



CODE OF CONDUCT

Goals & Objectives

The Student Code of Conduct focuses on the concept of responsibility and rights based on democratic principles.

This code is intended to help:

- Establish a school environment that provides an atmosphere conducive to active involvement in learning;
- Provide opportunity for self-direction and self-discipline;
- Provide experiences that develop attitudes of responsible citizenship and self-achievement;
- Provide for the safety and physical wellbeing of all students;
- Implement conditions that clarify the responsibilities and rights of all participants in our school community;
- Convey that each student is an individual and that there are situational variations involving misconduct. Therefore, discipline and control will be treated as an individual matter for each pupil;
- Foster the idea that the best discipline is self-directed and preventive in nature rather than regulatory and restrictive;
- Encourage behavioral responsibility on the part of each individual within the school community; and
- Encourage communication that will clarify appropriate guidelines for behavior and clarify the roles of persons in the school setting.

Legal Basis for School Discipline

The power of the Board of Education to authorize suspension or expulsion and to make reasonable rules and regulations regarding discipline is granted in the School Code. (*GENERAL SCHOOL LAWS OF MICHIGAN 1976, 380.1300---.1301 and .1311*)

Section 1300: The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the public schools of the district, including regulations relative to conduct of pupils concerning their safety while in attendance at school or en route to and from school.

Section 1301: A person who has not completed high school may not be expelled or excluded from a public school because of being pregnant.

Section 1311: The Board may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience when, in the Board's judgment, the interest of the school may demand the authorization or order. If there is reasonable cause to believe that the pupil is handicapped and the school district has not evaluated the pupil in accordance with rules of the state Board, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with Section 1711.

A student identified as handicapped under the INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) 20 U.S.C., SECTION 504 OF THE REHABILITATION ACT OF 1973, AMERICANS WITH DISABILITIES ACT OF 1990 (ADA), 42 USC, or ACT 451 of P.A. 1976 AS AMENDED.

Responsibilities & Rights of Students

The Constitution of the United States, through the Bill of Rights and subsequent amendments, gives each citizen certain rights. The Supreme Court has declared that a student does not shed those constitutional rights by walking through the school door. As students have had their rights clarified through litigation, so too have they been reminded of, and instructed in, their responsibilities. Rights, as afforded us by the Constitution, are a legal requirement. Responsibilities, on the other hand, refer mainly to the individual's obligation to others within society. In order for individuals to preserve their own rights, they must take upon themselves a sense of responsibility toward the preservation of the rights of others. This is to say that students do have rights to pursue their own self-fulfillment. Those rights terminate at the point where they begin to infringe upon the rights of others.

Responsibilities and rights included in this document are those related to: Classroom Behavioral Expectations, Protection from Corporal Punishment, Law Enforcement, Search and Seizure, Dress and Grooming, Freedom of Speech, Student Publications, Married and/or Pregnant Students, Access and Privacy of Records, and Students with special needs.

STUDENT RESPONSIBILITIES:

- Respect the inherent human dignity and worth of every individual;
- Be informed of and adhere to rules and regulations established by the Board of Education and implemented by school administrators and teachers for the welfare and safety of students;
- Study diligently and maintain the best possible level of academic achievement;
- Be punctual and present for the school program;
- Observe fair rules in conversation and responsible journalism free of libelous or slanderous remarks and obscenities in verbal and written expression;
- Dress and appear in a manner that meets reasonable standards of health, cleanliness, safety, and decency;
- Help maintain and improve the school environment, preserve school property and exercise the utmost care while using school facilities;
- Behave in an appropriate manner while in attendance at school, on school buses, or at school related functions held on or off school grounds; and
- Possess and carry at all times a high school or middle school Student I.D. Card and present it as requested by school personnel.

CLASSROOM BEHAVIORAL EXPECTATIONS

Generally, standards for behavior throughout the school should be the same. However, each teacher may specify particular rules and procedures suited to the specific needs of the class. Teachers cannot permit disturbances that interrupt the learning process. When a student feels an issue is very important and a difference of opinion has come about, the student should wait until the end of the period or seek a mutually convenient time to discuss the problem with the teacher unless it pertains to the lesson. The teacher has the responsibility and authority to maintain order anywhere in the school, particularly, of

course, in the classroom. When a student disrupts a class or refuses to accept the teacher's authority, that student should be referred to an administrator for appropriate action. If a teacher finds it necessary to send a student from a classroom for any disciplinary reason, the student must report immediately to the office.

