronically absent**.

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Leaving Early

If you need to leave school during regular school hours, you must bring a note to the office before first hour. You must also sign out in the office before leaving. If you are ill, report to the office with a pass signed from your teachers.

Virtual classroom: Scholar must communicate with teacher before exiting class early.

Make-Up Work

Excused absences- Students completing work missed during an excused absence may receive credit. To get credit, you will be given the number of school days absent, plus one, to finish work. Make-up work must be within the time limits.

In-/Out-of-School Suspension- Students should do all assignments missed while suspended. Homework should be completed during the suspension, and students will receive "full" credit for all work completed and handed in upon "the day of return to school. Arrangement for test must be made the first day the student returns from suspension. The student must take the test within two days of returning from suspension.

Vacation/Illness- Assignments will be provided upon a student's return to school and such work must be completed within the number of school days absent.

Completion of Assignments

To prepare our students for the rigors of college and the workforce and meet the standards set forth by the state, we have structured the curriculum to best distribute the learning goals over the course of the year. Since course topics build upon each other, it is important for students to meet deadlines and turn in assignments and projects on time in order to stay on track for graduation. In keeping with the goal of developing good study habits, students are responsible for their own learning and for obtaining from their teachers and making up missed assignments/work. Students are expected to complete all assignments in a timely manner. Students that frequently miss assignments or incomplete work may be subject to academic interventions and/or probation.

To increase student accountability and higher expectations, we will work towards helping students develop habits of persistence, management of impulsivity and internal motivation for accuracy. During this process, students will work on the development of study skills and attributes necessary to achieve this goal.

Dress and Appearance

It is mandatory for all students to be always in complete uniform. Your cooperation is needed to assure that our dress code is adhered to by all students that attend George Washington Carver Academy.

Grades

K - 4th

Boys

- Light Blue Polo Shirts
- Navy Blue Pants
- Black Belts
- Navy Blue/White Socks
- All Black Shoes

Girls

- Light Blue Polo Shirts
- Navy Blue Pants
- Navy Blue Skirts
- Black Belts
- Navy Blue/White Socks
- All Black Shoes
- Navy Polo Shirts
- Tan/Khaki Pants
- Tan/Khaki Skirts
- Black Belts
- Navy Blue/White Socks
- Black Shoes

5th - 8th

- Navy Polo Shirts
- Tan/Khaki Pants
- Black Belts
- Navy Blue/White Socks
- Black Shoes

Students must conform to the following dress code expectations:

- All tops are to be tucked neatly in uniform pants or skirts. Sagging is not allowed.
- All students are required to wear black belts.
- Boys are not allowed to wear pierced earrings, and if worn to school they will be instructed to remove them.
- Girls are not allowed to wear earrings larger than a quarter in diameter.
- Only solid headbands that match uniform color are allowed.

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- All students are required to wear full **ALL black shoes with black soles** (no colored writing or designs). “Heelys”, sandals and shoes exposing the heel of the foot are not allowed.
- Only navy blue or white cardigan and V-neck sweaters (without hoods) may be worn.
- Students are not allowed to wear hoodies.
- All girls’ uniform skirts must be knee length. (Capri style pants are not allowed).
- Students are not allowed to wear shorts at any time during the school year.

Dressing in a way that is unhealthy, unsafe, or disruptive is prohibited. Students are expected to comply with GWCA uniform policy daily. Failure to do so may result in disciplinary actions.

In addition, parents will have the option to take their children back home to change into the appropriate uniform. If the student does not return, this will be counted as an unexcused absence. Secondly, parents can also bring the student uniform to the school so that the child can change into the appropriate dress code attire. Any student that continues to violate the dress code will be suspended until parent conference can be held.

Casual Dress

On occasion, casual days (also known as Free Dress Days) may be announced and/or awarded to students. The announcement will always be in writing. School staff reserves the right to take away a casual dress day if it is warranted. Students on these special days will be allowed to wear casual, but clean clothing, including jeans and non-collared shirts with appropriate designs (sports logos, designer insignias, loveable characters, etc.) Tennis shoes or athletic shoes (excluding flip-flops or shower shoes) are permitted but must be worn with socks. No pants with holes or tears will be permitted.

The administration can and will determine objectionable attire which may include, but is not limited to, tank tops, spaghetti straps, hoodies, tight fitting jeans or hip huggers, baggy pants, shirts with offensive language or pictorials, shirts that allow bare midriffs to show, see through clothing, fish net nylons, excessive jewelry, and make-up. No hats of any kind may be worn in the building unless it is an activity centered on “Spirit week.”

Inclement Weather Dress Policy

Uniform sweaters vest may be worn as inclement weather dress. It is suggested that one of these items be kept in the student’s locker for cold days. Boots are allowed to be worn to school during snow months. Once the student arrives to school, they must change into appropriate school shoes.

Remote Learning

In the event student are participating in remote learning opportunities, students may be allowed to wear clothing in alignment with our casual dress expectations. Modesty is the best policy. Students must avoid wearing items that can be a distraction to the learning environment and/or be perceived as inappropriate for the occasion.

Emergency Information

It is a parent/guardian’s responsibility to ensure that their child has the most up to date emergency contact information, including a secondary contact person, completed and filed in the school office. **A student may be excluded from school until this requirement has been fulfilled.** If your daytime phone number changes anytime during the school year, please promptly notify the office. If an emergency occurs, we need current phone information to reach you as quickly as possible. Please inform secondary contacts that you have listed them on the emergency card and confirm that they are willing to accept responsibility for your child if necessary. If your child becomes ill or is injured during school hours, we will make every effort to contact you first.

The student’s parents/guardians also must complete an emergency authorization form indicating their preference of hospital or doctor for emergency treatment. In the event of an emergency, the student should be taken to the nearest hospital to receive appropriate medical care, regardless of medical preference. Typically, the decision is made by emergency medical technicians or other first responder.

Field Trips

Field trips enhance learning and provide depth to a student’s educational experience. Individual classroom teachers plan school-sponsored field trips. A permission slip with details of the trip will be sent home for parent’s signature whenever a field trip is planned.

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- A signed permission slip must be returned to the school for a child to go on a field trip.
- Parent volunteers are encouraged to participate on field trips. Younger siblings are not allowed.
- Chaperones are selected by staff, must have a completed and approved i-chat, and a negative covid-19 test.

Grading, Promotion, and Retention

Our priority is to ensure students can be successful at grade level. The academic grading scale for report cards is as follows:

Code	Range	GPA Value
A	93.00-100.00	4.00
A-	90.00-92.99	3.75
B+	86.00-89.99	3.50
B	83.00-85.99	3.25
B-	80.00-82.99	3.00
C+	76.00-79.99	2.50
C	73.00-75.99	2.25
C-	70.00-72.99	2.00
D+	66.00-69.99	1.50
D	63.00-65.99	1.25
D-	60.00-62.99	1.00
F	00.00-59.99	0.00

Kindergarten through second grade students will be graded using the standards-based report card.

Mastery of Standards:

4=Exceptional Achievement (100%-90%)

3=Meets Expectations (89%-70%)

2=Meets Some Expectations (69%-60%)

1= Does not meet expectations (59%-0%)

Kindergarten through eighth grade students will be graded using the standards for each elective class, Health/Physical Education, Technology and Art.

In an effort to meet the needs of the scholar, the school will regularly review the following:

- Teacher recommendation
- Attendance
- Citizenship
- Academic Performance during 1st, 2nd, and 3rd Quarter Report Cards,
- Reading and Math scores on MAP (Measures of Academic Progress)
- Reading scores on the M-STEP
- Current academic progress in their class.

The school has the authority to retain pupils based on their failure to achieve at the appropriate grade level or on school year attendance. It is the policy of the school to retain students that fail based on one or more of the following criteria:

- Math and Reading; or
- three of the four core subjects (ELA, Math, Science, and Social Studies); or
- not reading at the appropriate grade level (Grade 3 Reading Law)
- the student has extremely low attendance

Regarding the rights of a parent on this issue, the law does recognize: “It is the natural, fundamental rights of parents as legal

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guardians to direct the care, teaching and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parent and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive manner."

Homework Policy

The purpose of homework is to increase student learning. It is a direct link to increasing engagement in learning and improving student achievement.

- Teachers assign homework judiciously, deliberately, and moderately to build on student skills and knowledge.
- Homework results are used to influence instructional decisions.
- All assignments graded for completion will not receive credit after the due date unless an alternate agreement has been committed to in writing between the teacher and student.
- Incomplete work will become homework if a student has not finished a project or assignment throughout the school day or has been absent from school.
- 30 minutes of study per every hour of instruction.

Due Dates

All homework is due at the beginning of the class on the specified due date, or it will not be accepted. It is the student's responsibility to request missed material and homework assignments. It is the teacher's responsibility to provide this to the student in a timely manner (within 24 hours).

If a student or parent/guardian provides at least 24-hour notice of an upcoming absence, the teacher will provide material.

If the absence is unexcused the teacher does not need to provide make up work.

In cases of suspension, when the student returns, the student must request missed work and the teacher has 24 hours to respond.

Internet Acceptable Use

George Washington Carver Academy is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Academy operations. It also recognizes that safeguards must be established to ensure that School's investment in both hardware and software is achieving the benefits of technology and inhibiting negative side effects.

In order for anyone to use the local and wireless network, Internet connection and/or data and exchange servers, he/she must read these guidelines and sign an Agreement. **The contract must also be signed by a parent or guardian.**

A username and password will be issued to users upon receipt of a signed Agreement. Until then, network use will not be allowed. The use of the Internet is a privilege, not a right. **Inappropriate behavior or violation of the acceptable use agreement may lead to penalties including the revocation of a user's account, disciplinary action (including suspension and/or expulsion) and/or legal action.**

Inappropriate Internet and network use is not limited to the following:

- using offensive or inappropriate language or language that would promote violence or hatred;
- revealing one's (or other's) personal address, phone number or credit card information;
- harassing anyone by sending uninvited communication;
- sending or accessing electronic information from accounts that do not belong to you without the owner's authorization;
- accessing unauthorized or inappropriate areas of the network and changing or interfering with information found in the network;
- accessing areas blocked by School's firewall without authorization;
- soliciting or distributing e-mail for non-educational or non-business purposes;
- misrepresenting oneself or others;
- making unauthorized copies of software or information, such as software pirating;
- printing of materials excessively;
- downloading and/or installing unauthorized software, including games, on Academy computers without specific permission from Administration;

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- accessing, uploading, downloading, distributing, or transmitting pornographic, obscene, sexually explicit, or threatening material or other materials harmful to minors;
- violating federal copyright laws or otherwise using the property of another individual or organization without permission. All work must be original work. Copy and pasted material may only be used as a resource when properly cited;
- violating any local, state or federal statute; and
- accessing personal social networking sites, such as but not limited to Facebook, Twitter, TikTok, Instagram YouTube, etc. without specific permission from the Administration.

The assignment of a password does not guarantee confidentiality. There is no expectation of privacy as to prevent examination or monitoring. GWCA reserves the right to examine all data stored in the machines and/or network (including e-mail) to make sure that all users are in compliance with these regulations. School reserves the right to monitor or review Internet files, including web pages and usage logs. Any flash drive used at School must also be free of any inappropriate content.

GWCA monitors the on-line activity of all users to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Students are prohibited from participating in the transfer of inappropriate or illegal materials or material that may be considered treasonous or subversive through the Network and Internet connection. In some cases, the transfer of such material could result in legal action against a student.

Students, who happen to find materials that may be deemed inappropriate shall refrain from downloading this material, immediately leave the Internet site, shall not identify or share the location of this material, and will immediately report it to a teacher or the Administration. The transfer of certain kinds of materials is illegal, and punishable by fine or jail sentence.

All computers, local and wireless network, Internet connection and/or data and exchange servers are GWCA's property and shall only be used for educational and business purposes. The computer hardware (monitors, terminals, keyboards, mice, etc.) are Academy property and any mistreatment or damage will be considered destruction of property or vandalism.

GWCA makes no guarantees, implied or otherwise, regarding the reliability of the data connection. School and any of the sponsoring organizations shall not be liable for any loss or corruption of data resulting while using the Internet connection.

School strongly condemns the illegal distribution of software otherwise known as pirating. Software piracy is a Federal offense punishable by fine or imprisonment.

Students are prohibited from allowing other individuals to use their account or use other individuals' accounts for Network and Internet activities.

Through the use of the Internet, any actions taken by students reflect upon the Academy's system as a whole. As such, all students are required to behave in an ethical and legal manner.

Users must release School and all other sponsoring organizations related to the Internet connection from any liability or damages that may result from the use of the Internet connection prior to having access. In addition, users must accept full responsibility, as well as legal and financial liability for the results of their actions regarding their use of the Internet. Users must release School and related organizations from any liability relating to consequences resulting from their use of the Internet.

Students will be subject to disciplinary actions if Academy technology and/or networks are abused in any way or used in an illegal or unethical manner. Any inappropriate use of the computer networks or violation of these guidelines by students will result in the loss of the privilege to use network and possible disciplinary action (including suspension and/or expulsion).

School administration reserves the right to change these rules at any time.

Lost and Found Policy

Students should first check their classrooms and school cafeteria and grounds for lost or misplaced items. We strongly encourage parents to clearly mark their child's name on all personal items and clothing articles. We also recommend that expensive items not be brought to school, ex., electronic devices and jewelry. GWCA is **not responsible** for any lost, damaged, or stolen items belonging to the student.

Lost and Stolen Equipment

Lost Equipment

If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her. If it is reported that a student has not brought the device to school for an extended period, the school will consider the device to be lost and could charge the student's account for full replacement of the device and its related equipment.

The circumstances of each situation involving lost equipment will be investigated. Students/parents will be held financially responsible for any lost equipment. After investigation, if a laptop or iPad is deemed lost, the school will make a determination regarding a replacement device.

Stolen Equipment

If equipment is stolen, the school must be notified, and a police report must be filed immediately. A copy of the police report must be provided to the school by the student or parent in a timely manner.

