# SECONDARY SCHOOLS DIRECTORY

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Address</th>
<th>Website</th>
<th>School Hours</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TC East Middle School</strong></td>
<td>231-933-7300</td>
<td>1776 Three Mile Road</td>
<td><a href="http://www.tcaps.net/ems">www.tcaps.net/ems</a></td>
<td>7:40 AM - 2:31 PM</td>
<td>Marshall Perkins</td>
</tr>
<tr>
<td><strong>Traverse City High School</strong></td>
<td>231-933-5860</td>
<td>3962 Three Mile Road North</td>
<td><a href="http://www.tcaps.net/tchs">www.tcaps.net/tchs</a></td>
<td>7:50 AM - 2:41 PM</td>
<td>Lance Morgan</td>
</tr>
<tr>
<td><strong>TC West Middle School</strong></td>
<td>231-933-8200</td>
<td>3950 Silver Lake Road</td>
<td><a href="http://www.tcaps.net/wms">www.tcaps.net/wms</a></td>
<td>7:40 AM - 2:31 PM</td>
<td>Terry Smith</td>
</tr>
<tr>
<td><strong>TC West Senior High School</strong></td>
<td>231-933-7500</td>
<td>5376 N. Long Lake Road</td>
<td><a href="http://www.tcaps.net/wsh">www.tcaps.net/wsh</a></td>
<td>8:10 AM - 3:01 PM</td>
<td>Joe Esper</td>
</tr>
<tr>
<td><strong>TC Central High School</strong></td>
<td>231-933-6500</td>
<td>1150 Milliken Drive</td>
<td><a href="http://www.tcaps.net/chs">www.tcaps.net/chs</a></td>
<td>8:05 AM - 2:56 PM</td>
<td>Jessie Houghton</td>
</tr>
<tr>
<td><strong>Traverse City High School</strong></td>
<td>231-933-5860</td>
<td>3962 Three Mile Road North</td>
<td><a href="http://www.tcaps.net/tchs">www.tcaps.net/tchs</a></td>
<td>7:50 AM - 2:41 PM</td>
<td>Lance Morgan</td>
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The 2019-2020 Traverse City Area Public Schools Secondary Education Student/Parent Handbook is a collection of information, policies, and procedures that has been formatted for use by our secondary students (grades six through twelve) and their parents/guardians. We welcome any suggestions or comments from students, parents, school staff, or administration that would help improve this book. Please mail your comments to the Traverse City Area Public Schools Communications Department, Tompkins/Boardman Administration Center, 412 Webster Street, Traverse City, Michigan 49686.
LEARNING ENVIRONMENT

I understand that I am responsible for creating and maintaining a safe and orderly school environment conducive to teaching and learning, and to provide respect for self and others.

I understand that I am required to and I will report to a staff member any information that I see or hear about an activity or plan that could result in someone being injured.
ANNUAL NOTICE

This handbook serves as annual notice to students and parents of Directory Information, the Student Code of Conduct, Concussion Information, and Title IX.

(Title IX Coordinator – Dr. Cindy J. Berck – TCAPS Human Resources)
Dear Secondary Parents and Students,

Welcome to Traverse City Area Public Schools (TCAPS)! We are delighted to partner with you on your child’s educational journey.

Our outstanding team of educators, staff and administrators are dedicated to providing a caring and supportive learning environment for your child and every student we serve. TCAPS teachers provide engaging, challenging and inspiring learning experiences and encourage students to use their imagination, develop critical thinking skills and form habits that will benefit them as they continue to learn and grow.

We invite you to be fully involved in your child’s education. Contained within this handbook is important information, including policies, procedures and resources that we hope you will find useful as your family prepares for the upcoming school year. Please take a moment to review this information.

In addition, there are many opportunities to get involved at your school as a parent, volunteer, mentor or community supporter of our public schools. It is through a strong partnership with our parents and the community that we can ensure every child succeeds.

We are proud that our incredible school system supports, and is part of, this great community. On behalf of the Board of Education and our wonderful staff, we thank you for choosing TCAPS.

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TCAPS BOARD OF EDUCATION

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Doris E. Ellery - Vice President
Pamela G. Forton - Secretary
Matthew R. Anderson - Treasurer
Jane E. Klegman - Trustee
Jeffrey A. Leonhardt - Trustee
Erica L. Moon Mohr - Trustee

A special thanks is given to the many people who have provided assistance and input in the development of this handbook.
INTRODUCTION ........................................ 1

I. SCHOOL POLICIES & PROCEDURES .............. 2-26
   Attendance Guidelines ............................ 2
   Absences for Religious Instruction .............. 5
   Athletic Eligibility Requirements .............. 5
   Building and Grounds ....................... 6
   Use of District Facilities ...................... 7
   Cafeteria ...................................... 9
   Nutrition and Wellness ....................... 9
   Charge Policy-Medication ..................... 9
   Free and Reduced-Price Meals ................. 10
   Closed Campus Policy .......................... 10
   Dual Enrollment/Early College ................ 10
   Emancipated Students/Age of Majority ........ 10
   Grading Guidelines ............................ 11
   Independent Study Options .................... 13
   Postsecondary Options-Virtual Learning .... 13
   Student Recognition ........................... 14
   Graduation Requirements ...................... 15
   Getting to School .............................. 17
   Guest Teachers ................................ 18
   Library Media Center .......................... 18
   Identification Cards ............................ 18
   Matters Pertaining to Parking ................. 18
   Federal Regulation ............................. 18
   Parent Participation ......................... 18
   Prohibition of Discriminatory Practices ...... 19
   Registration/Withdrawal from School ........ 19
   Eligibility of Resident/Non-Resident Students 19
   School Facilities ................................ 21
   Flyers in Schools ............................... 21
   Social Functions .............................. 21
   Students in Transition ....................... 22
   Empowerment Program (STEP) ............... 22
   English Learner Program ...................... 23
   Translation Services ........................... 23
   Student Fundraising ............................ 23
   Student Records (FERPA) ..................... 23
   Student Records-Directory Information .... 24
   Student Survey Rights ......................... 24
   Family Visitation ............................. 25
   Student Schedule Changes .................... 25
   Textbook Issue and Collection ............... 26
   Visitors .................................... 26

II. HEALTH SERVICES PROCEDURES ............. 27-34
   Accident or Serious Injury ..................... 27
   Acute Illness .................................. 27
   Chronic or Serious Illness .................... 27
   Self-Harm Concerns ............................ 27
   Special Medical Conditions .................. 27
   Epinephrine Auto-Injectors .................. 27
   Communicable Disease ....................... 28
   Medication .................................... 29
   Self-Administration ........................... 29
   Student Responsibility ....................... 29
   Parent/Guardian Responsibility ............. 29
   Immunization Requirements .................. 29
   Immunization Recommendation .............. 30
   School Health Services ....................... 30
   Homebound Instruction ....................... 30
   Medication/Treatment Authorization Form ... 31
   Diseases and Incubation ...................... 32
   Required Childhood Immunizations .......... 34

III. EMERGENCY PROCEDURES .................. 35-36
   Crisis Management Plan ...................... 35
   Fire ......................................... 35
   Fire Drill Procedures ......................... 35
   Lockdown/Shelter in Place Procedures ........ 35
   Local Emergency Alerts ...................... 35
   Tornado/Wind Storm Procedures ............. 36

IV. EXTRA/CO-CURRICULAR
   STUDENT ACTIVITIES GUIDELINES ............ 37-39
   Extra/Co-curricular Activities Philosophy ... 37
   Attendance Expectations and Guidelines ..... 37
   Alcohol and Substance Abuse ............... 38
   Use of Tobacco by Students ................. 38
   Student Discipline Violations ............... 38
   Penalties .................................... 38
   Suspension from School ...................... 39
   Appeal Procedure ............................ 39

V. STUDENT POLICIES & PROCEDURES, SAFE
   SCHOOLS, & CODE OF CONDUCT ............ 40-64
   A. POLICIES & PROCEDURES ................. 40-51
      Student Assistance Program ................. 40
      Anti-Bullying/Anti-Cyberbullying ........... 41
      OK2SAY Hotline ................................ 41
      Anti-Harassment ............................. 42
      Bus Transportation-Expectations .......... 44
      Citizenship/Personal Management ........ 45
      Corporal Punishment ........................ 45
      Student Seclusion and Restraint ............ 46
      Detention .................................. 46
      Drug Prevention ............................ 46
      Hall Conduct ................................ 47
      Gang Activity/Zero Tolerance for Violence 47
      Personal Property ........................... 47
      School Grounds Conduct ..................... 48
      School In-House Suspension ................. 48
      Student Appearance ........................ 48
      Search and Seizure .......................... 49
      Lockers, Desks, and Other Storage Areas . 49
      Technology Acceptable Use ................. 50
      Student Network and Internet .............. 51
      Acceptable Use and Safety ................. 51