KEYS GRACE ACADEMY ANTI-BULLYING POLICY

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

Reference: Policies on Bullying, Michigan State Board of Education, 7---19---01
Model Anti-Bullying Policy, Michigan State Board of Education, 9---12---06

The KEYS GRACE ACADEMY board of directors recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil.

It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior. "Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well being may be at issue.

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

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

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

- is reasonably perceived as being dehumanizing, intimidating, hostile humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;

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

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The KEYS GRACE ACADEMY board of directors expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The KEYS GRACE ACADEMY board of directors believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

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

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

The KEYS GRACE ACADEMY board of directors believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future. Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem;

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

The KEYS GRACE ACADEMY board of directors requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

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

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

Factors for Determining Remedial Measures

Personal

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

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

Environmental

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation
- Range and number of opportunities for student engagement, involvement, and recognition for achievement (beyond academics and athletics) Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students. Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance,

and must be consistent with the board of education's approved code of student conduct.

Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action
- Expulsion or termination

Examples of Remedial Measures

Strategies for Individual Behavioral Change:

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

- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy Strategies for Environmental Change (Classroom, School Building, or School District):
- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and noncertificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations

- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The KEYS GRACE ACADEMY board of directors requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The KEYS GRACE ACADEMY board of directors requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review. The KEYS GRACE ACADEMY board of directors prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The KEYS GRACE ACADEMY board of directors prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The KEYS GRACE ACADEMY board of directors requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

Freedom of Speech

The Academy recognizes that freedom of speech is a right of every American. A student may express his/her personal opinions, whether in the context of a class, general discussion, a campaign speech for student government office, or an editorial in a student publication. It is understood that the student's freedom of expression is not absolute and is limited in the following ways:

Respect for the rights of others;

- A student does not have the right to infringe upon the rights of others, encourage the breaking of existing laws or policies, or exceed the bounds of lawful assembly.

Violence is to be avoided;

- Physical aggression or threats against persons or their property will not be tolerated.

Decency is expected at all times.

- A student's printed material, oral language, physical acts or displays are unacceptable if obscene.

Student Publications

All middle and senior high schools have students involved in the process of writing, publishing, and distributing student publications. A policy has been written to safeguard the advisors, principals, and students involved from editorial practices which could result in legal action. The advisor, editor, and his/her staff will enforce this student publication policy. The Board of Education reserves the right to designate which publications and productions violate the rights of others and are not protected by the right of free expression, and therefore prohibit their publication and distribution. The actions of the editorial board are

subject to approval from the advisor of the school publication. The policy is as follows:

- Any material which will injure an individual's reputation, psyche, or future, or will expose an individual to unnecessary harassment or embarrassment, will not be published.
- Any material which is irrational and/or void of truth will not be published.
- Any material which is in poor taste and has no social worth will not be published.
- Any material which is prejudicial to a religious, ethnic, racial or other delineated group will not be published.
- Any material which is libelous to any specific person or persons will not be published.
- Language, pictures, music, or symbols that are obscene, libelous, or offensive to good taste shall be avoided.
- A by-line shall accompany every printed article, story, or presentation.
- School publications/productions shall not endorse any candidate for public office or take a political stand on any issue.
- All materials to be printed or produced are subject to review by the advisors and/or principal. Those who are denied approval for inclusion of materials in school publications/productions may appeal to a committee composed of the principal, the relevant advisors, and the presidents of each class. The function of this committee is to review and the appeal is conducted in an advisory capacity only. The final decision remains with the principal.
- Any material relating to issues which are not within the province of a school publication will not be published.

The following regulations apply:

High schools may solicit business sponsorships to defray the cost of yearbooks. The principal has formulated guidelines for the sale of sponsorships and guidelines to ensure that such sponsorships are acknowledged in the yearbooks in a dignified manner. Display advertising will not be accepted.

Advertising in school publications may be accepted provided it meets criteria established by the principal.

Pregnant Students

Married students under the compulsory school age may participate in the regular school program. Upon presentation of written permission from a doctor, a pregnant student under the compulsory school age may participate in the regular school program. However, such students shall be counseled about alternative educational programs available to them. A pregnant student who is under the compulsory school age may withdraw from a regular public school program. The Board may develop and provide an accredited alternative educational program for persons who are pregnant and voluntarily withdraw from the regular public school program or the Board may contract with the intermediate school district offering an educational program.