Students/parents will be held financially responsible and will be billed for full replacement costs for stolen equipment. Remember, it is the parent's/student's responsibility to report the theft to the proper police and school authorities immediately upon incident. After investigation, if a laptop or iPad is deemed stolen, the school will make a determination regarding a replacement device.

Remote-Learning Days

Remote learning allows GWCA to extend learning into the home and keep everyone safe during emergency closures.

Schoology is a Learning Management System (e-Learning) that integrates many facets of education into one platform. Schoology allows the capabilities beyond grading and attendance for our learning community. GWCA educators can create an engaging and stimulating atmosphere via virtual learning now with Schoology.

At the core of Schoology, all educators in our district can create their own virtual platform for students to receive the following: instruction, guides and resources, assignments and assessments, and other forms of direct delivery instruction. With the guidance from the school's Technology Department, our teachers that have been trained to use current tools such as Google or MS Office to create content, can now use that information to upload and/or embed MS Office content into Schoology.

Educators have the capability not just to create resources but to share their content across several levels of education. In other words, any educators at any level in our district can collaborate with any teacher to provide a complete classroom experience online. We strive to provide excellence by focusing on skills that will prepare or student for College and Career Preparedness.

Our number one goal with Remote Learning is to make sure your child continues to learn and is safe. With a new process, there will be many things your student can share about their learning and demonstrate success, but there will also be some areas of improvement for the whole system. When students return to school, there will be an opportunity for the home and students to share, strengths and needs improvement, about the Remote Learning Day.

Teachers will have lessons for your student loaded in via packets and/or Schoology Classroom, our learning management system for students. Prior to leaving the school building, students will receive the necessary resources to complete their work at home. Students who are English Language Learners/Special education will receive additional materials and supports.

Reports and Conferences

An academic year is divided into four (4) marking periods or quarters. The first two quarters make up the first semester and the remaining two quarters make up the second semester. Report cards are issued and mailed to the homes of students after every quarter. Teachers will conduct parent/teacher conferences twice a year. Progress reports will be given out at each mid-quarter. Please consult the school calendar for exact dates of scheduled conferences, report cards, and progress reports.

School Closing

If GWCA are closed for inclement weather, the decision will be made by 6:00 a.m. It will be posted on the school website, accessed from www.gwcarveracademy.org, and broadcast on the following television stations after that time:

- WWJ 950 AM

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- WDIV (channel 4) out of Detroit
- www.clickondetroit.com
- www.freep.com

If it becomes necessary to close school early, parents/guardians will be notified.

Student Rights of Expression

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

A material cannot be displayed if it:

- is obscene to minors, libelous, indecent and pervasive or vulgar
- advertises any product or service not permitted to minors by law
- intends to be insulting or harassing
- intends to incite fighting or presents a likelihood of disrupting school or a school event
- presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations or the commission of an unlawful act

Materials may not be displayed or distributed during class periods or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, if exits are not blocked and there is proper access and egress to the building. Students who are unsure whether materials they wish to display meet school guidelines may present them to the Principal Leader 24 hours prior to display.

Wireless Communication Devices

Wireless communication devices (ECDs) are devices that emit an audible signal, vibrate, display a message, or send or receive a communication to the possessor. ECDs include but are not limited to the following: cellular phones, pagers/beepers, personal digital assistants (PDA's), e-readers, iPods, BlackBerry's/smart phones, Wi-Fi enabled access devices, video broadcasting devices and laptops.

Cell phones and wireless communication devices must be turned off during the entire day, including lunch. The use of ECD's creates a distraction, disruption or interferes with the educational environment of GWCA. GWCA prohibits students from the use or possession of any ECD on Academy property, in an Academy vehicle or at any Academy-sponsored event.

GWCA may choose to provide or allow students to use ECD's, such as but not limited to e-readers and laptops, as part of their course work. The user must sign appropriate computer use and Internet acceptable use agreements.

Academy owned devices must be returned at the end of the school year and the student will be responsible for the replacement cost of any device damaged by the student.

If the Academy allows students to use privately owned laptops on School property, the user must sign the appropriate Network and Internet acceptable use agreements.

If the School chooses to allow ECDs, a permission slip should be completed and on file at the main office. A ECD policy shall be distributed to all students outlining the restrictions on the use of ECDs unless they have obtained specific permission from an administrator in advance.

Possession of ECDs on School property, in a School vehicle or at any School-sponsored event shall be consent to the search of those devices.

Students are personally and solely responsible for the care and security of their ECDs. The Academy does not assume responsibility for the theft or damage to ECDs brought onto its property, or the unauthorized use of such devices.

Students are prohibited from using ECD's to capture, record or transmit audio and/or video of any staff member, students or

George Washington Carver Academy Student Code of Conduct

other person on School property without express prior permission.

ECDs, cameras, video cameras or any equipment that has video and/or camera capability may not be activated or used at any time in any School situation.

Students are prohibited from using ECDs in any way that might reasonably create in the mind of another person the impression of being threatened, humiliated, harassed, embarrassed or intimidated. The transmission of sexually explicit messages including “sexting” is prohibited.

Students are prohibited from using ECDs to transmit test information or any other information in a manner constituting fraud, theft, academic dishonesty or violating the student code of conduct.

Possession of a ECD is a privilege, not a right. Violation of ECD School guidelines will result in disciplinary action and/or confiscation of the ECD. If the violation involves an illegal activity, the school leader will refer the activity to law enforcement officials.

Violation of the ECD policy will warrant an immediate one-day suspension.

Digital Code of Conduct

Proper behavior, as it relates to the use of technology, is no different than proper behavior in all other aspects of district activities. All users are expected to use the district technology resources in a legal, responsible, ethical, and polite manner. The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with the George Washington Carver Academy Board policy on use of technology resources in instruction. A student who knowingly violates any portion of the digital citizenship expectations will be subject to suspension of access and/or revocation of privileges on the district's system and will be subject to disciplinary action in accordance with the school district disciplinary handbook.

Students will practice responsible use of digital information regarding intellectual property, including complying with software licenses, copyright laws, and all other state and federal laws governing intellectual property. Students will practice safe and appropriate online behavior including using professional etiquette while communicating online. Improper use of district technology resources is prohibited including, but not limited to:

- using racist, profane, pornographic, sexually oriented, or obscene language or materials
- attempting to send or sending anonymous messages of any kind
- using the network to access inappropriate and/or harmful materials
- bypassing the district's security measures to access sites that are filtered on the district network
- encrypting communications to avoid security review or monitoring by the system administrator
- using the network to provide addresses or other personal information that others may use inappropriately
- purposely engaging in activity that may harass, threaten, defame, slander, libel, malign, or abuse another (individual or group)
- forgery or attempted forgery of electronic messages; attempts to read, delete, copy, or modify the electronic mail of other system users or deliberate interference with the ability of other system users to send/receive electronic mail
- using the network for illegal purposes, in support of illegal activities, or for any other activity prohibited by district policy or guidelines

Students will use the technology resources in a positive and responsible manner that promotes creativity, innovation, collaboration, communication, critical thinking, and problem solving. Improper use of the district's technology resources is prohibited including, but not limited to:

- using the network for political activity, financial gain, or commercial activity

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- attempting to harm or harming equipment, materials, or data
- changing any computer configurations and/or settings
- installing software, including freeware and file sharing services, without permission from permission from the director of technology or his/her designee
- streaming media, such as radio, games, video, etc., for non-educational purposes
- proxy sites - bypassing or attempting to bypass the filtering device by using sites such as, but not limited to, proxy sites on the district's electronic communications system
- running security programs or utilities that reveal or exploit weaknesses in the security of a system such as password cracking programs, packet sniffers, or port scanners or any other non-approved programs on district technology resources
- otherwise engaging in acts against the aims and purposes of the district as specified in its governing documents or in rules, regulations, and procedures adopted from time to time

Students will understand the negative impact of inappropriate technology use including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy of materials such as software, music, video, and other media.

Students will log in to the district network using their own login credentials. Account information and passwords, or similar information used for identification and authorization purposes, must be kept private. Passwords should not be written down and left in a location other may find it. The individual in whose name a system account is issued will be responsible at all times for its proper use.

Students will use technology resources cautiously to prevent damage.

Students are asked to conserve district technology resources (such as network bandwidth and storage) by limiting usage to educational purposes. System users must not degrade the performance of district technology resources (i.e., streaming video, streaming audio, and Internet radio), deprive an authorized district user access to a district resource, obtain extra resources beyond those allocated, or circumvent district computer security measures.

Creative credit and copyright - students have the right to protect their own creative works. Additionally, students must exercise academic integrity in a fair and legal manner when using other people's creative works. Failure to appropriately cite ideas or work other than your own will result in adverse academic and behavioral action. Academic integrity protects against the following:

- Cheating is fabricating written assignments; giving or receiving aid to another student without the consent of the instructor on tests, quizzes, assignments, or exams; or accessing unauthorized teacher's editions or answer keys. Cheating also includes the use of technology such as computers, phones, cameras, or any other device that provides access to unauthorized information related to graded course material, tests, quizzes, assignments, or examinations.
- Double assignments are also a form of cheating. This is defined as an assignment that is used to fulfill the requirements of more than one course without prior approval from all involved instructors.
- Colluding is allowing one's work to be copied or submitted by another student. This applies to individual as well as group work where the students are given individual grades. It also applies to work that is transferred electronically and then submitted by another student. Joint student projects where information is combined for a final product submission are acceptable.
- Plagiarizing is the act of presenting the ideas or works of another person as one's own. This includes presenting information, ideas, phrasing, words, artwork, music, figures, diagrams, graphs, song lyrics, films, maps, illustrations, data, computer programs, emails, CDs, and electronic files from the Internet. All of these must be acknowledged with the proper documentation. The instructor or the school links should be consulted for proper citation practices. All assignments submitted to instructors should contain the proper citation.

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Plagiarism occurs when a student does one of the following: fails to cite borrowed, quoted, or paraphrased material, even by accident; deliberately intends to deceive through lack of citation; or uses strings of words from a cited source without indicating these words are not his/her own (attempted paraphrase without quotations, even if there is a correct citation).

Technology Discipline

The discipline policies at GWCA encompass the one-to-one/digital environment. Please reference the **Student Code of Conduct section** for details.

Discipline is progressive. Low-level, first-time infractions will have lesser consequences than infractions that are repetitive or more serious in nature.

The following are for illustration purposes only. The appropriate progressive discipline steps for the individual would apply.

- Warning
- In-class consequence
- School-based consequences
- Parent contact
- Administration referral

Student Code of Conduct

Student 1311 of the Student Code of 1976, as amended (MCLA 380.1311; MSA 15.41311) authorizes the Academy to suspend or expel a student for misconduct. Students in attendance at school-sponsored and off-campus events are subject to the direction and authority of School District personnel and are governed by all applicable rules and regulations of GWCA.

The George Washington Carver Academy School Board and Administration are committed to maintaining a safe and respectful school environment. Therefore, we adhere strictly to Michigan Law, which requires the expulsion of students (in grades 6 and higher) for any of the following offenses:

- Students who commit physical assault will be expelled. Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence.
- Students who verbally assault any school employee or volunteer or visitor will be expelled. Verbal assault is defined as a threat to do bodily harm. Verbal assault is defined as any statement or act, oral or written, which can reasonably be expected to induce in another person an apprehension of danger of bodily injury or harm.

In all cases where there is evidence of assault, the student will be suspended from school pending a formal hearing before the George Washington Carver Academy School Board, whose decision shall be final and binding.

Additional offenses warranting expulsion from school include:

- Sexual misconduct (unwanted sexual contact/assault)
- Possession or use of a weapon or weapon facsimile, explosive device and/or threat to use such instrument(s) to do bodily harm.
- Arson (intentionally setting a fire)
- Bomb threats
- Selling or providing drugs or other controlled substance(s), (including look-alikes) to others.
- Extortion, blackmail

Cases of serious misconduct that also violate law are reported promptly to law enforcement personnel.

Misconduct

It is recognized that the vast majority of George Washington Carver Academy Students conduct themselves in a manner that exemplifies the best hopes of the community. There are certain standards of behavior that the school must require because of the school's legal responsibility to its constituents. It is understood that any staff member in the building has the authority to correct misconduct. The Student Code of Conduct is not an attempt to state a rule for every situation. The school functions on the belief that students of this age have developed a sense of self-respect and dignity suitable to conduct themselves appropriately in most situations. The principal may exercise all powers necessary to enable them to perform the function of his/her office. Many of their responsibilities are specifically delegated, but the principal is not limited to those powers specifically delegated.

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be subject to discipline. Acts of misconduct deemed to be a gross misdemeanor or persistent disobedience may be subject to suspension and/or expulsion from the school. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. School or Board of Directors disciplinary actions do not preclude further action by the law enforcement agency or the court system. The school will make a good faith effort to notify the parent of a student and/or assist to obtain parental permission prior to allowing law enforcement questioning of a student.

Students are expected to follow the Code of Conduct when

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- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- In-route to or from school;
- at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school.

Acts of misconduct include, but are not limited to, the following:

- Failure to cooperate or comply with directions of school personnel and volunteers
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Misuse of copyrighted materials
- Improper or disrespectful communications to staff, volunteers, or students
- Use of profane and/or inappropriate language
- Disruption of school
- Bullying and harassment
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Improper dress in violation of the Dress Code
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Any public display of affection having sexual connotations
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook
- Smoking, tobacco possession or use
- Trespassing, loitering
- Suspended or expelled student on school property or attending school activities
- False alarms
- Possession of electronic device(s) defined by school policy
- Defacement/Damage of property or theft/possession of stolen property
- Coercion, extortion or blackmail
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of look-a-like weapons
- Possession of weapons or dangerous instruments not otherwise enumerated herein
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Fighting, physical assault and/or battery on another person
- Gangs and gang related activity
- Violation of Technology Use and Internet Safety Practices and Procedures
- Misconduct prior to enrollment
- Persistent disobedience
- Verbal assault
- Malicious or willful types of behavior that endanger the safety of others
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Excessive tardiness or absences as defined in the Attendance Policy

The following acts of misconduct at school, as defined by state law, are subject to permanent expulsion from all public schools in the State of Michigan:

- Possession of a dangerous weapon**:

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- Arson
- Criminal Sexual Conduct
- Physical Assault at school by a student grade 6 or above against an employee, volunteer or contractor of the school

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Incorrigibility

Wayne County Probate Court (Juvenile Division) will be advised of any situation, which the principal feels come within the jurisdiction of that court.