   B. STUDENT DISCIPLINE AND CONDUCT .... 52-56
      Suspension and Expulsion .................... 52-56
      Due Process Rights .......................... 56

   C. STUDENT CODE OF CONDUCT .............. 59-64
      General Procedures ......................... 59
      Student Behavior and Consequences ....... 60-64

   II. MISCELLANEOUS .......................... 65-68
      Concussion Information ..................... 65
      Handbook Acknowledgment Form .......... 67
      2019-20 District Calendar ................... 68
Traverse City Area Public Schools (TCAPS) is dedicated to creating and maintaining a positive learning environment for all students. In order to meet this end, Traverse City Area Public Schools will exercise its independent legal authority to educate, protect, and discipline our students. Additionally, parent(s)/guardian(s), staff, teachers, and administrators must assume a responsible role in promoting behavior that enhances academic and social success. Everyone’s courteous, respectful, and responsible behavior will foster a positive learning climate in our school community.

Each person has certain rights, and along with these rights go certain responsibilities. You have the right to pursue your own fulfillment, but your rights must end when they begin to infringe on the rights of others. The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement. Some of the significant rights and responsibilities are:

**THE RIGHT TO:**
- Pursue, through study and self-application, a quality education at public expense and to attain personal goals through participation in the entire school program.
- Participate in school activities without being subject to unlawful discrimination. Where access to participation and programs or activities is on an eligibility or competitive basis, each student has the right to an opportunity to apply and to compete on an equal basis under uniform criteria.
- Express and communicate concerns, thoughts, and ideas in a manner of expression that does not interfere with the orderly operation of the school or the rights of others.
- Participate or refrain from participating in patriotic exercises or activities.
- Be secure in their person, papers, and effects against unreasonable searches and seizures, consistent with the requirements of law that there is reasonable suspicion upon which to conduct searches of students and their personal possessions for materials, substances, or items prohibited by law or school regulation.

**THE RESPONSIBILITY TO:**
- Attend classes daily, be on time to all classes, and follow school rules.
- Foster good human relations within the school by practicing courtesy and tolerance in their dealings with each other and to respect the dignity and worth of other individuals.
- Refrain from libel, slanderous remarks, and obscenity in verbal and written expression.
- Refrain from the use of illegal substances including, but not limited to, alcohol and tobacco.
- Develop tolerance for the viewpoints and opinions of others. Recognize the rights of other individuals to form different points of view, and to dissent in an orderly and respectful manner.
- Respect the rights of classmates who do or do not wish to participate.
- Respect the rights, property, and privacy of other students and school personnel, carry only those materials which are acceptable under the law and which are not hazardous to any person or property, and to accept the consequences for articles stored in school lockers.
I. School Policies & Procedures
(The following information is for all secondary students, grades six through twelve, of Traverse City Area Public Schools unless it is otherwise noted.)

ATTENDANCE GUIDELINES AND PROCEDURES (Policy 5200)

A. PHILOSOPHY
Regular and prompt attendance in school is an important and major factor in academic success. It is also a desirable quality in the work place that reflects responsibility, self-management, ethical behavior, and respect for self and others. In school, active participation and interaction by students in the classroom is an essential part of the instructional process and is only experienced through regular and prompt attendance.

B. RESPONSIBILITIES
The primary responsibility for ensuring regular and prompt school attendance rests with the parent(s)/guardian(s) and the student. Through cooperative efforts between the parent(s)/guardian(s) and the school staff, it is hoped each student will develop attendance habits and attitudes which will be helpful to his/her present and future endeavors.

Students have the responsibility to be prompt in their attendance, regularly attend class, and to contact his/her teacher for make-up work when absent.

Parent(s)/Guardian(s) have the responsibility to:
• Give a written statement and/or confirmation to the school each time a student is absent for any reason.
• Give written notification to the school annually that their student has an existing medical condition or some other uncontrollable factor that would cause absence(s) from school.
• Set priorities at home that support education by requiring regular daily attendance for their student.
• If absences do occur, the school should receive a telephone call the same day informing the school of the reason for the absence.

Parent(s)/Guardian(s) will be notified by the school via telephone or mail when attendance concerns exist. Keeping a record at home of your student’s absences will help your student develop or maintain an excellent daily attendance record. Parent(s)/guardian(s) are reminded that TCAPS secondary schools have an Internet program, “PowerSchool,” to assist parent(s)/guardian(s) in monitoring their student’s attendance and grades. Parent(s)/Guardian(s) wishing to take advantage of this program should contact their student’s secondary school.

Counselors have the responsibility to check and detect irregularities in the attendance patterns of their counselors, to respond to parent(s)/guardian(s) requests about the attendance patterns of students, to consult with teachers about academic problems of students caused by irregular attendance, and to counsel students and parent(s)/guardian(s) about absences.

Administrators have the responsibility to develop procedures, which provide prompt feedback to students, parent(s)/guardian(s), counselors and teachers and to administer the attendance policy with fairness and impartiality.

Truancy Intervention Program: The Traverse City Area Public Schools Truancy Intervention Program is carried out by elementary and secondary principals in an effort to support students who are struggling to maintain appropriate attendance. Traverse City Area Public Schools, local law enforcement agencies, the Prosecutor’s Office, District/Family Court, and prevention service agencies have joined together to improve school attendance and assist families in getting their children to school. Studies indicate that students who are truant have significantly lower academic achievement, and ultimately a greater chance of dropping out of school. Truancy often leads to high-risk behaviors such as violence, alcohol, and substance abuse. The objectives of this program are to:
• Increase student attendance;
• Decrease the number of truancies within TCAPS; and
• Develop a collaborative community effort to assist families of students who are truant.

The principal may initiate the Truancy Intervention Program at any time regarding past or current attendance concerns and at the principal’s discretion. Excessive verified absences may also be considered. Also note that students who participate in the Truancy Intervention Center may receive rewards for improved attendance. Students who do not demonstrate improved attendance, academic achievement, and/or behavior may be referred to Thirteenth Circuit Court, Family Division for possible prosecution. Our goal is to improve student attendance and ensure that he/she attends school on a regular basis in order to develop to his/her fullest potential.

C. ABSENCES AND ATTENDANCE CODES
We recognize that the presence of a student in the classroom enables him/her to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel. The TCAPS Board of Education considers the following factors to be reasonable excuses for time missed at school:
1. illness
2. recovery from accident
3. required court attendance
4. professional appointments
5. death in the immediate family
6. observation or celebration of a bona fide religious holiday
7. attending returning or farewell service for military parent, guardian, or sibling
8. such other good cause as may be acceptable to the superintendent or his/her designee

1. THE ATTENDANCE CODES BEING USED THIS YEAR ARE AS FOLLOWS:

   EXC = Excused Absence – A parent(s)/guardian(s) has given the school verification of a student's absence due to one of the reasonable excuses listed above. If a parent calls or writes ahead of time to prearrange an absence related to a family matter, it will be excused under reason eight (8) as listed above.

   UNX = Unexcused Absence – A parent(s)/guardian(s) has notified the school of a student's absence with a reason not considered a reasonable excuse as listed above.

   UNV = Unverified Absence – There has been no verification of a student's absence by a parent(s)/guardian(s).

It should be noted that an unexcused and/or unverified absence will have an adverse effect on a student's progress in class and negatively impact an attendance appeal.

For students in grades six (6) through eight (8) who have more than four (4) consecutive unexcused and/or unverified absences or six (6) unexcused and/or unverified absences in a semester, a letter will be sent to the student's parent(s)/guardian(s). For grades nine (9) through twelve (12), notification may include (but is not limited to) – calls from the administrative assistant, calls from the principal/assistant principal, automated attendance notification phone calls, automated attendance notification emails, and/or letters from the school office/grade level office/neighborhood office. Parents should also monitor their student's grades and attendance through the PowerSchool Parent Portal (link found on your school's website). If the student is under the age of eighteen (18), truancy intervention may be initiated as determined by the school principal.