Special Education Students

A special education student from birth through age twenty-five has a right to a free and appropriate public

education in the least restrictive environment which complies with federal and state laws, regardless of the nature or severity of the disability. The standards of conduct contained within this code apply to all students, including special education students. However, due to the unique needs of special education students and federal/state laws, the procedures determining appropriate disciplinary action will vary when a special education student is involved. Therefore, specific policies and procedures developed by the Academy pertaining to special education students must be followed.

Code Violations and Consequences

The following list of violations/penalties is not all-inclusive but is meant to give students/parents an idea of the possible penalty for violations.

OFFENSES --- Should a violation occur, the minimum penalty listed shall be imposed. The nature of the circumstances surrounding the offense may result in more serious punishments or penalties, including referral to the School Board for expulsion.

OFFENSE	PENALTY
<p>ALTERING SCHOOL DOCUMENTS-FALSIFICATION OF RECORDS The act of changing, altering, or forging any school-related document, including but not limited to passes, re-entries, progress reports, report cards, transcripts, and computer/on-line records.</p>	<p>Administrative intervention to expulsion.</p>
<p>ARSON The willful and malicious burning of or attempt to burn any building or part of any building or any property of the school district.</p>	<p>MINIMUM PENALTY – Expulsion for at least 180 days; also parent contact and possible referral to authorities.</p>
<p>BOMB THREAT The deliberate attempt through verbal or written communication to disrupt normal school operations by reporting an impending threat of explosives on school property when no such threat exists.</p>	<p>MINIMUM PENALTY – Expulsion up to 180 days; also parent contact and possible referral to authorities.</p>
<p>BULLYING Harassment or bullying is any gesture or written, verbal, graphic or physical act (including electronically transmitted acts – i.e. internet, cell phone or wireless handheld device) that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or mental, physical or sensory disability or impairment or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function or in a school vehicle. The conduct must be directed at one or more pupils; substantially</p>	<p>MINIMUM PENALTY – Suspension to expulsion and possible referral to authorities.</p>

interferes with educational opportunities, benefits or programs of one or more pupils; adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and is based on a pupil's actual or perceived distinguishing characteristic or is based on an association with another person who has or is perceived to have any of these characteristics.	
CRIMINAL ACTS The act of committing or participating in any conduct or act defined as a crime by federal or state law or local ordinance.	Suspension to expulsion.
CRIMINAL SEXUAL CONDUCT Violation set forth in Chapter LXXVI of the Michigan Penal Code (<i>MCL 750.520b to 750520g</i>).	Suspension to expulsion.
DISCRIMINATORY HARASSMENT The act of engaging in unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct relating to a person's gender, race, national origin, religion, height, weight, marital status, handicap or disability (ex., sexual or racial comments, threats or insults, unwanted sexual touching,	Administrative intervention to expulsion.
DISRUPTION OF SCHOOL Inciting and/or contributing to the disruption of the educational process and/or school-sponsored activities.	Administrative intervention to expulsion.
DISTRIBUTION OF PRINTED MATERIAL The act of distributing unauthorized material on Academy property.	Administrative intervention to expulsion.
DRUGS/ALCOHOLIC BEVERAGES, SALE/DISTRIBUTION The sale, distribution, or transfer of illegal drugs, look-alike drugs, or alcoholic beverages.	Ten-day suspension; also parent conference, referral to civil authorities, & possible expulsion up to 180 days.
DRUGS/ALCOHOLIC BEVERAGES, POSSESSION OR USE OF Possession, use, or under the influence of alcoholic, illegal drugs, look-alike drugs, or other substances which produce irregular or abnormal behavior.	Ten-day suspension; also parent conference, referral to civil authorities.
EXTORTION The act of taking or attempting to take any money or things of value from a student in school in the presence of either an implied or expressed	Suspension to expulsion.
FALSE ALARM The intentional act of initiating or participating in the setting of a false fire alarm or making a false fire, bomb, or catastrophe report.	MINIMUM PENALTY – Five-day suspension, and possible referral to civil authorities.
FALSE ALLEGATIONS The act of libel or slander or to make false allegations against another student,	Administrative intervention to expulsion.