Categories of Misconduct

GWCA hereby establishes the following categories of misconduct, which may result in suspension or expulsion from GWCA. These categories are generally descriptive of the most obvious types of misconduct, however, are not to be construed as an exclusive list or as a limitation upon the authority of school officials, to deal appropriately with any other types of behavior, which interfere with the good order of the school system or the proper functioning of the educational process.

Levels of Misconduct and Possible Disciplinary Interventions/Actions

The three levels of violation on the following pages are not all inclusive, but only representative and illustrative. A student who commits an act of misconduct or insubordination (refusal to comply with a reasonable request) not listed is also subject to disciplinary action.

Students, parents and staff share responsibility for an orderly, safe learning environment. Staff intervention strategies such as teacher/student conferences, auxiliary staff/student intervention and teacher/parent contacts are to be made for Level 1 violations. Full cooperation among students, parents and staff is expected in order for our Student Code of Conduct to be effective

Violations are categorized into four (4) categories:

- Level 1 – Minor
- Level 2 – Moderate
- Level 3 – Major
- Level 4 – Severe

Level 1 Violations

A Level 1 Violation is behavior, which disrupts the education process or interferes with teaching and learning. Depending on the severity or repetition, a Level I violation may be reclassified as a Level II violation.

Level I Possible Discipline Interventions/ Actions:

- Parent contact
- Teacher Detentions
- Daily/weekly point sheets
- Behavior contract

Code

Violations

1 -A Failure to follow instructions/insubordination.

A student will not ignore or refuse to comply with directions or instructions given by district personnel and/or volunteers that hinder safety and or the learning of peers.

1- B Refusal to identify self

Refusing to show or wear an identification card and/or give correct name when requested by school personnel or using another person's name or identity.

1-C Use of electronic communication devices ("ecd") smart phones, cellular phones or other devices that cause disruption while on school property

Smart phones, cell phones, personal communication devices or other ECDs while on campus must be off and out of sight. Use of these devices for educational purposes must be approved by the principal and teacher and are otherwise prohibited during the school day. GWCA is not responsible for the loss, theft, damage, or vandalism to student cell phones or ECDs or any other student property.

1- D Improper or unauthorized use of school materials/equipment

A student may only use school equipment, technology or materials when prior approval is given by an administrator or teacher.

1 - E Cheating/academic misconduct

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

1- E Inappropriate displays of affection

Students will not engage in inappropriate displays of affection, such as kissing, touching or rubbing.

1 - F Loitering/trespassing

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.

1 - Tardiness/unauthorized absence

G A student must be in his or her place of instruction at the assigned time without a valid excuse.

1 - H Appropriate dress/grooming

A student will adhere to school's approved dress code policy.

1 - I Teasing, disrespectful or other unkind behavior

Disrespectful, unkind and/or mean language or actions towards another student that includes name calling, sarcastic/crude jokes, teasing or other behavior use to distract, disturb, offend, sadden, anger, bother, irritate, or annoy.

1 - J Chronic Violation of Discipline Code

A student shall not engage in behavior, which continues to be disruptive despite previous action taken by school officials. A student engaging in such conduct will be recommended for long-term suspension or expulsion. Students who accumulate five or more suspensions in a given school year may be suspended out of school for ten days, placed on strict probation or recommended for long- term suspension or expulsion

Level 2 Violations

Level II behavior is behavior, which seriously disrupts the education process or interferes with teaching and learning. Depending upon the severity or repetition, a Level II violation may be reclassified as a Level III violation.

Code

Violation

2 - A Threats of violence/intimidation

Written, verbal or physical conduct, or electronic communication that is intended to place one or more persons in fear of harm. Refer to C7 - Bullying to describe conduct of a serious, severe, or substantial nature.

2 - B Profanity/obscenity toward students

Written, verbal or electronic communication with photographs or drawings directing profanity

- | Code | Violation |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | or insulting, obscene gestures toward any other student. |
| 2 - C Profanity/obscenity towards staff | Written, verbal or electronic communication with photographs or drawings directing profanity or insulting, obscene gestures towards any District staff member, contractors, adult volunteers or adults on District property. |
| 2 - D Possession of dangerous objects | Possession of a dangerous weapon or firearm which has the capacity to cause injury other than those listed in infractions C01, D01, D02, and D03, for example mace, firecrackers, pepper spray, and other irritant sprays |
| 2 - E Theft or receipt of stolen property | Taking, conspiring to take, without permission of the owner or custodian, or receiving or possessing property known to be stolen valued at less than \$100.00. |
| 2 - F Extortion, coercion or blackmail | Obtaining money or property or anything of value from an unwilling person or forcing an individual to either act or refrain from acting by use of either physical force or intimidation. |
| 2 - G Defacement of property | A student will not willfully deface or cause damage to property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement. |
| 2 - H Interference with or intimidation of school personnel | Preventing or attempting to prevent school personnel from engaging in their lawful duties through threats of violence, harassment or intimidation. |
| 2 - H Interference with the movement of pupils in and out of schools, between schools, or between home and an assigned school | Any action that prevents or delays scheduled transportation of pupils to and from an assigned school that prevents pupils from entering or leaving schools at scheduled hours, or that causes fear or jeopardy to students while walking to and from an assigned school. |
| 2 - I Harassment | Written, verbal, or physical conduct that is persistent or pervasive that causes emotional distress or does the following to one or more students directly or indirectly: <ul style="list-style-type: none">• Substantially interferes with educational opportunities.• Adversely affects the ability of students to participate in or benefit from school programs; or• Causes a substantial disruption to the orderly operation of schools. |
| 2 - J Gambling | Participating in games of chance or skill for money or profit. |
| 2 - K Verbal abuse | Name-calling, racial or ethnic slurs or derogatory statements directed at, and offensive to, another person. |
| 2 - L Forgery/giving false information or identification | Intentionally misrepresenting information to school district personnel, such as giving false information, false identification or signing another person's name to a document. |

Code

Violation

2 - M Abuse of technology

The act of tampering with or unauthorized use of computer hardware or software, including loading unauthorized software, making unauthorized copies of software, tampering with the hard drive, infection of computers with viruses, unauthorized internet access, unauthorized access to another's files, computers, or computer systems, and computer network "hacking." The use of the internet or George Washington Carver Academy technology, equipment or materials, including networks and servers to commit any offenses a violation under the Student Code of Conduct.

2 – N *Fighting – mutual combat, mutual altercation

A physical altercation between one or more students that does not cause serious injury but requires physical restraint.

2 - O *Initiating A Fight

Intentionally initiating a fight between others or with another student that results in a physical altercation

2 – P *RESPONSE TO A PHYSICAL ATTACK

Any action of responding to a physical attack in a combative response that is not defined as self-defense. *Self-defense* is described as an action to block an attack by another person or to shield yourself from being hit by another person. If the retaliation meets this definition, then there will be no consequence. Retaliating by hitting a person back is not self-defense and consequences outlined in the Code should be followed.

*NOTE: In the instance of a physical or verbal altercation that would result in ISS for both parties, the Principal and his/her designee will determine whether it is appropriate to place both students in ISS or to stagger the time spent in ISS in accordance with the Code of Conduct. This also applies to 3-level code infractions of similar type with equivalent consequences.

2 - Q Sexual Harassment (I)

The use of words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that may cause embarrassment, discomfort, or a reluctance to participate in school activities. Students may be charged with this infraction for transmitting materials that are construed as harassment or disparagement of others based upon sex or sexual orientation.

2 – R Failure To Serve Previously Assigned Discipline

A student will serve out his/her discipline sentence. A student and/or parents/guardians will be previously notified of any discipline sentence.

2 - S Leaving School Premises Without Permission

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel

2 – T Hazing

Any intentional, knowing, or reckless activity which endangers the physical safety, causes mental distress, embarrassment, humiliation or ridicule of a student done for the purposes of being initiated into, affiliated with participating in or becoming a member of any organization, team, group, club, school activity, regardless of whether the activity is done with or without the consent of the person(s) being hazed.

Level II Possible Discipline Intervention/Actions:

- Administration/team/parent conference
- Referral and conferences involving support staff or agencies
- Change in student's schedule
- Denial of participation in school activities
- Confiscation of inappropriate items (s)

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- Principal/student conference with parent contact
- Short term out of school suspension
- Recommendation for long-term suspension or expulsion
- Other strategies/additional actions as needed.

Level 3 Violations

Level III Violation Description: A Level III violation is behavior of an aggravated nature, generally unlawful, which disrupts or interferes with the effective functioning of the school and are matters pertaining to violation of state laws and/or local ordinances, or criminal acts. The commission of, or participation in, acts of criminal nature while on school property, in school vehicles or attendance at school-sponsored events is prohibited. Students involved in acts of a criminal nature shall be subject to discipline at the discretion of the building administrator up to and including recommendation for expulsion. The school district will report incidents to their student's parent or legal guardian and shall report such conduct to the local law enforcement agency. Activities of a criminal nature, which interfere with good school order, include but are not limited to arson, assault, battery, explosives, robbery, trespass and malicious destruction of property

Which interfere with good school order, include but are not limited to arson, assault, battery, explosives, robbery, trespass and malicious destruction of property.

Code

Violation

3 - A Possession of A Knife

Any knife regardless of blade length or total size, straight razor, box cutter with razor or any instrument which has been altered to be used as a weapon in a manner similar to a knife such as a letter opener or file. Refer to 4 - B if the blade length is 3-inches or greater.

3 - B Destruction of property

Acts that result in a substantial threat of or actual destruction of property of \$100.00 or more, which significantly necessitates altering a school's operation and activities. Specifically included are acts which result in:

- Significant damage to the physical plant or property.
- Conditions that require the evacuation of students; or
- The inability of a school to perform its functions.

3 - C Theft or Receipt Of Stolen Property

Students shall not take the property or belongings of other persons while on school premises, without permission from the person entitled to such possession and shall not at any time maintain in their possession objects, which have been either stolen or taken from other persons. Students shall not obtain from fellow students' money, other items of value by threat of violence or harm. Stealing or having anything in school that belongs to someone else or threatening someone else to pay money or give up something they own will result in disciplinary action.

Taking or conspiring to take without permission of the owner or custodian, receiving or possessing property known to be stolen valued at \$100.00 or more.

3 - D Sexual Misconduct

A student shall not engage in intimate physical sexual contact with another person, including, but not limited to: consensual sexual intercourse, oral sex or 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.

3 - E Sexting

Forwarding, sending, using, sharing, viewing or possessing a sexually explicit image via text message, email, social networking websites and/or other electronic means using school property (computers, devices, networks, or servers) on school grounds or at school sponsored activities/events. Acts that occur off school grounds, outside of school-sponsored activities or on student owned devices that result in disruption to the orderly operation of school environment are punishable under this provision.

3 - F Forgery/Fraud

Signing the name of another person for the purpose of defrauding school personnel of GWCA or causing or deceiving another by false or misleading information in order to obtain anything of value.

3 - G Bullying/Cyberbullying

Written, verbal, or physical conduct or any electronic communication that is intended to place one or more students or other persons in fear of harm or cause substantial emotional distress by directly or indirectly doing the following:

Substantially interfering with educational opportunities.

Adversely affecting the ability of a student(s) to participate in or benefit from school programs;

Having an actual and substantial detrimental effect on a student's physical or mental health; or causing a substantial disruption of the orderly operation of school.

The use of any electronic communication (i.e., internet, personal digital assistant (PDA), smart phone, or wireless handheld device), network or technology, including social media (e.g., Facebook, Twitter, Tumblr, Instagram, etc.), to bully is cyber-bullying. Bullying and cyber-bullying are prohibited against all students, educators, employees, parent/guardians, contractors, agents, or volunteers.

*NOTE: Victims of bullying will be automatically referred for counseling and the parent will be notified.

3 - H Possession Of Prohibited Substance Or Objects

Possession of any blade not considered to be a weapon (includes common pocketknife, plastic knife, or blunt-bladed table knife), martial arts weapons, taser, bullets, syringes, BB guns, paint guns, air strike guns, over-the-counter drugs, or devices including, but not limited to, mace or pepper spray (2 oz. or less), firearm facsimile or any other object that may puncture, wound, or otherwise injure another person.

3 - I Use Or Possession Of Illegal Or Controlled Substances Or Materials

Illegal or controlled substances include tobacco, alcohol, narcotics, drugs prohibited by law, over the counter medicines and prescription medications not prescribed for use by the student in possession of them. This includes e-cigarettes, "edibles" and any other substance prohibited by law and/or GWCA. Students found guilty of the second offense of 3 - I within the same school and in the same school year, will be charged with a 3 - I – Other Illegal Conduct (an expellable offense). In the event intervention is provided to a student, GWCA will not be prevented from suspending or expelling the student. (For possession or use of tobacco, discipline may be reduced if the student actively participates in a smoking cessation program.) Marijuana, in any form, is not allowed on any school property or sanctioned event.

Students are strictly prohibited from the possession or use of alcohol, steroids or controlled substances, as defined below, or from being under the influence of alcohol, anabolic steroids or controlled substances, as defined below, while on school grounds, or while in attendance at school-sponsored functions or activities. Students are also forbidden to possess drug paraphernalia.

DEFINITION: Controlled substance shall include marijuana; cocaine, heroin and those substances included (or exempted from) 7212

- 7229, inclusive of the Michigan Substance Abuse Act or any successor thereof, MCLA 333.7212 through 7229, inclusive.