2. OTHER ATTENDANCE CODES THAT MAY BE USED ARE AS FOLLOWS:

   ACT = School-sponsored activities that are approved and pre-arranged with staff and administration.

   CTC = Student is detained at Career-Tech or attending a Career-Tech function.

   ECC = Extenuating circumstances as determined by administration.

   ILL = Parent notifies the school that the student is home sick or student goes home sick after a partial day at school or is in the sick room at school.

   ISS = In school suspension

   MTG = The student is meeting with a counselor, staff, or administration.

   OFF = Student is in the office or school health clinic with permission of staff or administration.

   OSS = Out of school suspension

3. SCHOOL-SPONSORED ABSENCES

Any absence incurred by a student participating in a school activity will be considered a school-sponsored absence. Students are expected to meet with their teachers before any activity in order to make arrangements for any assessments or work missed.

4. ATTENDANCE EXPECTATION FOR STUDENTS INVOLVED IN EXTRA/CO-CURRICULAR AND/OR ATHLETIC ACTIVITIES

Students involved in extra/co-curricular and/or athletic activities are required to be in attendance each and every class period on the day of an extra/co-curricular event and/or athletic contest. In extenuating circumstances, students may apply to the administration to request some leeway with the attendance policy. The administration will render a decision for each application on a case-by-case basis.

5. AUTOMATED ATTENDANCE NOTIFICATIONS

In support of the TCAPS philosophy that regular and prompt attendance in school is important and a major factor in academic success, TCAPS will send daily automated notifications to parents when their student has received an unverified absence in a class period. It is important that parents/guardians take every opportunity to provide contact information updates to TCAPS as necessary so that these communications can occur regularly and when needed. Additionally, parents/guardians may monitor their student's grades and attendance instantly at PowerSchool Parent Portal (link found on your school's website). If you need assistance with login information, please contact your student's school office.

D. PLANNED AND/OR PRE-EXCUSED ABSENCES

Anytime a student knows that he/she will be absent from school for an extended period of time (two or more days), he/she must give advance notice of the pending absence to all of his/her teachers by obtaining a pre-absence form from the principal's office or attendance office. The student must obtain his/her teachers' signatures on the pre-absence form, which must also be signed by a parent/guardian, and return the completed form to the attendance office or the principal's office.

E. COMPLETING WORK AND/OR ASSESSMENTS MISSED

Students are expected to meet with their teachers before an anticipated excused absence in order to make arrangements for any assessments or work that will be missed. Students, who have been out of school due to reasonable causes as per Section "C" are required to meet with their teachers immediately upon returning to school. This meeting will enable the student and teacher to make arrangements for any assessments or work missed. The teacher and student will mutually establish timelines for the missed work or assessments to be completed. All missed work or assessment will relate to the content of the work missed.

F. PROCEDURES

1. Attendance will be taken hourly by the teachers and recorded in PowerSchool. The official attendance record will be maintained by the teachers.

2. Notification* will be made when a student accumulates three (3) or more unexcused/unverified absences in three (3) hours or more, or when a student's attendance record reaches four (4) unexcused/unverified absences in any class in a semester.

3. Notification* may be made to the parent(s)/guardian(s) after ten (10) days of absences in a school year. This notification will share attendance concerns and outline possible courses of action, i.e. requesting medical documentation of illness,
4. Students who have long-term medical or other extenuating attendance problems will work with an assistant principal and appropriate staff to work out a plan to accommodate special attendance needs.

5. At the principal’s discretion with students under the age of eighteen (18), the TCAPS Truancy Intervention Program may be initiated if attendance is determined to be excessive, willful, and/or significantly impacting academic achievement.

*Notification may include, but is not limited to, calls from the administrative assistant, calls from the principal/assistant principal, automated attendance notification phone calls, automated attendance notification emails, and/or letters from the school office/grade level office/neighborhood office. Parents should also monitor their student’s grades and attendance through the PowerSchool Parent Portal.

G. TARDINESS

Prompt attendance in class is an important aspect of academic performance. Not being on time or “tardy” is defined as not being in the classroom/room ready for instruction by the designated class start time.

Students who develop a pattern of tardiness will receive disciplinary consequences. Excessive or chronic tardiness will be considered a form of truancy and may result in in-school suspension or out-of-school suspension. If a student is under the age of eighteen (18), initiation of the TCAPS Truancy Intervention Program as determined by the building principal.

**Attendance Note for Secondary Students**

*Any student leaving for the school day must be signed out of the appropriate administrative/attendance office by his/her parent/guardian.*

**ABSENCES FOR RELIGIOUS INSTRUCTION (Policy 5223)**

The Board of Education desires to cooperate with those parents who wish to provide for religious instruction for the children but also recognizes its responsibility to enforce the attendance requirements of the State.

Upon the signed request of a student’s parent, the Board will allow exceptions to the student’s continuous attendance at school for religious instruction outside the school building for not more than two (2) class hours per week.

The time for release for religious instruction or education shall be arranged by the Superintendent or designee in keeping with the regulations of the State Board of Education. S/He will also assure the appropriate continuance of the instructional program in the public school during such release times.

No solicitation for attendance at religious instruction shall be permitted on District premises. No member of the staff shall either encourage or discourage participation in any religious instruction program.

M.C.L. 380.1561(3c)
AC Rule R340.71, R340.74

**ATHLETICS**

**ELIGIBILITY REQUIREMENTS (Policy 2431 and Guideline 2431E)**

All 9th through 12th student-athletes enrolled in Traverse City Area Public Schools (TCAPS) must meet an academic standard set forth by the Michigan High School Athletic Association (MHSAA) as well as TCAPS. Eligibility checks will be done at the beginning of each sport season and at mid-marks of each semester.

Student-athletes must pass a minimum of sixty-six percent (66%) of full credit load potential (six (6) classes) for the last completed semester prior to each season. This translates into taking and passing at least four classes. Students must also have earned an average GPA for that previous completed semester (for fall and spring sports, and 1st quarter GPA for winter sports) of a 2.0 or better. Any student who achieves below a 2.0 GPA will be monitored weekly via grade cards completed and submitted by the student on Fridays throughout their season, to determine their eligibility to compete for their team the following week. In some instances, students may be meeting or exceeding the 66% minimum and be at or above the 2.0 GPA minimum, however, the varsity head coach and/or Aesthetic director may feel that it is in the student’s best academic interest to be monitored by grade cards during the season. The varsity head coach and athletic director reserve the right to place said student(s) on a grade card when appropriate.

In addition, all student-athletes enrolled in TCAPS must have a completed physical on file, and a Concussion Awareness & Acknowledgement Form (submission needed one time only throughout student’s career) in the athletic office BEFORE s/he will be allowed to participate in any way, i.e., tryouts, practice, competition.

The grade checking process will be as follows:

A. Friday: Grade cards due in the athletic office by 3:15 p.m.
B. Monday: Review eligibility for weekly competition.
C. Online, College and Career-Tech Center classes are also monitored for progress. Students who are enrolled in an online course must provide documentation to show that the student’s progress toward completion of the course is commensurate with the percentage of the grading period completed at the time of the grade check (i.e.: half way through the semesters, students must be at least 50% completed with the online semester course).

Students who do not achieve a 2.0 GPA when grades are checked will be ineligible for a minimum of one (1) week of competition. Or a minimum of one competition event, depending on the timing of the grade check in relation to the event calendar.

**MHSAA Sports Offerings**

Baseball, Basketball, Bowling, Cross-Country Running, Downhill Skiing, Football, Golf, Ice Hockey, Lacrosse, Tennis, Track, Wrestling, Competitive Cheer, Soccer, Softball, Swimming, Volleyball

**INTERSCHOLASTIC ATHLETICS – GRADES 9 THROUGH 12**

Interscholastic athletics are an extension of the classroom that provide teaching and learning experiences for all involved. The Board of Education recognizes the value to the district and to the community of a program of interscholastic athletics for as many students as feasible.

The Board subscribes to the administrative guidelines of the
Michigan High School Athletics Association for interscholastic athletics but maintains responsibility for enforcement of all rules. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

A female student shall be permitted to participate in all interscholastic athletic activities where there are available activities for males of the same age and grade. If the District does not have a girls’ team but does have a boys’ team in a comparable interscholastic athletic activity, a female shall be permitted to try out for the boys’ team. If try outs are not required, the female shall be permitted to compete on the boys’ team.