academy staff members, Board of Education members, or volunteers.	
FIGHTING The act of engaging with another person in bodily contact in a physically threatening and/or destructive manner.	Suspension to expulsion. (<i>See Physical Assault</i>)
FIREWORKS/EXPLOSIVE MATERIALS, USE OF Use of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – Five-day suspension and confiscation; also parental contact.
FIREWORKS/EXPLOSIVE MATERIALS, POSSESSION Possession of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – One-day suspension and confiscation; also parental contact.
FIREWORKS/EXPLOSIVE MATERIALS, DISTRIBUTION Distribution of fireworks, explosive materials, or smoke-producing devices.	MINIMUM PENALTY – Three-day suspension and confiscation; also parent contact.
FORGERY The act of fraudulently using, in writing, the name of another person or falsifying times, dates, grades, addresses, or other data on school forms, documents, or stickers.	Administrative intervention to expulsion.
GAMBLING The act of playing any game of chance for money or valuables, including but not limited to card and dice playing.	Administrative intervention to expulsion.
GANG ACTIVITY A group of two or more persons whose purposes or activities include the commission of illegal acts or violation of Academy rules and/or	Administrative intervention to expulsion.
GROSS DISRESPECT Willful and extreme rudeness directed toward school employees or other adults, including derogatory remarks and obscene gestures.	Administrative intervention to expulsion.
HAZING Any activity which endangers the physical safety of a student produces mental or physical discomfort, causes embarrassment or fright, or degrades the student.	Administrative intervention to expulsion.
IMPROPER COMMUNICATION The act of making threatening, annoying, nuisance, vulgar, and/or obscene communications --verbally, in writing, or by gestures -- to any students or	Administrative intervention to expulsion.
IMPROPER USE OF TECHNOLOGY The act of violating the “Acceptable Use Policy and Procedures” student contract for the use of computers, electronic information, resources, or other technologies (e.g., use of networks operated by the school district, etc.) nor shall the student violate the verbal or written directions of school district personnel regarding the acceptable use of computers and other	Administrative intervention to expulsion.

INDECENCY The act of offending against commonly recognized standards of good taste, including offensive displays of affection or use of ethnically offensive	Administrative intervention to expulsion.
INSUBORDINATION/FAILURE TO COOPERATE The failure to respond or carry out a reasonable request by authorized school personnel.	Administrative intervention to expulsion.
INTIMIDATION Interference with the normal school operation by threat of force or violence.	Administrative intervention to expulsion.
OBSCENITY/PROFANITY The act of using obscene or profane language by pupils, in verbal or written form or in pictures, caricatures, or obscene gestures.	Administrative intervention to expulsion.
PARAPHERNALIA Items related to or identified with the use of alcohol, tobacco and/or drugs, including but not limited to lighters, matches, pipes, rolling papers, etc.	MINIMUM PENALTY – Confiscation of items; also possible remittance to authorities.
PERSONAL PROTECTION DEVICES The act of possessing, attempting to possess, handling, or transmitting a personal protection device (e.g., pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.	Administrative intervention to expulsion.
PETITIONS The act of presenting petitions which are not free from obscene or libelous statements, personal attacks, or are not within bounds of reasonable conduct.	Administrative intervention to expulsion.
PHYSICAL ASSAULT The willful, unprovoked striking, physically threatening to strike, or act of intentionally injuring any student or employee.	MINIMUM PENALTY – <i>Against another student:</i> suspension or expulsion up to 180 days. <i>Against a school employee, contractor or volunteer:</i> permanent expulsion [MCL 380.1311a.]
PLAGIARISM The act of using another person’s ideas or writings as one’s own. Includes the copying of language, structure, idea, and/or thought of another and representing it as one’s own original work.	Administrative intervention to expulsion.
SCHOLASTIC DISHONESTY Includes but is not limited to the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work.	Administrative intervention to expulsion.