3 - J Gang Activity

Participating in gang, gang-like activity or group violence are also punishable under this provision.

Gang or gang-like activity includes an ongoing organization, association or group of two or more individuals who display one or more of the following:

- Wear or display common clothing, jewelry, insignia, signs that intentionally identify the student as a member of the group;
- Have a high rate of interaction among themselves to the exclusion of others; or are frequently involved in anti-social, delinquent or criminal activity.

3 - K Admittance of Unauthorized Individuals Into School Buildings

The act of knowingly and intentionally admitting or allowing an 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.

3 - L False Alarm

Activating a fire alarm system in any school building on school property and/or reporting a fire or bomb when none exists.

3 - M Other Illegal Conduct

Other acts, not specifically listed, which constitute an offense under city ordinances, state or federal laws.

3 - N Sexual Harassment

Unwelcomed sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, or conduct as defined in C05 – Sexting which:

- Substantially interferes with educational opportunities.
- Creates an intimidating, hostile or offensive educational environment; or otherwise adversely affects a student’s educational opportunities.

3 - O Verbal Assault

Communicating threats against an employee or volunteer of the school district or making a bomb threat or similar threat at a school building, other school property, or a school-related event.

3 - P Other Egregious Conduct as Determined by District Level Staff

Other conduct, not previously listed, that substantially and negatively impacts the learning environment and dramatically contradicts GWCA’s core values that are not specifically defined in the Code. The application of Infraction 3 -P must be approved by the Superintendent or his/her designee and may lead to placement in an alternative school/program or expulsion.

Level 4 Violations

Michigan law and community safety may require removal of students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct (Gun Free Schools Act, 1994; MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311a), and/or commit physical assault against another or at a school-related event (MCL 380.1310, 380.1311, 380.1311a, 380.1312), in compliance with MCL 380.1310(c)(d), as revised.

GWCA in accordance with state law shall consider these seven (7) factors, including lesser interventions, for all suspensions and expulsions, except those involving students knowingly in possession of a gun with the intent to use. In all other cases, it is presumed that removals over ten (10) days are not justified unless the Academy can demonstrate that they considered the seven (7) factors, including lesser interventions.

The seven (7) factors are as follows:

1. Student’s age
2. Student’s disciplinary history
3. Whether the student is a student with a disability
4. The seriousness of the violation or behavior committed by the student
5. Whether the violation or behavior committed by the student threatened the safety or any student or staff member
6. Whether restorative practices will be used to address the violation or behavior committed by the student
7. Whether a lesser intervention would properly address the violation or behavior committed by the student

In exercising discretion with regard to suspension of more than ten (10) days or an expulsion, there is a rebuttable presumption that the suspension or expulsion is not justified unless the Academy can demonstrate that the seven (7) factors

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were considered. For a suspension of ten (10) or fewer days, there is no rebuttable presumption; but the Academy shall consider each of the factors.

This section does not apply to a student being expelled under MCL 380.1311(2) for possessing a firearm in a weapon free school zone.

In considering student's suspension or expulsion, the Academy shall consider using restorative practices as an alternative or in addition to suspension or expulsion. If the School suspends or expels a student, in accordance with applicable law, the Academy shall consider using restorative practices in addition to suspension or expulsion. If the School decides not to suspend or expel a student, the Academy shall consider using restorative practices to address the issue. See section entitled Restorative Practices for requirements and description of types of restorative practices which follows.

Code	Violation
4 - A	Possession Of A Firearm Firearm means: (a) any weapon (including a pistol, rifle, starter gun, gun, zip gun, pellet gun, and BB gun or any other type of gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device, such as any explosive, incendiary device, bomb, grenade, poison gas or rocket. Students found guilty of this offense are subject to mandatory expulsion.
4 - B	Possession Of Dangerous Weapons Possession of weapons and objects (other than guns) such as brass knuckles, explosives, M-80 or similar firecrackers and clubs, daggers, dirks, stilettos, knives with a blade over 3 inches, pocketknife opened by a mechanical device, iron bar, brass knuckles or other devices which have the capacity to cause serious injury or death. Possession is defined to include: <ul style="list-style-type: none">• Carrying the item;• Storing the item in a space used by or assigned to a student such as a locker or a desk;• Having the item under one's control such as hiding a weapon in the building or on school grounds; or• Voluntarily permitting another person to store the item in an assigned school space without reporting it to staff members.
4 - C	Use of A Weapon or An Object as A Weapon Use of a weapon or dangerous object is defined to include: <ul style="list-style-type: none">• Using a weapon or dangerous object in a physical altercation with staff or other students;• Having a weapon in one's possession during a physical altercation;• Threatening a person with a weapon or dangerous object;• Using a weapon or dangerous object while committing robbery;• Extorting or coercing through threat or actual use of a weapon or dangerous object; or• Discharging of a firearm.
4 - D	Physical Assault of An Employee, Volunteer Or Contractor Intentionally causing, or attempting to cause physical harm to an employee, volunteer or contractor through force or violence.
4 - E	Physical Assault Of Another Student Causing Great Bodily Harm Intentionally causing or attempting to cause physical harm to a student through force or violence. Acts that result impermanent injury or disfigurement
4 - F	Bomb Or Similar Threats Communicating terroristic threats, including bomb threats, or committing terroristic acts directed at any student, employee, volunteer, contractor, physical plant or property

4 - G Arson

The willful and malicious burning or attempt to burn any part of property that belongs to, or is under contract with the school district, or property of persons employed by the Academy or on school property or the setting of fires on school property. Students found guilty of this offense are subject to mandatory expulsion.

4 - H Sale/Distribution of Controlled Substances Or Illegal Materials

To attempt, conspire to sell, sell or distribute any illegal or controlled substance or a substance represented to another person as illegal or controlled. Students will be charged under this section if they are in possession of an illegal or controlled substance that is packaged for sale.

4 - I Criminal Sexual Conduct

Means a violation as set forth in the Michigan Penal Code. (MCL 750.520b to MCL 750.520g). It includes sexual penetration or sexual contact that occurs:

- with another person under 13 years of age;
- with another person at least 13 but less than 16 years of age under certain circumstances;
- when the actor knows the victim is mentally or physically incapable or is aided and abetted by 1 or more person;
- when a weapon is used or an item fashioned into a weapon;
- when concealment or the element of surprise is used to overcome the victim; or
- when force is used to accomplish the sexual penetration or contact or the actor causes personal injury and force or coercion is used.

It is sexual contact with another person at least 13 but less than 16 years of age AND the other person is 5 or more years older.

Sexual contact is the intentional touching of the intimate parts of the body of another person for a sexual purpose, for revenge, to inflict humiliation or out of anger.

Types of Discipline

The following are examples of formal disciplinary actions that may be used in each school. Students and parents/guardians who desire to have further information about the disciplinary actions used in specific schools should contact officials at that school. If the principal or designee believe a situation is causing an unsafe learning environment and requests to administer discipline not in compliance with the infraction guidance, the principal or designee must first get approval from the Superintendent or his designee. Should their child attend the school another administrator or their immediate supervisor, should be designated to provide discipline.

- **Alternative Education Programs**—Alternative Education Programs provide a structured educational environment for the student who has displayed a pattern of inappropriate behavior in the regular school setting. These schools are committed to guiding students toward academic excellence by assisting them to modify inappropriate behaviors and providing positive student interactions that allow them to interact positively in the regular school setting and the community.
- **Before/After School Detention**— Assignment to a designated area on campus at the beginning or end of the regular school day for a specified period of time.
- **Cafeteria Suspension**— Denial of the privilege of eating meals in the cafeteria with other students for a specified period of time and assignment to another area in the school for meals.
- **Class Suspension**— Denial of the privilege of attending an individual class for a specified period of time and assignment to another area in the school for the time that class meets.
- **Expulsion**- A student may be expelled from school based on grounds specified in the Code. “Expulsion” means the removal of the right and obligation of a student to attend a public school under conditions set by

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the Board, and for a period of time not to exceed 180 school days.

- **In-School Suspension** – Assignment to a designated area within the school when a student is removed from the regular school program for a specified period of time.
- **Network/Internet Suspension** – Certain technology-based infractions may result in a suspension of network and/or Internet access. Alternative instructional materials may be provided.
- **Saturday Detention** – Assignment to a session at the school on Saturday for work assignments, academic work, or guidance.
- **District or Expulsion Hearing Officer** – Designee of the Superintendent who holds a disciplinary hearing with the parent/guardian in the event that resolution is not achieved at the school level.
- **School Bus Suspension or Revocation** – Denial of the privilege of riding a school bus based on misconduct occurring while the student is being transported at public expense. Bus code infractions may result in the suspension of bus privileges. A student may be suspended or expelled from riding the bus at any point in the discipline process. A bus suspension is separate from a school suspension and applies only to the loss of bus riding privileges unless subject to other disciplinary actions, such as out-of-school suspension. Students are required to attend school. Bus suspension does not affect or excuse school attendance.
NOTE: A student who has been suspended or expelled from the school bus who boards, rides, or attempts to ride a school bus, without being authorized to do so, is trespassing and is subject to arrest.
- **Night-time Substance Use Prevention Counseling Education Program** – The Night-time Substance Use Prevention Counseling Education Program is an alternative program available to students who have committed a level 3 alcohol or drug infraction based on the Code. Parental participation is required. (Ages 11 and up)
- **Restitution** – A restorative justice disciplinary action that gives students the opportunity to “payback” for their misbehavior.
- **Suspension** – Temporary removal of students from their regular school program. As a general reference, short-term suspensions are removal for a period not to exceed (10) days. Long-term suspension is removal for more than ten (10) days, but less than permanent expulsion.
- **Work Detail** - Assist with the clean-up of a location without the use of chemicals.

NOTE: A student who has been suspended or expelled from school and returns to any District property without being authorized to do so is considered trespassing and is subject to arrest.

Types of Suspension and Expulsion

The Revised School Code provides each school district with the authority to establish a local discipline policy. Each local school board or its designee has the authority to suspend or expel students guilty of “gross misdemeanor or persistent disobedience,” after considering the 7 factors, including lesser interventions. This must not, however, infringe on any of the federally protected rights guaranteed to students who qualify for special education programs and services [MCL 380.1311(9)]. County Intermediate School Districts or Regional Educational Service Agencies’ consultants, Community Mental Health Centers, medical clinics, and other human service agencies may need to be involved with a child whose behavior is “persistent.”

Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses and will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize a suspended student’s time away from school and potential court involvement. Districts are required to develop and implement a code of student conduct and to enforce its provisions regarding student misconduct in a classroom, on school grounds, on a school bus or other school-related vehicle, and/or at a school-sponsored activity or event whether or not it is held on school grounds.

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In considering students' suspension or expulsion, a district shall comply with MCL 380.1310(c)(d) as follows:

A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

Restorative practices may include:

- Victim-offender conferences that are initiated by the victim;
- That are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim;
- That are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender;
- And that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm.

The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants.

As used in this section, "restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct.

Before suspending or expelling a pupil under section the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following factors:

- The pupil's age.
- The pupil's disciplinary history.
- Whether the pupil is a student with a disability.
- The seriousness of the violation or behavior committed by the pupil.
- Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

In exercising discretion regarding a suspension of more than 10 days or an expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, can demonstrate that it considered each of the seven factors listed. For a suspension of 10 or fewer days, there is no rebuttable presumption, but the board or board of directors, or its designee, shall consider each of the factors listed.

This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone.

Consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the board of a school district or intermediate school district or board of directors of a public-school academy, or its designee.

Subject to 1310(d), Michigan law requires a school district to permanently expel (subject to possible reinstatement) a student who possesses a dangerous weapon in a weapon-free school zone unless that student meets one of four exceptions (listed below) provided in the law. Michigan law also requires permanent expulsion (subject to possible reinstatement) of students who commit arson, criminal sexual conduct (as defined in the law and noted below), or a physical assault against a school

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employee, contractor, or volunteer. Michigan law also requires school districts to suspend or expel a student in grades 6 and above who commits physical assault against another student. Those exclusions can last no more than 180 days.

In addition, Michigan law also allows any teacher to impose one-day “snap suspensions” from his/her class for students, and it establishes procedures the teacher must follow when exercising this option. Under the law, the suspending teacher must take several steps explained in greater detail below. The following information describes the law.

Weapons, Arson, or Criminal Sexual Conduct Expulsion

School districts are required to permanently expel (subject to possible reinstatement) students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. The term “criminal sexual conduct” is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device.

Dangerous Weapon Exceptions

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

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

There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- The school board or its designee determines in writing at least 1 of the factors listed has been established in a clear and convincing manner.
- The pupil has no history of suspension or expulsion.

A student who possesses a weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled formally Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement procedure.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notifies the individual’s parent or legal guardian, or, if the individual is at least age 18 of age, emancipated minor, notifies the individual of the referral.

[MCL 380.1311(5)].

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Weapon-Free School Zone and School Property Definition: “Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].

Reporting Requirements

If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is in route to or from school on a school bus, the superintendent of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student’s parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

Physical Assault - Student to Employee, Contractor or Volunteer

A student in grade six (6) or above who commits a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a].

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement process.

If a student in grade six (6) or above is expelled for committing a physical assault against a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual’s parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee.

Teacher “Snap Suspension”

While “Snap Suspension” is part of the law, we believe that it should be used minimally, if at all. A teacher may suspend a student from the teacher’s classroom for up to one day if the student’s behavior exceeds limits as defined by local policy. The policy shall be adopted as part of the school district’s Code of Student Conduct and specify the types of behavior for which a student may be suspended. If a student is retained in the school, he or she must be under appropriate supervision. The law requires a teacher who imposes this option to immediately report the “snap suspension” to the office, then, as soon as possible, schedule a meeting with the suspended student’s parent(s) or guardian(s) and attempt to include the school counselor, social worker, or psychologist. If the teacher or parent requests that a school administrator attend, the teacher must also include the administrator in the meeting [MCL380.1309]. A student may return that school day to the classroom, subject, or activity for which he or she was suspended, with the concurrence of the teacher and the school principal [MCL 380.1309].