**INTRAMURAL ATHLETICS**

The Board believes that intramural activities are important to the overall school program and because of their educational value, participation should be encouraged for all students. The intramural program should meet the philosophy, aims, and objectives of the total physical education and athletic programs. The Board shall hold the superintendent or designee responsible for the organization and operation of a comprehensive intramural activities program.

**ELIGIBILITY REQUIREMENTS**

The superintendent shall develop appropriate administrative guidelines for the operation of the athletic program and a Code of Conduct for those who participate. Interscholastic athletic eligibility will be defined in the student handbook (AG 2431E).

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

Use of a performance-enhancing substance by a student is a violation that will affect a student’s interscholastic athletic eligibility.

A list of performance-enhancing substances developed by the State Department of Community Health shall be included in AG 2431.

**LEARNING, ENRICHMENT AND ATHLETIC PROGRAM (LEAP)**

TCAPS’ Learning, Enrichment and Athletic Program (LEAP) offers students multiple athletic and enrichment opportunities. Activities are added throughout the year and may include robotics, drama, art, martial arts and multiple sports. Visit www.tcaps.net/LEAP to view all offerings and registration information. Regardless of gender, students shall be permitted to compete in all athletic activities in the event that only a girls’ team or boys’ team is offered in a particular athletic activity. For more information, contact the LEAP office at 231-933-6570.

**SPORTSMANSHIP (Guideline 2431C)**

High standards for sportsmanship on the part of our fans, staff, and student body continues to be a tradition of Traverse City Area Public Schools. We have always been able to point with pride to the exemplary behavior of our students, staff, and fans. It is the responsibility of each person (student, staff, or fan) to see that this tradition remains strong.

**TRANSFER RULES FOR ATHLETICS**

MHSAA transfer rules apply to athletic eligibility to/from/within TCAPS high schools. Please see MHSAA.com for further information.

**CONCUSSIONS AND ATHLETIC ACTIVITIES (Policy 5340.01)**

To provide for the safety of student athletes, all athletic programs of the district shall comply either with the concussion protocols of the Michigan High School Athletic Association (MHSAA), or the protocols set forth in AG 5340.01, which shall meet all the requirements of state law and Department of Community Health guidelines regarding concussion awareness training and protection for youth athletes. The district shall comply with whichever standards are more protective. See page 65 for more information about concussions.

**PRIOR TO PARTICIPATION (Guideline 5340.01)**

Before a youth athlete may participate in an athletic activity sponsored by or operated under the auspices of the district, all of the following must occur:

A. All coaches, employees, volunteers, and other adults who are involved with the participation of youth athletes in the athletic activity must have completed the concussion awareness training program as developed and made available by the state Department of Community Health (DCH), including re-training every three (3) years or as frequently as otherwise recommended by DCH.

B. Each youth athlete who participates in an athletic activity and a parent or guardian of the youth athlete must be provided educational materials on the risks of concussions, as developed by the DCH.

C. A signed receipt for the materials described in B. above must be obtained from the youth athlete and a parent/guardian. The signed receipts shall be maintained in a permanent file for as long as the youth athlete continues to participate in athletic activities sponsored by or operated under the auspices of the district or until s/he turns 18. The materials and receipts requirement will not be necessary for participation in additional athletic activities. Redistribution and a new signed receipt will only be required if the DCH issues updated materials with new risks associated with concussions or if the DCH requires more frequent distribution. These signed receipts shall be made available, upon request, to the DCH.

**DURING PARTICIPATION**

Each coach or other adult employed by, volunteering for, or otherwise acting on behalf of the District shall:

A. Immediately remove from physical participation in an athletic activity a youth athlete who is suspected of sustaining a concussion during the athletic activity.

B. Not allow a youth athlete who has been removed from physical participation in an athletic activity for suspected concussion to return to physical activity until s/he has been evaluated by an appropriate health professional and received written clearance authorizing the physical participation in the athletic activity.

The District shall maintain the written clearances in a permanent file for the duration of that youth athlete’s participation in athletic activity sponsored by or operated under the auspices of the district or until s/he turns eighteen (18). The written clearances shall be made available, upon request, to the DCH.
These protocols do not apply to programs or events sponsored by or operated under the auspices of the District where the primary focus is not participation in an organized athletic game or competition, but such participation is only incidental to the primary focus of the program or event.

DEFINITIONS

A. “Appropriate health professional” means a health professional who is licensed or otherwise authorized to engage in a health profession under state law and whose scope of practice within that health profession includes the recognition, treatment, and management of concussions.

B. “Athletic activity” means a program or event, including practice and competition, during which youth athletes participate or practice to participate in an organized athletic game or competition against another team, club, entity, or individual. Athletic activity includes participation in physical education classes that are part of a school curriculum.

C. “Concussion” means a type of traumatic brain injury as recognized by the Centers for Disease Control and Prevention. A concussion may cause a change in a person’s mental status at the time of the injury, including, but not limited to, feeling dazed, disoriented, or confused, and may or may not involve a loss of consciousness. A concussion may be caused by any type of accident or injury including, but not limited to, the following:

1. a fall
2. a blow, bump, or jolt to the head or body
3. the shaking or spinning of the head or body
4. the acceleration and deceleration of the head

D. “Youth athlete” means an individual who participates in an athletic activity and who is under eighteen (18) years of age.

NCAA REQUIREMENTS

Before an athlete can play a sport or receive an athletic scholarship at a Division I or II college, he/she must meet specific academic criteria set forth by the NCAA.

Because the NCAA has such specific requirements, it is the responsibility of the athletes to meet with their guidance counselors to ensure that their four-year plan include courses that will satisfy the requirements.

For more information regarding the new rules about core courses, GPA, test scores, and how to register, please go to www.ncaa.org. Click on “Student-Athletes/NCAA Eligibility Center.”

PERFORMANCE ENHANCING SUBSTANCES

(Policy 5532, Guideline 2431F)

In accordance with Federal and State law, TCAPS facilities are “Drug-Free School Zones”. Use, possession, sale, concealment, delivery, distribution, or intent to deliver or distribute of any drug or any drug-related paraphernalia at any time on District property or at any District-related event is prohibited. Use of a performance-enhancing substance regardless of source by a student is a violation that will affect a student’s athletic eligibility. A list of performance-enhancing substances developed by the State Department of Community Health shall be updated annually and included in AG 2431F. This notice and availability of the list shall also be published in the Parent/Student Handbook provided annually.

MANAGING HEAT AND HUMIDITY IN INTERSCHOLASTIC ATHLETIC PROGRAMS (Policy 2431.01, Guideline 2431.01)

The Board of Education authorizes the implementation of the model policy and procedures of the Michigan High School Athletic Association (MHSAA) for managing heat and humidity to minimize the risk of heat-related illness in interscholastic athletic programs. For all interscholastic athletic programs and activities as prescribed by the MHSAA, temperature and humidity shall be monitored and recorded in accordance with this policy and administrative guidelines (AG 2431.01). Temperature and humidity readings are to be recorded in writing and maintained for each school by the athletic director or designee.

Heat index measurements thirty (30) minutes prior to the start of the activity and again sixty (60) minutes after the start of the activity shall determine the appropriate measures to be followed with regard to the practice or competition activity. In all such circumstances, coaches/advisors shall provide the following, as indicated by the heat index:

A. ample amounts of water
B. water breaks
C. ice-down towels
D. careful monitoring of athletes/participants for necessary action

Coaches/advisors shall consider the nature of the sport/activity requiring additional equipment and shall adjust the time of outside activity and time of day for the activity in accordance with the MHSAA model policy.

If the heat index is above 104 degrees, the coach/advisor shall stop all outside activity in practice and/or play and shall stop all inside activity if air conditioning is unavailable. When the temperature is below 80 degrees, there is no combination of heat and humidity that will result in the need to curtail activity.

BUILDING AND GROUNDS

(Middle Schools Only)

The middle schools are large buildings located on considerable tracts of land. In order to provide consistent and quality supervision and to maintain a safe and orderly learning environment, students are only allowed in supervised areas of the campus during the school day.

Prior to the start of school:
Students are to be in designated, supervised areas.