<p>SMOKING</p> <p>The act of using cigarettes or other tobacco products anywhere on school property. More specifically: smoking in the building at any age, smoking in front of the school or on the sides of the building at any age, or smoking behind the school building at any age.</p>	<p>MINIMUM PENALTY-</p> <p>1st offense: Three-day suspension; also parent contact and referral to civil authorities.</p> <p>2nd offense: Five-day suspension; also parent contact and referral to civil authorities.</p> <p>3rd offense: Ten-day suspension; also parent contact and referral to civil authorities.</p>
<p>STEALING OR KNOWING POSSESSION OF STOLEN PROPERTY</p> <p>The act of dishonestly acquiring the property of others and/or knowing and concealing the location or possession of such property.</p>	<p>Administrative intervention to expulsion.</p>
<p>TOBACCO POSSESSION</p> <p>The act of possessing cigarettes or other tobacco products.</p>	<p>MINIMUM PENALTY – Verbal warning and confiscation.</p>
<p>TRESPASSING/LOITERING</p> <p>The act of prowling or loitering on foot, in a motor vehicle, or in other manner, in or around the school buildings or property without</p>	<p>Administrative intervention to expulsion.</p>
<p>TRUANCY</p> <p>The act of unauthorized and willful absence from a specific class or school for any period of time.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNAUTHORIZED PROTEST</p> <p>The act of protesting which results in disruption of the school without the authorization of a principal.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNAUTHORIZED USE OF SCHOOL EQUIPMENT</p> <p>The act of using school equipment (e.g., fax machines, copiers, computer equipment, laboratory equipment, athletic supplies, etc.) in any unauthorized, dangerous, or illegal fashion.</p>	<p>Administrative intervention to expulsion.</p>
<p>UNLAWFUL DISRUPTION OF EDUCATIONAL PROCESS</p> <p>Including but not limited to an act of violence, in possession of a weapon, alcohol or drugs, or any act that interrupts the learning process.</p> <p>(UNLAWFUL DISRUPTION OF EDUCATIONAL PROCESS CONT'D)</p>	<p>Possible suspension or expulsion up to 180 days; suspended from all after school activities for 90 days or more; referral to civil authorities, and possible transportation to police station.</p>
<p>VANDALISM</p> <p>The act of willful destruction of property belonging to others or the destruction, damage, or defacement of school property.</p>	<p>Administrative intervention to expulsion.</p>
<p>VERBAL ASSAULT</p> <p>Any act, oral or written, which can reasonably be expected to induce another</p>	<p>MINIMUM PENALTY – Suspension or expulsion up to 180 days</p>

person to be in apprehension of danger of bodily injury or harm, or the use of offensive language directed at a person where such language is likely to provoke a reasonable person to physical violence.	
VIOLATIONS OF BUILDING'S RULES AND REGULATIONS The act of committing or participating in any conduct or act prohibited by a school building's rules or regulations.	Administrative intervention to expulsion.
WEAPONS-USE/POSSESSION The act of possessing, using, or threatening to use any weapon, any reasonable weapon-like tool, or any instrument capable of inflicting bodily injury. <i>Includes look-a-like weapons.</i>	<i>Possession:</i> Confiscation, suspension or expulsion up to 180 days and parent contact; referral to civil authorities. <i>Use:</i> Expulsion from school, parent contact, and referral to civil authorities.
WEAPONS-DANGEROUS A firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, or an automobile or motorized vehicle.	Permanent expulsion pursuant to MCL 380.1311.
CELL PHONES, PAGERS, OTHER ELECTRONIC COMMUNICATION DEVICES Pocket pagers, cell phones, radios, televisions, audio devices, or	MINIMUM PENALTY – Confiscation and possible remittance to authorities.

RANGE OF PENALTIES

These disciplinary penalties are not to be construed as an all-inclusive list. They are not intended to limit the authority of school officials to deal appropriately either with violations of an individual school building's rules and regulations or with other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

Suspensions and Expulsions in General

The Revised School Code provides each school board with the authority to establish a local discipline policy. Each local school board has the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance and management of the schools in the district. Districts shall develop and implement a code of student conduct and enforce its provisions with regard to a pupil's misconduct in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school sponsored activity or event whether or not it is held on school premises. Students guilty of gross misdemeanor or persistent disobedience may be suspended or expelled. A local or intermediate school district or a public school academy must develop and implement a code of student conduct and enforce the provisions of that code regarding misconduct [MCL 380.11a, 380.1311, 380.1312].

Due Process

Fairness dictates that students be given notice of the types of conduct which are prohibited and the potential consequences of the misconduct. A school's rules and procedures for suspending or expelling a student should be outlined in the handbook adopted by the local board of education.

- **Suspension–10 Days or Less**

For a suspension of 10 days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), 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.

- **Suspension – More Than 10 Days and Expulsions**

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. The student shall be given reasonable time to prepare for the hearing. The person conducting the disciplinary hearing must be impartial. The board of education, a school administrator or disciplinary panel may conduct the hearing as long as they are truly impartial.