Short-Term Suspension Definition

For purposes of this code, a short-term suspension occurs when a student is suspended for one (1) school day, up to and including five (5) school days. During a short-term suspension, the student’s rights and privileges of attending school, including extracurricular activities, are suspended.

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The USDOE links school attendance with academic success, and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

Long-Term Suspension and Expulsion Definition

A long-term suspension is when a student is suspended for more than five (5) school days. During a long-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

Recognizing exclusionary discipline's negative impact, based on a preponderance of research, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

An expulsion occurs when the school district's board of education or designee terminates the student's rights and privileges to attend school, including extracurricular activities, for sixty (60) school days or more. An expulsion may be for an indefinite time, as specified by the school board or state law.

Mandatory Permanent Expulsion

Subject to 1310(d), a student who has been expelled for possession of a dangerous weapon, arson, criminal sexual conduct, or physical assault against an employee, contractor, or volunteer is expelled from all Michigan public schools unless the school operates or participates in an alternative education program appropriate for the mandatory expelled student. [MCL 380.1311(2) and 380.1311a(2)].

A program operated for mandatorily expelled students must ensure that a student is physically separated at all times during the school day from the general pupil population. If the student is not placed in an alternative education program or a "strict discipline academy," the school district may provide or arrange for the intermediate school district to provide to the student appropriate instructional services at home. Homebound services are designed to help students who are unable to attend school to keep up with their studies [MCL 388.1709].

Assigning Interventions & Administering Discipline

When intervention or disciplinary action is appropriate, it shall always:

- Depend upon the substantiation of the allegations or charges;
- Involve a reasonable and logical relationship between the seriousness of the act and the severity of the discipline;
- Be constructive in intent;
- Consider such factors as age, intent of the student and his/her past records;
- Consider the use of positive support strategies and the use of the school's student support resources; and
- Adhere to District policies ensuring appropriate due process, especially when considering exclusions. (See Policy 5611 Due Process)

When intervention strategies or disciplinary actions are used, teachers and administrators must follow appropriate procedures, including providing written documentation or statements in support of the action taken as soon as possible. Administrators must make every reasonable attempt to notify the parent/guardian by phone. If telephone contact cannot be made, written notice will be sent home with the student or placed in the U.S. Mail within 24 hours of the disciplinary issue.

The student will take responsibility for notifying his/her parent or guardian including delivering the written notification provided by the school.

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including those students identified as special education or Section 504 and those suspected of having a disability. However, due to the unique needs of students with disabilities, appropriate disciplinary action and implementation of the Student Code of Conduct will vary in accordance with applicable local, state and federal laws.

Students with a Disability

Student with a disability” means a person who: (I) is determined by an individualized education program team (IEPT), or a hearing officer to have one (1) or more of the impairments that necessitates special education or related services, or both. (II) who is not more than 25 years of age as of September 1 of the school year of enrollment; (III) who has not completed a normal course of study; and (IV) who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a “student with a disability” and entitled to continue a special education program or service until the end of that school year.³ These students are commonly referred to by local, state, federal and education agencies as students who are included in the Individuals with Disabilities Education Act (“IDEA”), or IDEA students.

Section 504

This designation refers to section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination based on handicap in any program or activity receiving federal financial assistance. Under federal law, a “handicapped person” is defined as one who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment. These students have a 504 Evaluation and Educational Plan developed by a 504 team.

Exception

In cases where the offense involves the current use of drugs/alcohol, the Section 504 meeting is not necessary. The student may be disciplined in the same manner as non-disabled students. Note, if the offense is centered on possession alone, not use, a manifestation hearing is still required.⁵

If the IEP/504 team determines that the behavior is a manifestation of the student’s disability, the student is NOT subject to further disciplinary action. However, the evaluation continues to determine whether the student’s current educational placement is appropriate. The student MUST return to his/her original placement UNLESS the parent agrees otherwise through the IEP/504 process.

Exception:

If the offense involves any of the following, school personnel may remove the student to an interim alternative educational setting for not more than forty-five (45) days:

- Carrying or possessing a weapon at school or at a school function
- Knowingly possessing or using illegal drugs
- Selling or soliciting the sale of a controlled substance while at school or at a school function
- Inflicting serious bodily injury upon another person

If the IEP/504 team determines that the behavior is NOT a manifestation of the student’s disability, the student maybe removed in the same manner as any non-disabled student.

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The school must continue to provide IDEA student's services so that the student progresses towards IEP goals, even if the child is no longer served in the same school environment. Section 504 students are not entitled to a continuation of specialized services.

The IEP team decides what services will be provided and the location where the services will be rendered.

When a change in placement occurs, the student is entitled to the procedural protections of Section 504/IDEA, including, an expedited due process hearing (appeal). When an appeal is pending, the student's placement will remain in the disciplinary removal setting until a decision is reached or the expiration of the removal issued by GWCA, whichever comes first.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

Students Suspected of Having a Disability

Students suspected of having a disability have the right to assert any of the disciplinary protections available to students with disabilities, if prior to the behavior subject to disciplinary action, one or more of the following exist:

1. The parent/guardian(s) have expressed specific concerns in writing to supervisory or administrative personnel of GWCA, or a teacher of the student, that the student is in need of special education and related services.
2. The parent/guardians(s) have requested or consented in writing to a special education evaluation.
3. The student's teacher, or other school personnel, expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the appropriate supervisor or director of special education for GWCA.
4. The school shall not be deemed to have knowledge that the student is a student with a disability if the parent of the student has previously refused to consent to an evaluation of the student, or has refused special education and related services, or the student was found ineligible for special education.

If a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the student remains in the disciplinary removal setting and the evaluation shall be conducted in an expedited manner. If the student is found to be a student with a disability, the school shall provide special education and related services as appropriate.

Where a student presents an immediate threat to the safety of others, school officials may promptly adjust the placement or suspend the child for up to ten (10) school days, in accordance with procedures applied to non-disabled students.

Early Elementary Students with Suspected Disabilities

In instances where a student who may be in the early stages of exposure to the education environment (Kindergarten – Grade 2) has displayed three or more instances of erratic and potentially dangerous behavior that poses an immediate risk to the life, safety, and/or welfare of staff and/or the student's peers, to the extent the school suspects a disability under the IDEA or

Section 504, the school staff will convene a review of existing evaluation data and other evaluation planning meeting information and will expedite any evaluation that may be appropriate with the consent of the Parent or Guardian. The school staff will expedite the evaluation, and, during such time, the school staff will attempt to work with the Parent or Guardian to identify an educational placement and supports (either in school or in another interim setting) that will address the safety concerns, while also educating the student and conducting assessments for the student. The Superintendent or his/her designee will be kept informed of the situation and setting where the student will be educated and assessed by the staff. If the Parent or Guardian refuses to consent to evaluations and / or services or supports under IDEA and / or Section 504, the school may treat the student as a general education student and may apply the appropriate consequences under the discipline sections of the Code of Conduct, up to and including expulsion of the student.

Supports and Interventions

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To promote positive behavior, schools provide a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the list of interventions should be considered based on the type of behavior the student exhibited. Schools are required to provide and document support services at all stages of the disciplinary process, including during suspension. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions listed below or a combination of services that best meet the needs of the individual student.

Examples	
<p>Parent Conference School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.</p>	<p>Daily/Weekly Progress Reports Teachers and/or principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.</p>
<p>Guidance Conference Principals and teachers may request a guidance conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal, and social issues that might have caused or contributed to the behavior.</p>	<p>Development of Individual Behavior Contract The student meets with teachers to create a written contract that includes objectives and the specific performance tasks that the student will accomplish to meet those objectives. The contract is signed by the student, teacher, and parent/guardian.</p>
<p>Counseling, social work or other agency referral Where available, school-based counseling personnel and/or school-based mental health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family counseling and/or therapy, teacher consultations, and educational strategies for parents and staff.</p>	<p>Referral to Resource Coordinating Team (RCT) Pupil Personnel Teams are school-based teams that use a multidisciplinary approach to encourage student success through prevention and intervention strategies and supports. A case manager is identified for each student referral and an individualized plan is created to help the student overcome his/her academic and/or other challenges.</p>
<p>Restorative Practices Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. Restorative practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing.</p>	<p>Mentoring Program A mentoring program matches a mentor who may be a counselor, teacher, student, and/or administrator with a student in need of additional support. The object of this relationship is to help the student in his/her personal, academic, and social development.</p>

While the ten-day limit for short-term suspension may be widely accepted, the evidence exists that excluding a student from two weeks of instruction can have a devastating effect on the student, school performance, and long-term success. Therefore, as part of its commitment to graduating well-educated students, MDE recommends the maximum length of short-term suspensions be five days.

Recognizing that grades should reflect learning rather than behavior, when suspension is used, students have the right to complete, turn in, and receive any credit earned on assignments and tests scheduled during their disciplinary absences.

Administered well and appropriately, positive discipline can become a powerful tool for teaching students to succeed. When considering intervention options, we will strive to address disciplinary matters as opportunities for learning and reserve

exclusion for only the most serious offenses.

As parents and students obtain, read, and discuss the Code of Student Conduct, refer to Attachment 2, an official Acknowledgement of Receipt of the Code of Student Conduct.

Positive Behavior Intervention Support (PBIS)

Summary

To achieve the creating of a dynamic school culture. The school will implement a Positive Behavior Intervention Support (PBIS) program. The program will focus on orienting students to schoolwide procedures and routines to help the meet school expectations. Peer mediation and/or peer modeling for students that are having difficulty meeting the school's behavior expectation. Teachers will participate in numerous professional development opportunities on classroom management, i.e., CHAMPS. The school will offer parent communication that will reflect parent involvement in the student meeting school expectations. A key function of the PBIS is to offer alternatives to suspensions, i.e., interventions and accommodations that will be provided while the student is present at the school.

Strategic Priorities

In keeping in alignment with Blueprint 21, the school has established the following priorities:

- To establish and consistently implement a code of conduct that encourages positive behavior, maximizes learning time for all students, and allows for restorative justice.
- Establish and consistently implement a clear set of standard operating procedures and routines across school and district departments that exemplify our values, maximize our resources and make us more efficient.

Standards of Behavior (R.O.A.R)

Student conduct will be measured relative to the following standards of behavior:

- **Respect** – To be polite and cooperative at all times. *Example: Using proper manners; refraining from swearing; following code of conduct; avoid arguing with staff.*
- **Oneness** – Together everyone achieves more. *Examples: Helping students in need; kindly redirecting peers towards meeting expectations; wearing proper school uniform; participating in team activities.*
- **Achievement** – Relentless pursuit of goals. *Examples: Showing great effort in class assignments; making the Honor Roll; participating in academic competitions.*
- **Responsibility** – Doing your part to make school better for everyone. *Examples: Using school supplies as intended; asking for help when needed; cleaning up after yourself and others.*

Classroom Management Framework (CHAMPS)

[CHAMPS](#) is a system of expectations that works with any set of rules, rewards, or consequences that you are already implementing. It can even be used in conjunction with our ROAR! core values.

CHAMPS is part of Randy Spruce's, [Safe and Civil Schools](#) and is a research-based program with over thirty years of classroom research. The CHAMPS acronym stands for:

- **Conversation:** *Can students talk to each other during this activity?*
- **Help:** *How do students get the teacher's attention and their questions answered?*
- **Activity:** *What is the task/objective? What is the end product?*
- **Movement:** *Can students move about during this activity?*
- **Participation:** *How do students show they are fully participating? What does work behavior look/sound like?*
- **Success:** *When students meet CHAMPS expectations, they will be successful!*

Classroom Dojo

Class Dojo is a website that teachers can use to manage student behavior and monitor progress over time. Students and parents are also able to log onto the site to monitor behavior and discover areas of improvement. This website allows students to take ownership of their behavior in a fun way. Students are able to log on and create their own avatar, talk with friends, and track their data. Class Dojo works by awarding (or taking away) points for certain behaviors. Teachers can easily do this during class using

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their interactive white board, tablet, and/or smart phone. Effective implementations suggest improved:

- Classroom culture
- Data-driven decision
- Family engagement

Key Strategies

To ensure our strategic priorities are met, staff will implement the following strategies without bias:

1. ***Explicitly each, model, and reinforce behavior expectations using CHAMPS.***

- Staff will effectively implement a classroom management plan using the CHAMPS model. The plan(s) will include several Tier I interventions.
- Teachers will implement lessons on behavior expectations.

2. ***Keep postings and signage in good condition.***

- Staff will keep posters and signage visible and free of vandalism. Damaged signs must be repaired or replaced within twenty-four (24) hours.

3. ***Communicate with stakeholders our expectations often.***

- Staff will call parents frequently on their student's progress. Teachers are to share three (3) good things and one (1) area to improve.
- Maintain a four (4) to one (1) praise to correction ratio.

4. ***Praise and encourage efforts frequently.***

- Teachers will give students Lions' Loot for recognition of positive behavior.
- Every day, the school will draw Lion's Loot ticket and announce two winners from every class to be recognized for their behavior.
- Every 1st Monday of the month, teachers will announce their Student of the Month, Attendance, and Behavior award recipients. In addition, Lions' Loot tickets will be randomly pulled to identify eligible participants in the monthly award activity.
- Every Monday, the school will host community meetings to encourage improve participation in school.

5. ***Advocate for struggling students.***

- Effectively participate in the Multi-Tiered System of Support Process for struggling students.
- The school will implement multiple interventions and alternatives to suspension to assist struggling students.
- Ensure student data is effectively and efficiently managed

Due Process Procedures

The Due Process Clause of the Fourteenth Amendment to the U.S. Constitution provides two types of protection: substantive due process and procedural due process. In Goss v. Lopez, the U.S. Supreme Court found that students had a property interest in educational benefits and a liberty interest in their reputations, both of which qualify for Fourteenth Amendment protection. Substantive due process demands that a school rule must be reasonable and fair. Procedural due process protections apply to exclusionary discipline, including suspensions and expulsions from school. Due process, in either instance, is a flexible concept. The standards required depend upon the seriousness of the allegations and the possible discipline action that may be imposed.

Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ positive behavioral expectations, restorative practices and discipline measures and early intervention/diversion strategies that focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

Please note that when used to address a situation of serious misconduct, restorative justice should be administered by a fully trained practitioner. If criminal charges result from the incident, the school may choose to engage the affected parties in restorative justice after the case is resolved in the judicial system.

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In developing a policy governing school rules and regulations, the following principles to assure substantive due process should be considered:

- The policy must provide notice of what conduct is prohibited or permitted.
- The rules must be reasonably understandable to the average child/student, considering the age of the individual child/student.
- The rules must be rationally related to a valid educational purpose.
- The rules must be precise so as not to prohibit constitutionally protected activities.
- The policy must provide students with notice of potential consequences for violating specific rules.
- The type of consequence specified in the policy must be within the expressed or implied authority of the school district to utilize.
- The consequence must be of reasonable severity in relation to the seriousness of the misconduct or the number of times the misconduct was committed.
- Rules and procedures must be disseminated to all students and parent.

The following are some of the elements of procedural due process that should be considered:

- The timely and specific notice of charges against a student.
- The student's opportunity to question school staff or students involved in or witness to the incident.
- The student's right to have copies of all documents to be used in the hearing and a list of all witnesses slated to testify.
- The student's right to present evidence on his or her behalf.
- The student's right to an impartial hearing.
- The student's right to rebut adverse testimony.
- The student's opportunity to be represented by qualified counsel at the hearing.
- The student's opportunity to a record of the hearing.
- The student's opportunity to appeal.

As noted in the Introduction, The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) for a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply. Information about these procedures is available at www.michigan.gov/ose-eis.

Due Process for Short-Term Suspensions

For a suspension of five (5) days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), consideration of the 7 factors, what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

Except in extraordinary circumstances, alleged violations of The Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student and the parent/guardian with oral or written notice of the charges or allegations and an explanation of the evidence or basis for the charges. Barring a situation requiring immediate action, the student shall be given the opportunity to contact an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or an attorney before presenting an explanation or a differing statement of the facts. The student's request to have a parent/guardian present should be respected.

If misconduct is found, the principal may authorize disciplinary action in accordance with The Code of Student Conduct, including short-term suspension. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

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The student and parent/guardian shall be notified of the circumstances and action taken.

Due Process for Long-Term Suspension and Expulsion

Any disciplinary action that may result in a student being referred for placement in an alternative program or expelled, must begin with a hearing at the school **within three (3) school days of the date of the infraction for grades K-5 and within five (5) school days of the date of the infraction for grades 6-8.**

Parent/guardian (or authorized designee) and student are expected to attend all disciplinary hearings. The school administrator or designee must hold a hearing even though a parent/guardian is unable to or chooses not to attend. The school administrator must document all attempts to reach the parent/guardian. Parents may be represented by an advisor of their choice, who may or may not be an attorney. Parental authorization for an advisor to appear on behalf of the student must be on file in writing with the principal at the time of or before the time of the hearing. Only the parent/guardian or the advisor may speak for the child at the hearing. The selected speaker will be determined before the hearing starts.

If the school administrator or designee is the target of the alleged behavior, another administrator will conduct the hearing, advise the student of the charges and make the disciplinary decision.

At the hearing, the student and the parents must first be fully informed about the alleged breach in behavior and then be afforded the opportunity to present their side of the case. At the beginning of the hearing, student and parent should be given a copy of the Rights of Students and Parents in Disciplinary Hearings. (See *Attachment D*) If allegations of unacceptable behavior are substantiated, the school administrator or designee will determine the disciplinary action to administer.

At the conclusion of the hearing, the administrator or designee will inform the parent and student of the charge and the disciplinary action to be taken.

The Expulsion Review Panel will review cases for students recommended for expulsion for the purpose of referring the case back to the principal, assigning to an alternative education program or referring the case for an Expulsion Hearing.

Expulsion Hearings are conducted by the Hearing Officer as a designee for the Superintendent. Parent/guardian (or authorized designee) and student must attend. The Code Office will document all attempts to reach the parent/guardian and the student will remain out of school until the hearing is attended. Parents may be represented by an advisor of their choice, who may or may not be an attorney. Parental authorization for an advisor to appear on behalf of the student must be on file in writing at the Code Office at or before the time of the hearing. Only the parent/guardian or the advisor may speak for the student, unless a selected speaker is designated.

At the hearing, the students and parents/guardians are fully informed of the charges and recommendation of the Expulsion Review Panel. The student is afforded the opportunity to present their side of the case. At the conclusion of the hearing, the hearing officer will advise the student of his/her recommendation for discipline. The adoption or rejection of the hearing officer's recommendation for discipline by the Superintendent or his/her designee is final.

A student who commits a Level 3 infraction will be suspended and **may** be recommended for expulsion review. A student who commits a Level 4 infraction will be suspended pending the expulsion review.

Appeal Process

A student may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for reconsideration.

Petitioning for Reinstatement

For students in grades six (6) or above, although the law calls for the "permanent" expulsion, if the school has considered the 7 factors and not found a suitable lesser intervention, of a student who possesses a dangerous weapon in a weapon-free school

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zone, commits arson, criminal sexual conduct, or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, the law provides a process for petitioning for reinstatement to school [MCL 380.1311(5) and 380.1311a(5)]. It is the responsibility of the petitioning person (apparent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

LEAs may consider early reinstatement, particularly in cases where students have followed through on district recommendations and services such as counseling, social skills training, etc.

Petition for Student to Return to School

If a petition form is requested by a person wishing to be reinstated, the schoolboard must make the petition form available. The form is provided as Attachment 3.

For a student in grade five (5) or below that is expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition for reinstatement any time after 60 school days following the date of the expulsion. The student may be reinstated 90 school days following the date of expulsion.

For a student in grade five (5) or below that is expelled for committing arson or criminal sexual conduct in a school building or on school grounds, the parent/ guardian may initiate a petition for reinstatement at any time, and the student maybe reinstated ten school days after the expulsion.

For a student in grade six (6) or above that is expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion.

MCL L 750.1 to 750.568 sec. 520o states (1) as part of its adjudication order, order of disposition, judgment of sentence, or order of probation a court shall order that an individual who is convicted of or, a juvenile who is adjudicated for, a violation of section 520b, 520c, 520d, 520e, or 520g and who is a student at a school in this state is prohibited from doing either of the following:

- a) Attending the same school building that is attended by the victim of the violation.
- b) Utilizing a school bus for transportation to and from any school if the individual or juvenile will have contact with the victim during use of the school bus.

Committee Review and Recommendation

The local school board may include conditions in a petition for reinstatement, including the successful completion of a restorative justice process or a similar effort, which the student can complete during the exclusion period or as a condition for returning to school. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement:

Within ten (10) school days after receiving a petition for reinstatement, the school board must appoint a committee comprised of one school board member, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner.

During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

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Not later than ten (10) school days after being appointed, the committee must review the petition and supporting information, together with information provided by the school district, and submit a recommendation to the school board. The committee may recommend unconditional reinstatement, conditional reinstatement, or against reinstatement. The recommendation must be accompanied by an explanation of the reasons for the recommendation. If the recommendation is for conditional reinstatement, it must include any recommended conditions.

According to the law, the committee's recommendation must be based on all the following factors:

- The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
- The age and maturity of the individual.
- The student's school record before the incident that caused the expulsion.
- The student's attitude concerning the incident that caused the expulsion.
- The student's behavior since the expulsion and the prospects for remediation.
- If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement [MCL 380.1311(6)(e)].

The committee may also choose to consider such factors as the successful completion of restorative justice measures, the presence of mental health considerations, family situations that might be impacting the child's behavior, observations from a school-based advocate for the student, and more.

School Board Decision

After receiving the committee's recommendation, the school board must decide no later than the next regularly scheduled board meeting. The school board must decide either to reinstate the student, to conditionally reinstate the student, or to deny reinstatement.

Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

- Successful completion of a restorative justice process and evidence of compliance with the resulting agreement developed by the participating affected parties.
- Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency.
- Participation in, or completion of, an anger management program or other appropriate counseling.
- Periodic progress reviews.
- Specified immediate consequences for failure to abide by a condition.

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

Search and Seizure

School personnel for the purpose of enforcing school regulations concerning health, safety or order may conduct general searches of school property at any time. All requests or suggestions for the search of a student or his/her possessions shall be directed to the Building Administrator/Designee or Chief of Security.

Whenever possible before conducting the search, the Principal/Designee or Chief of Security shall notify the student, request his/her consent to the inspection, if other than his/her locker, and inform the student that he/she may withhold consent. Such consent, if offered shall be given voluntarily and with the knowledge that it could have been withheld. The Principal/Designee or Chief of Security shall conduct the search, however with or without consent.

Whenever possible, an adult third party shall be present at any search of a student or his/her possessions.

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The Principal/Designee or Chief of Security may conduct a student search upon reasonable suspicion of the presence of an illegal or dangerous substance or object or anything contraband under school rules.

The Principal/Designee or Chief of Security shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

Search and Seizure Practices and Procedures

Lockers are School Property

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advanced approval of the school principal or his/her designee.

Legitimate Use of School Lockers

The school assigns lockers to its students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Students shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal, or his/her designee prior to students bringing the items to school. Students solely are responsible for the contents of their lockers.

Search of Locker Contents

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and personnel. Accordingly, the Board of Directors authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time, without notice, and without parental or student consent.

The principal or his/her designee shall not be obligated but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the school principal or his/her designee shall respect the privacy rights of the student regarding any items discovered that are not illegal or in violation of school policies and rules.

Seizure

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies. Any items seized by the school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent of a student shall be notified by the principal or his/her designee of items removed from the locker.

Search and Seizure of Electronic Devices

Cell phones, PDAs, iPods, MP3 players, video equipment, cameras, gaming devices, laser pointers, recording devices and any other electronic devices are not permitted on school grounds or at school-related events, unless approved by the principal. If approved, an electronic device shall not be used in a manner that disrupts the educational process or purpose, including but not limited to posing a threat to academic integrity, violating confidentiality or privacy rights of another individual, or violating the Student Code of Conduct. If the principal or his/her designee has a reasonable suspicion that a violation has occurred, he/she shall have the right to search for and confiscate the electronic device.

Search and Seizure of Person and/or Personal Property

The school will conduct a search if the principal (or principal designee) has a reasonable suspicion that a violation of the Student Code of Conduct has occurred. When determining the nature and scope of the search, the principal (or the principal designee) will consider the age and sex of the student as well as the nature of the act of misconduct. The search may include the student's person, backpack, purse, pockets, shoes, and/or other personal property. A physical contact search of a student's person will only

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be conducted when there is a reasonable suspicion that the student has an illegal weapon, drug and/or alcohol on his/her person.

Whenever possible, the student shall be present at any search of his/her possessions.

The Building Administrator/Designee or Chief of Security shall be responsible for the prompt recording of each student search. The records shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them. This record shall be kept in a secure location in his/her office.

Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the Principal/Designee or Chief of Security shall act with as much speed and dispatch as is required to protect persons and property in the school, while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable suspicion for a search as used in this section means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place or thing will lead to discovery of evidence that the student did any of the following:

- Has violated or is violating a rule or behavioral norm contained in the Student Code of Conduct
- Has violated or is violating a particular law
- Possesses an item or substance that presents an immediate danger of physical harm or illness to students and staff or school property

School staff may search school property at any time for good reason connected with health, safety and order.

Specific Searches

Any search of school property assigned to a specific student may be made only if school authorities have reasonable cause to believe that the property contains an item, the possession of which constitutes a crime or code violation, is a threat to the health or safety of the student or others or threatens a disruption of the education process.

Searches of school property (such as a desk or locker) may be made if the staff believes it is necessary because it is breaking a law, school policy or disturbing classes.

Searches of Person and Personal Property

Upon good cause, or reasonable suspicion, that a student may possess illegal items (firearms, weapons, drugs, etc.) or other items reasonably determined to be a threat to the safety or security of the student or others, or items which are used or attempted to be used to disrupt or interfere with the educational process, the Principal/Designee or Chief of Security may search that student's person and the property of that student, including, by way of example, book bags, bags, brief cases, satchels, and purses.

Searches of cell phones, purses, book bags and clothing may be made by Principal/Designee or Chief of Security if there is reason to believe they contain something illegal such as a weapon/drugs or anything that could harm others or illegal activity.

The Building Administrator or Designee or Chief of Security may conduct the personal search of a student when he/she has reasonable suspicion of a need to search that student. Authorized searches of the student's person are as follows:

- The student's pockets
- Purses, briefcases, cell phones, backpacks, or any other object in the possession of the student
- A pat down of the exterior of the student's clothing and the removal of any item identified
- Removal of an article of exterior clothing such
- Strip searches are only conducted by law enforcement

Personal searches shall be conducted in a private room by a person of the same gender as the student and designated by the Principal/Designee. At least one but not more than three additional staff members of the same gender as the student being searched shall witness but not participate in the search.

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Lockers/Desks

Students are assigned school lockers for use during the school year for the sole purpose of storing supplies, clothing and other items essential to their daily needs while in attendance in school. All lockers remain the property of GWCA, and school authorities reserve the right to conduct specific or general searches as set forth above.

Lockers belong to the school and may be searched by school staff. These lockers and other storage areas are subject to inspection, access for maintenance, and search, pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein. In the course of any search, a student's privacy rights will be respected regarding any items that are not illegal or against board policy. No student shall lock, or otherwise impede access to, any locker or storage area, except with a lock provided by or approved by the Principal or designee. Unapproved locks will be removed and destroyed.