During lunch:
Students are to be in the cafeteria or in a designated area.

After school is dismissed:
Students are to be on campus or in the building when under staff supervision. Those students waiting for a ride must wait in designated areas.

Students are never allowed in unsupervised areas.

USE OF DISTRICT FACILITIES

(Policy 7510)

The Board of Education recognizes that school facilities belong to the school community. It is the policy of the Board to encourage the use of facilities by established local groups, organizations, and
individuals whose purpose and objectives contribute to the school program or community.

The Board also recognizes that the primary purpose of the school’s facilities is to implement the instructional program of the District. The Board further recognizes that there are costs involved in non-school use of facilities and that charges should be made so that general fund monies are not used in support of non-school activities.

The Superintendent/Designee shall develop guidelines spelling out all rules, regulations and fees necessary to implement the District Facility Use Policy. All groups and individuals, including District employees, shall adhere to the guidelines. No person or organization shall be granted permission to use school facilities that has not agreed in writing to be bound by the regulations of the District.

The use of school facilities shall not be granted for any purpose which is prohibited by law.

In case of disaster or emergencies in this area or in nearby areas, the Superintendent may open school buildings and facilities to assist civil authorities in the relief of human misery and the saving of life.

No liability shall attach to this District, any employee, officer, or member of this District specifically as a consequence of permitting access to these facilities.

USE OF DISTRICT FACILITIES (GUIDELINE 7510A)
The following Administrative Guideline governs the use and rental of school facilities, outdoor grounds and stadiums, and was developed in support of Board Policy 7510 – Use of District Facilities. This Administrative Guideline and Board Policy 7510:

A. protect the regular instructional program;
B. protect those who use the facilities; and
C. protect the taxpayer that has provided the facilities.

PROCESS TO OBTAIN A FACILITY USE RESERVATION

A. To request the use of a TCAPS facility, please confirm availability by contacting the Facilities office at 231-933-1950. If the requested facility is available, an application will be provided to the applicant.

B. All applications for facility use must be processed through the District Facility Use Department Scheduling office.

C. The Director of Facilities shall review and approve each application with respect to date, time, and other arrangements and coordinate the same with the facility being requested on the basis of Board policy.

D. Facilities are rented and reserved on a first come, first serve basis. In the event that simultaneous requests are received, Category 1 has the highest or greatest priority for building use scheduling and Category 5 the least (See the Classification of Groups section on page 8).

E. A designated person who will be responsible for the event must submit the application. This person must be at least twenty-one (21) years of age.

F. The District will calculate fees and send the approved application to the applicant. Once the applicant signs and returns this form with fees included, this becomes the contract between the District and the applicant. The contract will contain the details of the event and a summary of fees.

G. Permission to use facilities shall be allowed at the discretion of the District and will be given with the understanding that the user assumes full financial responsibility and liability for actions of attendees, care of equipment and protection of school property.

H. Requests must be submitted to Facilities Scheduling no later than seven (7) business days before the date desired.

I. Representatives who have been granted permission to use facilities shall not reassign, transfer, sublet or charge a fee to others for the use of school property.

J. A certificate of insurance or a waiver signed by the person responsible must be provided with the application. The Director of Facilities reserves the right to require a Certificate of Liability Insurance (See the Liability and Insurance section below).

K. Without a signed contract, use will be denied.

L. Requests for facilities from 5:00 a.m.-8:00 p.m. during the sports season (October through March) cannot be accepted prior to October 1st.

M. The District reserves the right to deny or withdraw facility use privileges at any time.

CANCELLATIONS

A. Notification of cancelation less than forty-eight (48) hours before the scheduled time of use will result in the full rental fee being forfeited. All cancellations must be in writing. They may be dropped off, emailed, or faxed.

B. In the event that a school activity needs to be scheduled in a reserved space, the TCAPS activity will override the contract. Facility Scheduling will do everything possible to accommodate the affected group when this occurs, with as much notice as possible.

C. All external events are canceled when the District is closed due to inclement weather or any other unexpected reason, every effort will be made to reschedule the event at a mutually agreeable date and time. If this is not possible, a full refund will be given.

LIABILITY AND INSURANCE

In the event that a Certificate of Liability Insurance is required, that certificate should be issued with no less than $1,000,000 Bodily Injury and $1,000,000 Property Damage, and should name the District as an “additional insured” on the policy. User is responsible for obtaining the insurance. All others are required to sign the District waiver.

PAYMENT

Payment in full is due upon submission of signed contract.

PROHIBITED USE

A. School facilities are not available for wedding events.

B. School facilities cannot be used for political gain.

C. Activities that promote commercial or financial gains must be disclosed. Activities that can be perceived to create a conflict of interest for any TCAPS staff member must also
be disclosed. Such activities cannot be conducted without the consent of the Associate Superintendent of Finance and Operations.

**ON-SITE RULES**

A. User groups are expected to leave all rooms and furniture in the condition and arrangement in which they were found. If custodial services are required to return the space to the original condition, the using group will be charged accordingly.

B. User groups shall not disturb any message that may appear on whiteboards or chalkboards in the classroom areas.

C. No alcoholic beverages may be served or consumed on school property.

D. Use of any tobacco products is strictly prohibited in school buildings or on school property.

E. The user is not entitled to use areas or equipment not specifically requested and approved per the contract.

F. All activities must be under competent adult supervision approved by Facility Scheduling and/or the Director of Facilities. An adult must supervise children attending activities at all times.

G. User groups must take reasonable steps to ensure orderly behavior and will be required at their expense to provide school-approved security personnel as determined necessary by the Director of Facilities. The use of the school facilities will require that a school employee be present when the building is open.

H. Users will be responsible for paying for all damage incurred by their use of the facility or equipment, including property of pupils and employees. In the event that property loss or damage is incurred during use or occupancy of District facilities, the amount of damage shall be determined by the Director of Facilities, and a bill for damages will be presented to the group using the facilities. Payment for damage must be made within ten (10) days of receipt of the bill. The District will not be responsible for any loss of valuables or personal property.

I. Approved users are restricted to the dates and hours approved and to the building area and facilities specified. Buildings will normally be opened fifteen (15) minutes before the scheduled event time and closed fifteen (15) minutes after the scheduled event time.

J. Approved users are responsible for the observance of county and state fire and safety regulations at all times. Corridors, exits and stairways shall be kept free of obstructions. Members of an audience or spectators must never sit to block exits, aisle ways or stairways. Facility capacities, as determined by the Fire Marshall, shall be observed.

K. Only decoration materials acceptable to the State Fire Marshall shall be used. Decorations shall be removed immediately after the event.

L. TCAPS custodial (or other) staff members will acknowledge and actively support groups using facilities.

M. If the custodial staff is called away from regular duties to set up equipment and furniture, custodial services will be provided at user expense. If custodial staff is required for after-hours events, overtime pay for the period of time that services are required shall be charged to the user.

N. Only District personnel may move or direct movement of equipment. If stage curtains, projection equipment, lighting, and PA systems are to be used, arrangements will be made with Facility Scheduling to provide technically qualified personnel to perform the tasks at wage rate.

O. Baseballs and softballs need to be approved for indoor use.

P. No food/drink items of any type are to be used in District facilities without the prior knowledge and consent of Facility Scheduling.

Should a kitchen area be desired for use of food preparation, it is understood that an approved Food Service Department staff member will be necessary at user expense to supervise the kitchen.

Q. Applicant must have their approved Facility Use Contract in their possession at the event.

**CLASSIFICATION OF GROUPS/ORGANIZATIONS REQUESTING USE OF SCHOOL FACILITIES**

To ensure the care and preservation of school facilities and equipment and to ensure fairness and consistency in the implementation of District policy governing use of facilities, the following categories have been established. These categories will be used to determine priority for facility use. A fee schedule has been provided for approved users when space and facilities are available (see the bottom of this section for Facility Use Fee Schedule link).

Classification of groups will be based upon the following criteria: benefits to the school District and the community; educational contribution; potential wear and tear on school facilities; appropriateness of the activity and relationship of the activity to the stated mission of the school District.

The use of school facilities for K-12 school instructional and extracurricular programs; teacher or parent-teacher organization meetings; or other organizations directly affiliated with the schools will have precedence over all other requests.