- **Students with Disabilities**

Students with disabilities are afforded specific due process protection in cases of suspension or expulsion under state and federal law. For further information, contact your local or intermediate special education director or the Office of Special Education and Early Intervention Services at (517) 373-0923 or toll-free at (888) 320-8384.

Michigan Department of Education - <http://www.michigan.gov/studentissues>

Types of Suspensions and Expulsions

Michigan Law requires a school district to permanently expel a student who possesses a dangerous weapon, commits arson or criminal sexual conduct. Subsequent laws were enacted that allow a one-day snap suspension by a teacher for a student who creates a safety threat; requires school districts to suspend or expel a student for up to 180 school days who commits a physical assault against another student; requires that a student be suspended or expelled for a verbal assault or a bomb threat; and requires a student who commits a physical assault against a school employee or volunteer to be permanently expelled. The following information describes the law.

- **Weapons, Arson or Criminal Sexual Conduct Expulsion**

School districts are required to permanently expel a student who possesses a dangerous weapon, commits arson, or criminal sexual conduct [MCL 380.1311]. Information on Expulsions Due to Weapons, Arson, and Criminal Sexual Conduct is available at www.michigan.gov/studentissues.

- **Teacher “Snap” Suspension**

A teacher may suspend a student from the classroom for up to one day if the student creates a safety threat 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. A parent-teacher conference shall follow the suspension as soon as possible and may include a school counselor, school psychologist, or school social worker. 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].

- **Verbal Assault and Bomb Threats**

A student in grade 6 or above who commits verbal assault, as defined by school board policy, against an employee or volunteer of a school district or makes a bomb threat or similar threat at a school building, other school property, or a school-related event, shall be suspended or expelled for a period of time as determined by the school board or its designee. The school board policy should include the types of behavior for which a student who commits verbal assault, or makes a bomb threat or similar threat, would be suspended or expelled. The term “verbal assault” would need to be defined by the school district’s local policy [MCL 380.1311a]. The United States District Court ruled that the verbal assault law unlawfully prohibits students’ speech that is protected by the First Amendment [Smith v Mount Pleasant Public Schools, E Dist. Mich, 2003].

- **Physical Assault - Student to Student**

A student in grade 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].

Michigan Department of Education --- <http://www.michigan.gov/studentissues>

- **Physical Assault - Student to Employee or Volunteer**

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

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

Petitioning for Reinstatement

Although the law calls for the “permanent” expulsion of a student who commits a physical assault against an employee or a volunteer of a district, at school or on school grounds, subsection (5) provides a process for petitioning for reinstatement to school. It is the responsibility of the petitioning person (a

parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor), to prepare and submit the petition for reinstatement. The school board is not required to assist in the preparation of the petition. If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available.

A parent, legal guardian, or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion. The local school board may include conditions in a petition for reinstatement. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement. The following timelines and procedures apply to reinstatement.

- **Committee Review and Recommendation**

Within 10 school days after receiving a petition for reinstatement, the school board must appoint a committee comprised of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner. During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

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

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

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

- **School Board Decision**

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly-scheduled board meeting. The school board must decide to reinstate the

student, conditionally reinstate the student, or deny reinstatement.

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

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

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

THE APPEAL PROCESS

Discipline Cases Other than Expulsion

In all cases where disciplinary sanctions have been imposed, a student and/or his/her parent has the right to a hearing with the appropriate administrator. Hearings on appeal need not repeat matters or procedures accomplished at a prior hearing. In cases involving suspension of five days or less, the principal's decision is final. Incases involving suspension of more than five days, but no more than ten days, the parent or adult student may appeal such decision to the designee of KEYS Grace Academy within five school days following the principal's decision. The decision of KEYS Grace Academy is final. Incases involving a suspension of more than ten days, but not more than thirty days, the parent may appeal such decision to the Board within five school days following the decision of KEYS Grace Academy or its designee. The Board shall affirm or modify the decision of KEYS in writing within five school days from hearing the appeal. The Board's decision is final.

Appeal of Expulsion Cases

The decision of the Board to expel is final. However, it shall be the prerogative of the Board, upon receiving written request, to grant a second hearing before the Board if, in its judgment, such a hearing is justified. Such hearings, if held, shall be conducted in accordance with state law and School Code.