The Principal, designee or Chief of Security may search student lockers and storage areas and the contents contained therein at any time, for any justifiable reason.

The Principal, Designee or Chief of Security may at any time, request assistance of the law enforcement agency having jurisdiction over the facilities of the school. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

A desk (or any storage area in the school provided for student use) and the content therein may be searched when the Principal or Designee or Chief of Security has reasonable suspicion for a search.

Seizure

Illegal items as defined in this policy or other items reasonably determined to be a threat to the safety or security of others, or items which are used or attempted to be used to disrupt or interfere with the educational process, will be removed from the student's possession. Other items that may be subject to seizure include but is not limited to cell phones that are not turned off, handheld electronic games, toys, CD/tape players. MCL 380. 130 also prohibits pupils from possessing on school property any electronic communication devices, with some exceptions given for cellular phones which must be turned off inside the school building. Cell phones cannot be on vibrate or silent.

Items properly removed from the person of a student, or found through a proper specific search, may be turned over to law enforcement agencies and used in connection with criminal proceedings against the student, as well as disciplinary action by George Washington Carver Academy. Anything found in the course of a search that may be evidence of a student's violation of the school's rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding, if it is tagged for identification at the time, it is seized and kept in a secure place by the Principal/Designee until it is presented at the hearing. It may also be turned over to law enforcement officer after proper notation and receipt.

Items that are considered dangerous to the safety of others or could disrupt school may be taken from students. A student may be disciplined for having such items in school.

A student may be disciplined at any level depending upon the frequency and/or severity of the act of Misconduct. The Board of Directors authorizes the school Principal, and/or Dean of Cultures to make a determination of the level of discipline to be imposed when the act of misconduct exceeds Level 4 as defined below. A Behavior Referral Report will be completed for each violation of the Code of Conduct and copies are made for the parent and kept in the student's file.

Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline. The disciplinary procedures shall work in tandem with the Safe Schools Student Discipline Policy following the Student Code of Conduct.

Corporal Punishment/Physical Force

Corporal punishment is defined as intentional physical contact with a student's body, or threat of same, as a means of limiting, modifying or correcting student misbehavior or punishing for past misbehavior.

Policy

George Washington Carver Academy Student Code of Conduct

1. It is the policy of GWCA to promote the free exercise of constitutional rights by students during their participation in the educational process provided by GWCA. Correspondingly, it is the policy of GWCA to limit, modify or control the behavior of students where it threatens the rights of others or is disruptive to the educational process. Physical force cannot be used as a disciplinary action by a teacher, administrator or other staff. Physical force can only be used to protect students or other people at school, to take away a weapon, or to remove a student to keep order and discipline in school.
2. The efforts to limit, modify or control such behavior shall be undertaken using pedagogical techniques , generally accepted, in the teaching profession, except that corporal punishment in any form shall not be resorted to by any administrator, teacher or other employee as a means of disciplining students.
3. Staff members may not do any of the following:
 - a. hit, strike, grab, punch or inflict other bodily pain on a student
 - b. restrict a student 's movement by binding or tying him/her unless specified in an TEP
 - c. deprive a student of meals, snack, rest or necessary use of the toilet
 - d. confine a student in an enclosed area such as a closet, locked room, box or similar cubicle
 - e. cause any of the above to occur

Circumstances

No administrator, teacher, other employee, volunteer or contractor shall resort to the use of any physical force or hostile contact or threat of same with a student, unless such is reasonably necessary to:

- a. protect the student from injury to himself
- b. protect fellow students from injury
- c. protect the administrator, teacher, visitor or other employee from injury
- d. take possession of a dangerous weapon or object in the possession of or control by a student
- e. detain or remove a student from a classroom or building when such action is warranted in the context of maintaining order and discipline
- f. protect school property from damage or destruction
- g. such force or contact in such event shall be applied to the extent necessary to accomplish the above-enumerated objective

Student and Parent Complaints/Appeals

Appeals procedures set forth are utilized for appeals of disciplinary action.

General Policy

Tills policy is designed to promote understanding and to ensure equitable and reasonable resolution of problems. To this end, certain procedures have been implemented for bringing problems to the attention of involved school personnel as well as appeal procedures for use if problems are not resolved satisfactorily at the local level. Every effort should be made to resolve concerns of parents and students at the local school level.

Nothing in this policy shall be construed as limiting the right of any student or parent to discuss complaints with a school administrator. No reprisals of any kind shall be made against any student as a result of initiating this process.

The process should begin with an informal conference between the aggrieved person and either the staff involved or the building principal. Open and effective lines of communication should be offered by all concerned. The procedure is to be utilized only in the event informal conference fails to resolve the problem.

Procedure

- a. Students should first attempt to settle complaints by direct contact with the staff member involved if the student has tried, without success to have a problem resolved, or is not satisfied with the decisions made by staff member, the student and ill's/her parents may contact the staff member to schedule a conference between the student, parents and staff member.
- b. Appeal to the Building Principal

George Washington Carver Academy Student Code of Conduct

Most complaints can and should be settled at the school level. Where the problem has not been resolved, the student and/or parents may contact principal or his/her designee to schedule a conference.

Appealing the Decision of the Building Principal

- If students and parents disagree with the principal's decision, the further levels of the appeals procedure may be made available to the student and parents by the Chief Administrative Officer.

Appeal the Decision of the Chief Administrative Officer (CAO)

- If the student and or parents wish to appeal the decision of the CAO, they may request a formal board hearing by applying, in writing, to the president of the Board of Directors. The hearing shall be scheduled promptly at a date convenient for all parties concerned. The student parents may bring any witnesses they choose and will be given the opportunity to question all parties and present any other relevant evidence. The student and/or parent(s) may be assisted or represented by individuals of their choice including an attorney at their own expense.

The Board of Directors should deliver its final decision on the complaint to the student and parent(s) within five school days following the formal board hearing. The decision of the board shall be based solely upon the evidence presented at the hearing.

Student Records

The Family Educational Rights and Privacy Act (20 USC 1232g) Notification of Rights states: Parents of children enrolled in George Washington Carver Academy and students who have attained the age of eighteen (18) years are hereby notified that under the Family Educational Rights and Privacy Act (20 USC 1232g) they have the following rights:

Inspection

The right to inspect and review all education records concerning their son or daughter. A student who has attained the age of eighteen (18) years has the right to inspect and review his or her own records.

Copy Request

The right to obtain a copy of the Schools District's student records policy by requesting it at the school last attended.

Amendment of Records

The right to seek the amendment of an educational record that is thought to be inaccurate, misleading or in violation of the student's rights. This includes the right to a hearing to seek such relief.

Limitation

The right to limit the disclosure of certain personally identifiable information concerning the particular student

Complaints

The right to file a complaint with the United States Department of Education for any alleged violation of the Family Education Rights and Privacy Act (FERPA).

The Board also hereby gives notice of its intent to limit the disclosure of personally identifiable information contained in a student's educational record except:

- Where prior written consent of the student's parent or the eligible student is first obtained
- Where the information has been designated as "directory information"; under certain limited circumstances permitted by law.
- Students and parents have a right to see student records and seek amendment if the educational record is not accurate or misleading.

Guarantee of Equal Opportunity

George Washington Carver Academy complies with all applicable federal and state laws prohibiting discrimination, including Title IV and Title IX. It is the policy of George Washington Carver Academy that no person, on the basis of race, sex, color, religion, national origin, ancestry or handicap shall be discriminated against in any education program,

George Washington Carver Academy Student Code of Conduct

extra-curricular activity or entitlement to services .

George Washington Carver Academy believes in helping everyone equally. The religion, race, sex, color, handicap or background of a student does not matter, as everyone is entitled to an education.

Parent Conduct

GWCA understand that your child's education and well-being is your top priority. However, it is imperative that we maintain respect, order, safety on campus. We ask our parents to work with us to achieve this goal. If you find yourself in a situation with a teacher, staff person, student, another parent, administrator or even your own child, please be mindful of your surroundings and always remain calm and respectful while on school premises/at a school related event. Any display of inappropriate, disruptive, disrespectful, violent, verbally abusive conduct towards those mentioned above may lead to the school taking corrective action. This action may include, but is not limited to:

- Imposing particular rules and procedures the parent must follow in interacting with school personnel and students.
- Restricting the parents access to campus or main office premises
- Terminating the parent's access to campus or main office premises
- Suspension/Board expulsion of the parent's child(ren);
- Taking legal action against parent
- Other action as deemed necessary.

This also includes parent conduct in all discipline meetings, special programs, after-school activities (on and off site), Board meetings, etc.

Student Transportation Education Plan (To Teach Students How To Ride On The Bus)

S.O.A.R. (Safely, Ordery And Respectfully) on the school bus to school!

Transportation believes that we can support those key strategies by teaching and developing safe and appropriate bus riding behaviors by our students. To protect the safety (physical and emotional) of each individual student on the bus, and to develop bus-riding behaviors that will be relevant and meaningful when the student is out in the community, student behaviors are expected to be **safe, orderly and respectful**.

The Behavior Management Plan is a three-part program that uses steps to help the bus driver and student to achieve that goal by developing and maintaining appropriate student behavior on the school bus. It consists of: 1) Prevention Steps 2) Intervention Steps and 3) Consequences. The first steps of the program are administered by the bus driver. The final step of the program (consequences) is administered by the school administrator or designee.

Prevention: Prevention steps are used by the bus driver to educate the students about safe and appropriate riding behaviors, clarify the bus drivers' expectations for the students and assist students to understand how to successfully demonstrate safe riding habits every day.

Intervention: Interventions steps are used by the bus driver to help the student stop unsafe or inappropriate behaviors or habits while assisting students to identify the appropriate habit or behavior. Intervention steps may also provide notification to the parent/guardian so that the parent can be involved in assisting the driver to change unsafe or inappropriate riding habits.

Consequences: If prevention and intervention steps are unsuccessful at improving the student's behavior or safe riding habits, a bus discipline form is submitted by the bus driver to the school administrator. The school administrator is then responsible for assigning appropriate, effective consequences for the student's inappropriate behavior in an effort to affect the necessary improvement.

PREVENTION

Expectations: Bus drivers should clearly communicate expectations and reinforce them appropriately and often. Expectations should be based on the student transportation principles of what is "Safe, Orderly And Respectful."

Seat Assignments:

Bus drivers will learn the name of each student and their stop locations. Students will be assigned seats as part of the prevention step. Assigned seating will help with:

- Ownership of property surrounding the student seat area.
- Knowing if a student is / was on board.
- Knowing who is on board for emergency purposes.
- Emergency evacuation procedures.
- Improved structure, routine and consistency, especially during loading and unloading procedures.

School Bus Rules: Students will receive ongoing instruction in safe bus riding procedures. Bus drivers will explain expectations to students starting the first day of school and continue the teaching process throughout the year to enhance the safety of the children being transported. When a bus driver talks about the expected behaviors, they should offer practical examples to help them be more consistent. We encourage all parents to review these rules with their children and help instill in their children the importance of safe, orderly and respectful bus behavior.

Students should follow directions of their bus driver. (This demonstrates **respect** to those with authority who are trying to keep us **safe** or maintain **order**.)

Students should be at the bus stop 5 minutes before the bus arrives, waiting in a **safe** place, clear of traffic and 12 feet from where the bus stops.

Students will wait in an **orderly** manner and avoid playing (when waiting at property belonging to others, we should **respect** that property and take care to leave it undamaged.)

Students will cross the roadway in front of the bus after the bus has stopped, they have looked at the driver for a hand signal, and they have looked in both directions for traffic; left, right, left (This a **safe** walking habit that protects students while traveling to their bus stop.)

Students will signal the driver with a waving motion if something is dropped and wait for the driver to give a signal before picking up the object (Never, ever lose sight of the driver or do anything that would make her/him lose sight of you! This is a procedure that can never be broken if we are to keep you **safe**.)

Students will go directly to assigned seat when entering the bus and keep the aisles and exits clear (This is **orderly behavior**. **An orderly** bus minimizes distractions and is **safer** for students a) walking down the aisle or b) in the case of a sudden stop or emergency evacuation. This conduct also helps us to minimize inconvenience to the public.)

Students will remain properly seated, back against the back of the seat, bottom against the bottom of the seat (**safely** seated within the compartment,) and keep hands to themselves (**respectful** to others and their personal space.)

Students will not eat, drink, chew gum, or bring tobacco, alcohol, drugs, or any controlled substances on the bus (Helps us to maintain a neat and **orderly** environment and is consistent with the code of conduct which keeps us **safe**.)

Students will not carry animals, glass objects, nuisance items, hazardous materials, or weapons onto the bus (maintains a **safe** environment for all riders, even in case of an emergency or accident.)

Students may carry only objects that can be held in their laps (This helps us maintain an **orderly** environment and reduces **safety** issues that would occur in the event of a sudden stop or emergency evacuation.)

Students will refrain from using loud voices, profanity, and / or obscene gestures, and **respect** the rights and safety of others.

Students will not extend head, arms, or objects out of the bus windows (This is important to student **safety** in every circumstance. This is a non-negotiable **safety** issue and a major offense when broken.)

Students will be totally silent at railroad crossings (The driver is required by law to look and listen after establishing silence on the bus. This is a non-negotiable **safety** issue and a major offense when broken.)

Students will stay seated until time to get off the bus. The driver will signal when to get up from the bus seat if you are at your stop. Use classroom voices until the unloading (or loading) process is complete. It is an **orderly** way to unload and increases **safety** by minimizing distractions.)

Students will help keep their bus clean and in good, safe condition (This helps us maintain an **orderly** and **safe** bus and is **respectful** to the next group of riders who will use it.)

INTERVENTION

Bus drivers may use the interventions listed below during the intervention step of the process. A minor offense is considered inappropriate or unsafe student behavior that may be improved with minor assistance from the driver.

Documentation: Bus driver will maintain daily written documentation of all occurrences in the driver daily logbook.

Verbal Reminder: Bus drivers will remind the student of the bus rule(s) not being followed.