Category 1 will be given the highest priority and Category 5 the lowest priority. Every effort will be made to accommodate all requests. Generally, Categories 1 and 2 are only charged for after-hours use of District personnel. All other Category discounts are listed below, except for select items, and rates for Category 5.

Special circumstances will be negotiated on a case-by-case basis.

A. Category 1: Internal School Activities (with direct correlation to venue & event).

B. Category 2: District Sponsored Educational Programs/School Support Groups.

C. Category 3: Non Profit Groups (25% discount applied to facility rental charges only).

D. Category 4: For Profit Groups (0% discount).

E. Category 5: Municipal and Government Agency (Negotiated case by case).

Facility Use Fee Schedule is reviewed and updated annually and is posted on the Facilities Department webpage, but can also be accessed here: https://tinyurl.com/y82ua5n5.
CAFETERIA
(Policy 8510)
Students are expected to be courteous and respectful and to purchase food for their personal use.

- Students must have identification cards for the lunch line. Students without an identification card will need to use the "No Card" line. Identification cards are not to be traded or used by others.
- Open containers of food or drink are not allowed outside the cafeteria without permission.
- Entry into the cafeteria and the food service lines is to be orderly. Students will enter the food service area through the proper entrances and be respectful of others.
- Students will eat their lunch seated at a table. All students at the table are responsible for the cleanliness of the table and the floor area under the table.
- When students finish eating lunch, they have the options of remaining at their table, going outside to a supervised area, or going to the other noon hour activities.

Cafeteria clean up and/or lunch detention may be assigned by the supervisor for minor violations of the cafeteria expectations.

Major violations will be referred to an administrator and include, but are not limited to: tossing/throwing food or other items, abusive/profane language, disrespect to others and/or damage to equipment, furniture, or personal possessions.

View breakfast and lunch menus at: www.tcaps.net/menus.

Note: Payments to student meal accounts may be made online at: www.sendmoneytoschool.com.

NUTRITION AND WELLNESS
(Policy 8510)
The Board recognizes the important connection between a healthy diet, safe and enjoyable physical activity and a student’s ability to learn effectively and achieve high standards in school. The Board also recognizes the school’s role, as part of the larger community, to promote family health, life-long physical activity, the local economy, sustainable agriculture and environmental restoration. The Board recognizes that the sharing of food is a fundamental experience for all people; a primary way to nurture and celebrate diversity; and an excellent bridge for building friendships and intergenerational bonds.

Part of the educational mission of TCAPS is to improve the health of the entire community by teaching students and their families to establish and maintain life-long healthy eating and physical activity habits. The mission shall be accomplished through nutrition education, physical education, garden experiences, the food served in and available at school, environmental restoration and core academic content in the curriculum.

The District shall establish a Nutrition and Wellness Policy Committee with the following representation: Board, administration, food service, health education, physical education, athletics, parent/guardian, students and community. This committee will coordinate and provide assessment of the District’s nutrition and wellness initiatives.

Building level teams consisting of the building principal or his/her designee, staff, physical education teachers, food service representative, parents and students will be established at each school building. Their role will be to assess the compliance of their building and make recommendations to improve and promote a healthy school environment for staff and students.

The superintendent shall establish an administrative guideline for the following goal areas:

A. Nutrition Education
B. Physical Education
C. Physical Activity
D. School Environment
E. Food Service
F. Professional Development
G. Family/Community Involvement

Review of this policy shall occur every five (5) years by the Nutrition and Wellness Policy Committee. The Committee shall provide the Board with any recommended revisions to this policy and/or accompanying administrative guideline.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771

CHARGE POLICY - MEAL
(Policy 8520)
Michigan Department of Education (MDE) and National School Lunch Program (NSLP) have provided schools with administrative guidelines and policy for meal charges. Following the administrative guidelines from MDE and NSLP, Traverse City Area Public Schools will adhere to the following meal charge policy:

A. A staff or student may charge up to three (3) meals maximum (one charge per meal).
B. Schools will offer a peanut butter and jelly sandwich and milk at no cost.
C. If a student has a charge balance, the school must provide a meal when the student is using money to pay for the current day’s meal or future meals.
D. It is permissible for schools to serve only one (1) particular set of food items to students whose parents owe the school money, as long as the food items comprise a reimbursable meal.
E. A staff or student who has charged a meal may not charge or purchase “ala carte” item(s), including extra main entrees or make purchases in the snack room.
F. If a student repeatedly comes to school with no lunch and no money, food service employees must report this to the school administrator. It could be a sign of abuse or neglect and the proper authorities should be contacted.
G. Schools may deny a meal to a student who pays reduced or full price and who does not provide the required payment for that meal.
H. The food service director or other school personnel will coordinate communications with the parent(s)/guardian(s) to resolve the matter of unpaid charges.
I. If cafeteria services staff suspects that a student may be abusing this policy, written notice will be provided to the parent(s)/guardian(s) that if he/she continues to abuse this policy, the privilege of charging meals will be refused.

J. All accounts must be settled at the end of a school year. Letters will be sent home approximately four (4) to five (5) days before the last day of school to students who have any negative balances. Negative balances will result in report cards being held until the balance is paid in full. Negative balances not paid in full thirty (30) days prior to the start of the following school year will force the District to take action to collect unpaid funds by means of collection agencies, small claims court, or any other legal method deemed necessary by the District.

K. The District cannot go on indefinitely feeding students for free. Unlimited “charged” meals would not be fair to the vast majority of students/parents who are paying for their lunches. Unpaid lunches could ultimately affect lunch prices.

FREE AND REDUCED-PRICE MEALS
(Policy 8531)

Parents are encouraged to apply for free or reduced lunches. Whether or not your child plans to participate, gathering information on the number of students who qualify is still vital for the district. It is used not only to determine meal prices for qualifying families, but it is also used as part of the application process for a number of grants and other funding opportunities. Families can apply at anytime throughout the school year should they experience a change in income or living situation.

To apply online for free or reduced meals, please visit www.lunchapp.com and follow the instructions for Traverse City Area Public Schools. If you choose to submit an online application, you do not need to complete a paper application. A letter will be sent to you with the status of the application within ten (10) business days.

Applications are available at any school and can be returned to the school office or mailed to:

Traverse City Area Public Schools
Attn: Food and Nutrition Services Office
1180 Cass Road
Traverse City, Michigan 49685

Your child will also bring home an application within the first few days of school. One application can be completed per family, listing all children attending public schools. Please return the application to the school as soon as possible so it can be processed. Parents are responsible for paying for lunches until they receive a letter of notification from Food & Nutrition Services stating whether their child(ren) is eligible for free or reduced meal status. Please call 231-933-1910 for questions regarding applications.

CLOSED CAMPUS POLICY

Traverse City East and West Middle Schools, Traverse City High School, and West Senior High School have a closed campus policy for all students. Traverse City Central High School has a closed campus policy for freshmen and sophomores. This means the students are not allowed to leave the school campus at anytime unless leaving on school transportation, being picked up by a parent/guardian, or with permission of an administrator. This applies to after school, as well as during the school day. The same rule applies to students staying after school for athletic or any other school activities.

DUAL ENROLLMENT/EARLY COLLEGE
(Policies 2370, 2271 and Guidline 2271)

Any student expecting to be eligible for post-secondary options needs to meet with his or her counselor prior to the dual enrollment/early college, especially if tuition reimbursement is expected. At that time, the counselor will inform the student of available support services, deadlines, and procedures related to dual enrollment/early college, probable costs, and the need to arrange an appropriate schedule. The consequences of failing or not completing a college course and the effect of dual enrollment/early college on an eligible student’s ability to complete high school graduation requirements, as well as the academic and social responsibilities must be assumed by the student and his or her parent(s)/guardian(s). Any appeals must be based on questions of fact and presented in writing to the principal. A parent(s)/guardian(s) and/or student may request a meeting with the principal prior to the appeal decision being rendered. The principal will render a written decision within five (5) school days to the student, and his/her parent(s) or guardian(s). The student will then be given a form stating eligibility for dual enrollment/early college and that the appropriate counseling was received. This form, when signed by the student and parent(s) or guardian(s), will be filed with the college or university when enrolling.

Credit may be granted to the student upon complete evaluation of the program. The credit shall be placed on the student’s transcript. The amount of credit counting toward graduation shall comply with the District graduation requirements.