KEYS Grace Academy Schools

Parent-Student Title I Compact

2022-2023

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

School Responsibilities

The KEYS Grace Academy Schools will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.
2. Curriculum maps will be available to parents, which state the curriculum content and aligned state standards.
3. Hold Parent/Teacher Conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held:
 - In the Fall at Parent/Teacher Conferences
 - In the Spring at the Portfolio Review
 - Whenever a parent wishes for a conference with a teacher
4. Provide parents with frequent reports on their child's progress. Specifically, the school will provide the following reports:
 - At the end of each nine week period (report cards)
 - M-Step/ results when received from the state
5. Provide parents reasonable access to staff. Particularly, staff will be available for consultation with parents:
 - Parents may call the office and request to talk to a teacher. If the teacher is unavailable, parents can leave their name and number, and their call will be returned.
 - Parents may setup an appointment to discuss their child's progress at any time throughout the school year.
6. KEYS Grace Academy schools have Open Door Policies, in which, parents may come and visit when they request. We must follow outlined policy and procedures, having parents sign in at the front office and receive a visitor's badge. We want to maintain an environment conducive to learning and ask that parents respect our protected instructional time by giving the school prior notice before entering a classroom. KEYS Grace Academy schools will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities through:
 - P.T.O. (Parent-Teacher Organization)
 - Field Trips
 - Mentoring
 - Assisting teachers with classroom activities

Parent Responsibilities

We, as parents, will support our children's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Promoting positive use of my child's extracurricular time by monitoring the amount of electronic usage (television, computer, video games) our children utilize.
- Attending school functions and conferences.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Encouraging my child to demonstrate respect for school personnel, his/her classmates, and school property.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

Student Responsibilities (Parents, please read with your child)

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

- Completing assigned homework every day and ask for help when I need to.
- Attending school regularly and on time.
- Developing a positive attitude toward school.
- Being a cooperative learner and carry out the teacher's instructions and directions.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Adhere to anti-bullying policy and the KEYS Grace Academy School District Code of Conduct.

Superintendent/Principal's Signature: _____ Date: ___ / ___ / _____

Parent/Legal Guardian Signature: _____ Date: ___ ___ / _____ /

Parent/Student Acknowledgment of Receipt of Family & Student Handbook and Code of Conduct

I confirm that I have received and reviewed a copy of the KEYS Grace Academy Student/Parent Handbook & Code of Conduct with my child.

I understand that this handbook is designed to acquaint me with the current Academy Policies and Procedures that govern students attending the Academy.

I understand that KEYS Grace Academy and/or the Academy Board reserves the right to interpret, modify, or eliminate any of the policies and procedures at any time, and that if there are changes made, that they will be made available to the public.

As a recipient of this handbook I understand that I am responsible for knowing its contents and ensuring that my child understands its contents. I understand that I may contact the Academy Leader at any time to ask for explanation or clarification of any policy or procedure contained herein.

I understand that this version of KEYS Grace Academy's Parent & Student Handbook & Code of Conduct supersedes any and all prior Parent/Student Handbooks I may have received.

I understand that this handbook is an extension of the Academy's adopted Board Policies and Procedures which I can review at any time in the Academy office or on the Academy website, and that this handbook is not, nor is it meant to be, a complete rendition of the Academy's Policies and Procedures.

I understand that I am required to return this signed acknowledgement to my child's teacher before the third week of school and that if I fail to return this form, it can result in my child not being able to participate in school activities until it is received.

Print Parent/Legal Guardian Name: _____ Date: __/__/____

Sign Parent/Legal Guardian Name:

Print Student Name: _____ Date: __/__/____

Sign Student Name:

Academy:

Teacher:

Grade:

[This copy is to be signed and returned to the Academy Administration office]

Parent/Student Acknowledgment of Receipt of Family & Student Handbook and Code of Conduct

I confirm that I have received and reviewed a copy of the KEYS Grace Academy Student/Parent Handbook & Code of Conduct with my child.

I understand that this handbook is designed to acquaint me with the current Academy Policies and Procedures that govern students attending the Academy.

I understand that KEYS Grace Academy and/or the Academy Board reserves the right to interpret, modify, or eliminate any of the policies and procedures at any time, and that if there are changes made, that they will be made available to the public.

As a recipient of this handbook I understand that I am responsible for knowing its contents and ensuring that my child understands its contents. I understand that I may contact the Academy Leader at any time to ask for explanation or clarification of any policy or procedure contained herein.