Seat Reassignment: A student assigned seat may be changed by the bus driver when such change may help the student to demonstrate appropriate riding behaviors and/or allow the driver to more effectively monitor that student behavior. (*The assignment of seats at the beginning of school is part of the prevention step.*)

Talk individually with student & Parent / Guardian Courtesy Call: Bus drivers will talk individually with the student to determine what steps could be taken to help the student demonstrate appropriate and safe riding behaviors. Bus drivers will also call the parents / guardian to notify them of the student's inappropriate behavior, with a request for help to achieve appropriate behavior.

Parent / Guardian notified in writing: Bus drivers will complete a Parent Notification Form, which includes written documentation of the student’s inappropriate behavior, with all steps taken by the driver documented on the form. The form will be taken home by the students to be signed by parent / guardian and returned to the bus driver within two school days. A phone call to the parent / guardian should be made if form is not returned by the second day.

Any or all of the above steps may be bypassed when student actions are illegal or judged by the driver to be or so unsafe or disrespectful that immediate corrective action is required.

Violations that should be considered major offenses include, but are not limited to the following:

- drugs (includes alcohol, cigarettes, lighters)
- throwing objects off the bus
- fighting (trying to intentionally hurt someone, not pushing or shoving)
- weapons, dangerous instruments, and explosive / implosive devices
- threats/bullying (verbal and physical threats)
- Sexual harassment

Such violations should be reported immediately to the School Administrator on a Bus Discipline Form.

Consequences

When student behavior escalates beyond a driver control or is not improved after using the appropriate intervention steps, the bus driver will submit a bus discipline form to the school office.

Bus Discipline Form sent to School Administrator:

Reasons:

- Behavior escalates beyond a driver control or is not improved after using the appropriate intervention steps.
- Major offense.

The School Administrator will assign appropriate consequences based on a) the severity of the misbehavior and b) number and frequency of the student bus referrals.

Suggested Guidelines:

	Elementary School. (PreK-4 th)	Middle School. (5 th -8 th)
1 st Referral	1 Day Bus Suspension	3 Day Bus Suspension
2 nd Referral	3 Day Bus Suspension	5 Day Bus Suspension
3 rd Referral	5 Day Bus Suspension	10 Day Bus Suspension
4 th Referral	10 Day Bus Suspension	15 Day Bus Suspension
5 th Referral	Bus Suspension for Remainder of School Year	Bus Suspension for Remainder of School Year

The School Administrator may tailor consequences to account for individual circumstances in each situation. The goal of assigning consequences is to bring about the desired student behavior on the school bus and the Transportation Department supports any consequence that achieves that goal.

MISCELLANEOUS

Distribution: A copy of this Code of Student Conduct shall be given to each family and to each student upon enrollment in George Washington Carver Academy. Parents shall be informed annually of the existence of this Code at such time and in such manner as directed by the School Board from time to time. When this Code requires an administrator to inform students of their right to appeal any disciplinary decision, a copy of this Code shall be provided upon request of the student or his or her parent or guardian.

Replacement Clause: This document supersedes and replaces all documents or portions thereof with which it may be in conflict.

Limitations: In the event that any portion of this document is determined to be contrary to law, the particular provision shall be considered null and void, however the remainder shall continue in full force and effect.

Purpose & Precedence: The purpose of the Student Code of Conduct is to inform students of GWCA and their parents about appeals procedure and aspects of student behavior. Every family will receive this Code when the student enrolls in George Washington Carver Academy electronically via the Academy's website. A printed copy is also available upon request. Another copy is available for a student and their parent/guardian if they want to appeal a decision and review their rights.

Bullying and Other Aggressive Behavior Toward Students

Reference: MCL 380.131OB (Matt's Safe School Law, PA 241 of 2011) Policies on Bullying, Michigan State Board of Education Model Anti-Bullying Policy, Michigan State Board of Education

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

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

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

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

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

Notification

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

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

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

Implementation

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

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

Procedure

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

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

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy and report to the Chief Administrative Officer within 24 hours. The investigation must be completed as promptly as the circumstances permit and should be completed with three (3) school days after a report or complaint is made.

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

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

Non-Retaliation/False Reports

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

Prevention/Training

The Academy shall provide, and all administrators, school employees, contracted employees and volunteers who have significant contact with students shall undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

The Academy shall provide, and all students shall undertake, annual training on preventing, identifying, responding to, and reporting incidents of bullying, cyber bullying and other aggressive behavior.

The Academy shall provide all parents or legal guardians shall be offered the opportunity to undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying, cyber bullying and other aggressive behavior.

Definitions

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

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

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the Academy.

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

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students.
- B. adversely affecting the ability of a student to participate in or benefit from the Academy's educational programs or activities by placing the student in reasonable fear of physical harm or by causing

substantial emotional distress.

- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. Causing substantial disruption in, or substantial interference with, the orderly operation of the Academy.

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

- A. Physical hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal - taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in several different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

"Staff" includes all school employees and Board members.

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

For further definition and instances that could possibly be construed as: Harassment, see Policy 5517; Hazing, see Policy 5516.

George Washington Carver Academy COVID-19 Code of Conduct, Policy and Procedure.

The novel coronavirus, COVID-19, is a highly infectious, life-threatening disease declared by the World Health Organization to be a global pandemic. There is no current vaccine for COVID-19. COVID-19's highly contagious nature means that contact with others or contact with surfaces that have been exposed to the virus, can lead to infection.

GWCA will not tolerate deliberate, reckless, or repeated disregard of the COVID-19 policies and procedures. The health and wellbeing of the entire GWCA community is all our responsibility. One warning will be issued for students who violate this policy. Students who engage in conduct in deliberate, reckless, or repeated disregard of the COVID-19 policy will have forfeited the privilege to be on school grounds. If this were to occur, these students would be invited to complete their 2020-2021 academic coursework remotely.

- All students will be required to follow all entrance and exit protocols for the building. The online Covid 19 screening and temperature check is mandatory whenever entering the building. No visitors/parents in the building, all communication will be held virtually via zoom. 100% virtual students are prohibited from physically accessing any school ground facilities without prior consent.
- **Students will practice physical distancing with a mandatory 6ft. distance between all students and staff throughout the building. No hugging or touching.**
- Students are required to wear a face always mask/covering inside and outside the building. This includes hallways and bathrooms. Students are allowed to eat lunch without masks. A doctor's note is required for any additional removal of masks during the day.
- Students are required to engage in proper handwashing and respiratory etiquette by covering coughs and sneezes. Utilization of hand sanitizer when they're not able to wash hands is strongly encouraged.
- Students riding school buses will wear masks, maintain coughing and sneezing etiquette, abide by the seating arrangements, and follow all boarding and exiting protocols.
- Student's behavior in virtual classes will be monitored by the teachers and Deans. There will be zero tolerance for inappropriate/ disruptive behavior, explicit language or bullying. Referrals will result in Zoom meetings with parents or Zoom After School Reflections with students. Continued violations could lead to suspension.
- No sharing of school supplies, food, water bottles, or other tangible items. There should be no food or drink brought to school or consumed by students during the day unless a medical or educational provision has been made. Please do not allow your student to bring drinks or be actively eating or drinking as this will delay their ability to enter the building. Students in full day programs and cloud care will have assigned locations and times for meals provided.
- **Medication: Only if the appropriate paperwork has been completed should a student ever be in possession of prescribed or over the counter medication at school. (That means no TUMS, no Advil, No Tylenol. We can't dispense any of these medications without proper documentation from a physician.) The form must be signed by a doctor (even for OTC medication).**
- Backpacks: Students will be permitted to carry backpacks with their belongings during the school day, because we are not assigning lockers for now. Students should not bring anything to school that could cause a disturbance to the learning environment. We do have the ability to search backpacks if the need arises.
- Phones: We get it--many of our students will have cell phones. If a student brings a cell phone to school it must remain in the student's backpack or purse, powered off--not just on silent. Students observed using a cell phone at school without staff permission will be asked to turn over the phone to the office for parent pick up. Students may not take photos during the school day with their cell phones. This is a violation of privacy rights of individuals at school.

The Dean of Culture office will review all allegations of COVID-19 policy violations, to determine if a violation has occurred and if appropriate, remove a student's eligibility to remain in hybrid status.



Reasonable Suspicion Drug Testing

The Administration will require a student to submit to drug testing if the Administration has a “reasonable suspicion” that the student is using or is under the influence of any illegal drug, alcohol or any mind-altering substance (whether illegal or not). Reasonable suspicion may arise from the following:

1. A student’s behavior, along with physical appearance, action and/or odor, indicating that the student has used an illegal drug, alcohol or any mind-altering substance (whether illegal or not);
2. The student’s possession of an illegal drug, alcohol or any mind-altering substance (whether illegal or not) and/or related paraphernalia; or
3. Information communicated to an Academy Administrator by a teacher, parent, law enforcement, or a student that indicates a student is using, possessing or under the influence of an illegal drug, alcohol or any mind-altering drug (whether illegal or not). Any such report will be investigated by the Academy Administration and will be substantiated by other physical indicators or physical appearance, if deemed necessary.

The Academy Administrator will look at the totality of the circumstances when determining “reasonable suspicion”.

After reasonable suspicion has been established and the student denies using drugs, the student will be asked to take a drug test administered by an Academy staff member. The student is suspended pending the drug test results. The Academy Administration will contact the student’s parents/guardians as soon as practicable. The cost of the test will be paid by the Academy and will be used for disciplinary action.

The student is expected to cooperate fully with this policy and the direction of staff in the administration of the drug test. Failure to do so will result in disciplinary action. In addition, if the student refuses to take the drug test, disciplinary action will be taken.

If the results of the drug test are positive, the student is suspended until the end of the semester and may only gain re-entry to the Academy with proof through drug tests at the student’s expense that they have remained drug free for 60 days.

Drug test results are considered confidential but may be discussed with the student’s guidance counselor or other Academy staff member if it is deemed necessary by the Administration in order to provide assistance to the student or for use in disciplinary action.

Students who test positive and who participate in extracurricular activities are subject to restrictions of those activities as recommended by the Administration.

It is the policy of the Academy that a student’s eligibility for participation in interscholastic athletics will be affected by the use of any performance-enhancing substance as provided by statute, including but not limited to those performance enhancing substances banned in bylaw 31.2.3.4 of the bylaws of the National Collegiate Athletic Association, identified on any list developed by the Michigan Department of Community Health and any other substances within the discretion of the State Board of Education.

PARENT/ VISITOR/VOLUNTEER CODE OF CONDUCT

GWCA is very proud and fortunate to have a very dedicated and supportive school community. At our school the faculty, staff, parents and community partners all recognize that the education of our children is a partnership between us.

We expect our school community to respect our school mission, vision and beliefs and keep follow our practices to be responsible, respectful and safe, and set a good example of their own behavior both on school premises and when representing the Academy within the community including field trips and at the bus stops.

In addition, we also expect our parents, and visitors to keep our children safe by adhering to the school's request to park safely outside the school gates during morning arrival and afternoon dismissal.

As a partnership we are all aware of the importance of good working relationships and all recognize the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and careers to participate fully in the life of our school.

The purpose of this code of conduct is to provide the expectations around the conduct of all parents, volunteers and visitors connected to our school.

We are committed to resolving difficulties in a constructive manner, through an open and positive dialogue. However, we understand that everyday misunderstandings can cause frustrations and have a negative impact on our relationships. Where issues arise or misconceptions take place, please contact your child's teacher or the Principal, who will be available to meet with you and go through the issue and hopefully resolve it. Where issues remain unresolved, please follow the school's complaints procedure. This can be requested from the school office.

This code aims to clarify the types of behavior that will not be tolerated and seeks parental agreement to these expectations.

The code of conduct also sets out the actions the school can take should this code be ignored or where breaches occur.

Behavior that will not be tolerated:

- Disruptive behavior which interferes or threatens to interfere with any of the Academy's normal operation or activities anywhere on the school premises or school bus.
- Any inappropriate behavior on the school premises or at the school bus.
- Using loud or offensive language or displaying temper.
- Threatening in any way, a member of staff, visitor, volunteer or child, including bus personnel.
- Damaging or destroying school property.
- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications (including social media) to anyone within the school community.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff/Board of Directors at the school on Facebook or other social media sites
- The use of physical, verbal or written aggression towards another adult or child. This includes physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at school function, except in the case of law enforcement officers. Loiter on or about school functions.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
- Dogs being brought on to the school premises. (other than guide dogs)

- Any Public Order Offenses- This group of offenses are committed when a parent or visitor has used threatening, abusive or insulting words or behavior likely to cause harassment, alarm or distress; or likely to cause fear of violence; or with intent to cause fear of violence; or using or threatening unlawful violence likely to make those witnessing the incident fear for their safety. This type of behavior erodes the safety, trust and nurturing environment that we strive to maintain at GWCA.

Should any of the above occur on school premises or in connection with school (i.e., athletic events, school sponsored events, school bus the school may feel it is necessary to act by contacting the appropriate authorities or consider banning the offending adult from entering the school premises.

Persons in violation of the Code of Conduct

The authorization of a visitor, to remain on school grounds or at any school function shall be withdrawn and they shall be directed to leave the premises. In addition, they cannot participate in any school sponsored activity on or off the school premises (i.e., athletic events, social events, honors assemblies, proms, graduations etc.). If they do not comply with this instruction, their presence will be considered trespassing, and the Highland Park Police Department will be contacted, and the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

Thank you for abiding by this code in our school. Together we create a positive and uplifting environment not only for the children but also all who work and visit our school.

Acknowledgement Form

Receipt of Student
Handbook 2022-2023

Student Name (print) _____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____
_____ Grade _____

I have received and reviewed on the school’s website and/or received/reviewed a copy of the 22-23 Student/Parent Handbook, including the student discipline section and parent code of conduct, and I acknowledge my responsibility and understand the policies, rules and regulations contained therein and it is my intent to abide by them.

I understand that the policies contained in the handbook may be added to, deleted, or changed at any time.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