Post-secondary tuition and fees paid by the District shall be in accordance with the formulas established in the State School-Aid Act. If a student participating in the post-secondary dual enrollment/early college program fails to complete an eligible course, the student and his/her parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment. In the event reimbursement is not made in a reasonable period of time, the Superintendent is authorized to file a claim against the student and/or his/her parents in Small Claims Court for collection.

EMANCIPATED STUDENTS/AGE OF MAJORITY
(Policy 5780 and Guidline 5780)

A. AGE OF MAJORITY STUDENTS

Any student who is eighteen (18) years of age has the option to excuse himself/herself from school. An Age of Majority Form must be completed by the student and signed by a parent(s)/guardian(s). The completion of this form shall be overseen and signed by office personnel. This document must be on file in the office prior to the student excusing himself/herself from school.
B. **EMANCIPATED STUDENTS**

Any student who is legally emancipated shall have the right to excuse himself/herself from school. An emancipated student shall adhere to the guidelines set forth in the procedures for a verified absence. The student shall provide verification of his/her emancipation in the form of a legal document to office personnel. This document shall be on file prior to the student verifying himself/herself.

## GRADING GUIDELINES

(Policies 5200, 5420, 5421 and Guidelines 5420A & 5430)

The evaluation of student achievement and performance, including assigning marks to indicate progress, is the responsibility of the classroom teacher. A student’s grade in any course will be based on his/her performance in the instructional setting and will not be reduced for reasons of conduct. If a student violates the attendance or other rules of the school, he/she should be disciplined appropriately for the misconduct, but his/her grades shall be based upon what the student has learned.

### A. GRADE POINT EQUIVALENTS

Below is the numerical value of the present 4-point grading system.

<table>
<thead>
<tr>
<th>NUMERICAL 4-POINT GRADING SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> = 4.00</td>
</tr>
<tr>
<td><strong>A-</strong> = 3.67</td>
</tr>
<tr>
<td><strong>B+</strong> = 3.33</td>
</tr>
<tr>
<td><strong>B</strong> = 3.00</td>
</tr>
</tbody>
</table>

*Please note: A+ is not an authorized grade.*

### B. GRADING POLICY (Policy 5421)

The District’s grading system is meant to be a reliable system and one that ensures each student’s grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelfth.

<table>
<thead>
<tr>
<th>THE GRADING SCALE IS AS FOLLOWS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> = 93-100</td>
</tr>
<tr>
<td><strong>A-</strong> = 90-92</td>
</tr>
<tr>
<td><strong>B+</strong> = 87-89</td>
</tr>
<tr>
<td><strong>B</strong> = 83-86</td>
</tr>
</tbody>
</table>

### C. INCOMPLETE GRADING POLICY

Teachers may give an “incomplete” when assignments are missing or incomplete, making it impossible for them to accurately determine a student’s progress. Teachers will make students aware of the requirements to change their incomplete to a grade and inform them of the school’s announced deadline. Incomplete grades not changed before the established deadline will be automatically changed to an “F.” Only in extenuating circumstances, determined by the teacher and principal, may an incomplete be given at the end of the school year.

### D. PROGRESS REPORTS (Policy 5420)

All students will receive a progress report (written or parent-teacher conferences with teachers) halfway through the semester marking period. Reports on students doing well or in need of extra help may be sent at any time.

### E. GRADING INFORMATION (Guideline 5420A)

Parents will be notified that a student is not making satisfactory progress earning a C or below at the mid-term report or prior to report card marking periods. If a student’s grade drops to a C or below due to an end of semester project or semester exam, the prior notification may not be possible. Teachers are encouraged to provide a plan of action for improvement as early as reasonably possible.

### F. POWERSCHOOL PARENT PORTAL

Parent(s)/Guardian(s) are encouraged to take advantage of the PowerSchool Parent Portal to monitor grades and attendance. This web-based tool allows you, as parents, to access your student’s information, via internet access at work or at home, directly from a teacher’s records. You may access this portal through your school’s website or the TCAPS district website. If you need assistance with login information, please contact your student’s school office.

### G. TESTING-OUT-OF- A COURSE (Guideline 5460B)

There may be occasions when a student requests the opportunity to demonstrate reasonable mastery in a semester or year-long course offered as a part of the high school, as authorized by the School Code. This opportunity, known as Test Out, will be offered once a year for students wishing to exhibit mastery of course skills and objectives for courses in which they are not enrolled.

A. It will be the responsibility of the Associate Superintendent of Student Services to:

1. ensure equal access to this process for all students;
2. maintain accurate and complete records of the results obtained, and the decision regarding the issuance of credit;
3. periodically provide to the Superintendent a report that lists the number of students who participated, the courses involved, and a summary of the assessment results;
4. provide assessment schedules, an appropriate setting, and supervision for examinations and other forms of assessment required by the teacher; and
5. notify the student and his/her parents or guardians regarding the student’s performance and whether credit is issued.

B. It will be the responsibility of the curriculum designees to prepare and submit an assessment plan by which a student will be able to confirm mastery of the subject matter, at proficiency of seventy-eight percent (78%) or higher. This assessment plan must be comparable to those required of students taking the course and that the grading is based on similar criteria. The plan includes:

1. the learning objectives for the course as defined by Michigan Department of Education course standards;
2. a written examination;
3. a portfolio, presentation, project, performance, research paper, or other form of assessment, if applicable;
4. a review of the student’s performance on the assessment(s) and a report to the Associate Superintendent whether the student has demonstrated mastery.
TRaverse City Area Public Schools

The assessment plan will be approved by the Associate Superintendent of Student Services.

C. Students will be required to:
   1. submit the required for Test Out found on the District Test Out page; and
   2. fulfill the requirements for those individual assessments within the established timeline.

EVALUATION

At the end of each school year, the associate superintendent of student services and building principals, together with district curriculum leaders and district support specialists, should conduct a follow-up to determine how well students who tested-out of a course were able to perform in subsequent courses in the same content area.

H. MIDDLE SCHOOL COURSES AVAILABLE FOR HIGH SCHOOL CREDIT

Students enrolled in middle school will receive high school credit for world language, algebra I and/or geometry by earning a 78% or higher on the high school subject area test out exam(s).

I. EARNING CREDIT FOR CLASSES FAILED

Students can still earn credit for a class they fail if they score at least a 78% on the final exam. The F in the course would remain on their transcript and would be factored into the student's GPA, but the student would receive credit towards graduation for the class and the class will be considered completed.

J. SCHOLARSHIP GPA

'Scholarship GPA' is available for TCAPS students who have taken College Board Advanced Placement courses. 'Scholarship GPA' is for external use only (college applications and scholarships) and calculates College Board Advanced Placement courses on a 5.0 GPA scale, instead of the traditional 4.0 GPA scale.

Please note that the 'Scholarship GPA' is for external use only. The TCAPS Cumulative GPA (unweighted 4.0 GPA scale) will continue to be used for all TCAPS awards, recognition, honors cords, class rank and extra and co-curricular activity eligibility as defined in the student handbook.

CLASS RANK (Policy & Guideline 5430)

The Board of Education has authorized the use of a class ranking system for high school students by percentiles at the end of the junior year and again at the end of the first semester of the senior year. The ranking system is based upon the following criteria: number of credits, grade point average, and courses.

A minimum of eighteen (18) credits from grades 9-11 is required for consideration in the top ten (10) percentiles as follows:

A. 3.95 or better and Top 1%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

B. 3.95 – 4.00 or Top 2%
   3.90 – 3.94 and Top 2%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

C. 3.85 – 3.94 or Top 5%
   3.80 – 3.84 and Top 5%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

D. 3.75 – 3.84 or Top 10%
   3.70 – 3.74 and Top 10%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

E. 3.65 – 3.74 or Top 15%
   3.60 – 3.64 and Top 15%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

F. 3.55 – 3.64 or Top 20%
   3.50 – 3.54 and Top 20%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
   3. six (6) credits of Career-Tech Center/Vocational Certified classes.

G. 3.45 – 3.54 or Top 25%
   3.40 – 3.44 and Top 25%
   1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
   2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
3 six (6) credits of Career-Tech Center/Vocational Certified classes.

H. 3.35 – 3.44 or 3.30 – 3.34 and
1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
3. six (6) credits of Career-Tech Center/Vocational Certified classes.