I understand that this version of KEYS's Grace Academy Parent & Student Handbook & Code of Conduct supersedes any and all prior Parent/Student Handbooks I may have received.

I understand that this handbook is an extension of the Academy's adopted Board Policies and Procedures which I can review at any time in the Academy office or on the Academy website, and that this handbook is not, nor is it meant to be, a complete rendition of the Academy's Policies and Procedures.

I understand that I am required to return this signed acknowledgement to my child's teacher before the third week of school and that if I fail to return this form, it can result in my child not being able to participate in school activities until it is received.

Print Parent/Legal Guardian Name: _____ Date: ___/___/_____

Sign Parent/Legal Guardian Name:

Print Student Name: _____ Date: ___/___/_____

Sign Student Name:

Academy:

Teacher:

Grade:



Transportation Request

This is requested by _____ for transportation service to

(Student or Parent/Guardian)

and from KEYS Grace Academy.

Twin River Trading, a for-profit Michigan management company, will provide transportation services for _____ during the duration of school year 2022-2023.

(Student Name)

Twin Rivers Trading is responsible for the recruitment of professional, qualified drivers who must pass fingerprint screening background check to be eligible for work.

Twin Rivers Trading is responsible to make certain all vehicles used to transport students to and from home and school properly insured and certified.

Students will be required to follow a strict list of rules and stipulations during transportation times. Twin Rivers Trading will work in accordance with KEYS Grace Academy to ensure student attendance on shuttles and student behavior, as well as all others, necessary correspondence. Should student act un-accordingly during transportation hours, Twin Rivers Trading reserves the right to cancel services. Should student amass a high number of miss scheduled pick up times, without notification, Twin Rivers Trading services right to cancel services.

Should student violate any other rules, Twin Rivers Trading Twin Rivers Trading has the right to cancel transportation services.

Student or parent/guardian signature

Date _____

Sylvia Hurmiz-Supervisor

Date

Twin Rivers

KEYS GRACE ACADEMY

Bus Safety

- Keeping students safe is one of the number one priorities at KEYS. Students riding the bus must follow the same rules in the Student Code of Conduct handbook that they follow in school. Some of those guidelines are:

Personal behavior

Students have the responsibility to reasonably avoid any behavior that is detrimental to achieving their own or other students' educational goals. Students must cooperate in taking reasonable care of books, other instructional materials, technology, and encourage a climate where learning is cherished. Most particularly, students must refrain from engaging in behavior that violates the provisions of the Student Code of Conduct.

Respect for staff

Students have the responsibility of showing respect for the knowledge and the authority of school staff or staff assigned to the school operations. Students must obey reasonable directions; use only acceptable and courteous language; avoid actions that show contempt and appeal decisions through the channels as described in this code. Assaults on school staff will not be tolerated.

Respect for fellow students

Students have the responsibility of showing respect for the rights and human dignity of fellow students. For example, students must refrain from name-calling, fighting, harassment, belittling or engaging in deliberate attempts to embarrass or harm another student.

Bus Safety Tips

Students should follow certain tips to stay safe on and around school buses. Some of those are:

1. Leave plenty of time to get to the bus when it arrives to assigned pick up. When you rush, you may not follow safety rules.
2. Walk on the sidewalks, where available.
3. Remain alert at all times when walking to and from the bus; don't listen to devices that may impact your ability to observe your surroundings. Don't text, talk on your cell phone or play handheld video games because you won't be aware of what's happening around you
4. When waiting for the bus, stay away from the street. And don't play around—so you are aware of traffic and can follow safety rules.
5. Make sure the driver can see you at all times by staying ten giant steps away from the outside of the bus or van.
6. Wait for the bus to stop completely before you approach it to get on or before you stand up to get off.
7. Clothes or backpacks should not have drawstrings, toggles or key chains. They can get caught on bus handrails and doors.
8. Hold the handrail so you don't trip on the stairs.
9. Find a seat and sit down immediately.
10. Know your driver's name and bus number to be sure you are boarding the right bus.
11. Be courteous and respectful to your driver.

12. Talk and laugh quietly with friends, but do not scream, it distracts the driver.
13. Do not put your head, arms, papers or anything out the window.
14. If you drop something near the bus, don't pick it up. The driver may not see you. Instead, ask the driver for help.
15. If you have to cross the street, wait until the driver lets you know it's OK.
16. Stay away from the bus wheels at all times – especially the back wheels where it's hard for the driver to see you.