I. 3.25 – 3.34 or 3.20 – 3.24 and
1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
2. three (3) credits Career-Tech Center/Vocational Certified classes and three (3) credits of foreign language or fine arts; or
3. six (6) credits of Career-Tech Center/Vocational Certified classes.

J. 3.15 – 3.24 or 3.10 – 3.14 and
1. five (5) credits Honors/AT/AP or NMC courses and three (3) credits of foreign language or fine arts; or
2. three (3) credits Career-Tech Center/Vocational Certified classes, and three (3) credits of foreign language or fine arts; or
3. six (6) credits of Career-Tech Center/Vocational Certified classes.

Parents and students may contact their principal for special requests related to scholarship.

INDEPENDENT STUDY OPTIONS
(Guideline 2370.01)

In addition to regular classroom-based instruction, students may earn credit through independent study courses. The student must be enrolled in school full time (six (6) courses). Credit from independent study may also include online or virtual courses and may be earned only in the following circumstances:

A. Demonstrated interest
B. Ability to identify goals and purpose
C. Ability to manage time and resources
D. Passing achievement in current course work

Students who fail to maintain self-discipline and accomplishment in the course work will be phased out.

The final report of independent study will include:
A. A log showing how time was utilized
B. A bibliography of materials used – print and nonprint
C. An evaluation of the project
D. A performance-based demonstration of the project

The express approval of the principal must be obtained before a student enrolls in an independent study, virtual or online course. The school must receive an official record of the final grade from virtual or online courses before credit toward graduation will be recognized.

Through its policies and/or supervision plan, the District is responsible for providing appropriate supervision and monitoring of students taking independent, virtual or online courses.

Length of time allowed to complete an independent, virtual or online class shall be established by the secondary principal. See Virtual Learning Guidelines 2370A for more information on virtual or online courses (www.tcaps.net/board).

POSTSECONDARY OPTIONS – VIRTUAL LEARNING
(Policy 5463A and Guideline 2370C)

ALTERNATIVE CREDIT OPTIONS

In addition to regular classroom-based instruction, students may earn credit through virtual/online courses.

High school students in grades 9 - 12 may earn a maximum of eight (8) units/credits of academic credits to be applied toward graduation requirements by completing online courses. (Eight (8) units/credits (2 x 4 years) are acceptable with the State.) Only two (2) units/credits may be earned during any one (1) school year.

Credit for an online or virtual course may be earned only in the following circumstances:

A. Courses not offered through the high school;
B. Unavoidable scheduling conflicts;
C. Supplemental to summer school and extended homebound instruction;
D. Continued educational services to expelled students;
E. Differentiated or accelerated learning environment determined by the principal, student and parent/guardian;
F. Students taking such courses must be enrolled in the District.

The express approval of the principal must be obtained before a student enrolls in a virtual course. The school must receive an official record of the final grade before credit toward graduation will be recognized.
The tuition fee for a virtual course is borne by the District for students enrolled full-time or part-time and the course is part of their six (6) period day. The District may pay the fee for expelled students who are permitted to take virtual courses in alternative settings. Individual students shall be responsible for costs associated with summer school courses and/or courses not pre-approved by the District.

Through its policies and/or supervision plan, the District is responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Length of time allowed to complete a virtual class shall be established by the District secondary principals.

STUDENT RECOGNITION
(Policy 5451, Guideline 5451A)
The Board of Education values excellence and wishes to inculcate in students the desire to do their best in all things. It shall be the policy of this Board, therefore, to recognize outstanding accomplishment in the curricular, co-curricular, and extracurricular areas.

ANNUAL ACADEMIC AWARDS
The requirements for the Letter, Bronze, Silver, and Gold academic awards are as follows. This is an annual award, beginning with the 9th grade.

• An academic letter is presented to the student the first time that student has earned a 3.50 grade point average or higher for the previous year.
• The bronze award is given to the student who has earned a 3.50 grade point average or higher for the second time.
• The silver award is given to the student who has earned a 3.50 grade point average or higher for the third time.
• The gold award is awarded to the student who has earned a 3.50 grade point average in each of the four years of high school.
• These awards are presented to students during our fall awards ceremony in the year following the year that the award was won.
• Letter, Bronze, Silver, and Gold awards are only awarded for grades earned in TCAPS.

SENIOR HONORS CONVOCATION
Each May, seniors will be invited to the Honors Convocation Ceremony to recognize specific achievements:

Achievement of Excellence Award
This prestigious award is available to a graduating senior who has distinguished him/herself through academic achievement, leadership, and proven skills in the adult roles of – Citizen, Family Life Member, Healthy & Fit Individual, Lifelong Learner and Worker. Presentation of the Achievement of Excellence Award will be announced at Honors Convocation in May. Criteria include a GPA of 3.75 or above and application submission. Applications are available February through March.

Academic Recognitions
• Seniors’ final Letter, Bronze, Silver, and Gold awards will be presented at Honors Convocation. These medals are based on the first semester of their senior year of high school.
• Summa Cum Laude and Magna Cum Laude cords will be awarded only to seniors based on the student’s cumulative GPA for the first seven semesters of high school and are as follows:
  • Seniors who have achieved between a 3.75 and a 4.0 cumulative grade point average will receive the Summa Cum Laude designation and a gold cord to be worn at Honors Convocation and Graduation.
  • Seniors who have achieved between a 3.50 and a 3.74 cumulative grade point average will receive the Magna Cum Laude designation and a silver cord to be worn at Honors Convocation and Graduation.
• Seniors who have graduated mid-term and who have completed seven semesters are still eligible for either Summa Cum Laude or Magna Cum Laude based on these criteria.
• National Honor Society Members who meet posted requirements will earn a white cord that may be worn at Honors Convocation and Graduation.
• National Technical Honor Society Career-Tech Center cords are not presented at TCAPS events, but may be worn at Honors Convocation and Graduation.

Service Recognitions
Service Cords (blue) may be earned by meeting posted requirements for any of the following programs prior to May 1st of a student’s senior year:
• Student Senate
• Class Council
• Key Club Leadership
• Community Service

Program Recognitions
Program recognitions are based on participation and success level in specific programs and may be recognized by awards, medals, scholarship or listing in the graduation program. These may include:
• Department Awards
• Hall of Fame
• Athletic Awards
• Outstanding achievement in a student program
GRADUATION REQUIREMENTS (ADMINISTRATIVE GUIDELINE 5460)

Grades 9 – 12
Class of 2018 = must earn 22 credits

State of Michigan
Improved High School Graduation Requirements

<table>
<thead>
<tr>
<th>Curriculum Area Requirements</th>
<th>Required Content</th>
<th>Class of 2018 and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Algebra I; Geometry, Algebra II; including one course in senior year</td>
<td>4</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>English Language Arts; (ELA 9, ELA 10, ELA 11, ELA 12)</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>Biology; Physics or Chemistry; one additional Science credit</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>U.S. History and Geography; World History and Geography; .5 credit in Civics; .5 credit in Economics*</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health and Physical Education .5 credit; Health Requirement Options - .5 PE; .5 credit 2 MHSAA sports over 3 seasons</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal Core</td>
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<tr>
<td>Subtotal Electives</td>
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<tr>
<td>Total Required</td>
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<td>22</td>
</tr>
</tbody>
</table>

*the one half (1/2) credit in economics may be satisfied by personal economics course if it meets State standards set out in M.C.L. 380.1278a

MDE – approved Career/Technical Education (CTE) Program (Guideline 5460.01)

Online Learning Experience - Students must take an online course or learning experience; OR have the online learning experience incorporated into each of the required credits of the Michigan Merit Curriculum.

*World Languages - Students will need to complete two credits of a world language in grades 9-12; OR have an equivalent learning experience in grades K-12.

SAT/M-STEP - Every high school student will be required to take the SAT/M-STEP prior to graduation.

Student-Led Conferences - Every high school student will participate in a student-led conference in each of their high school years, except in extenuating circumstances approved by the school principal.

Graduation must be earned by passing all mandatory subjects and earning total units required for a diploma.

EARLY GRADUATION (Policy 5464)
The Board of Education acknowledges that some students are pursuing educational goals which include graduation from high school at an earlier date than their designated class.

Application for early graduation will be submitted to the high school principal in accordance with school regulations. The principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with his/her designated class unless otherwise approved by the Superintendent.

EDUCATIONAL DEVELOPMENT PLAN

Each student shall have the opportunity to develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her EDP during grade 8 and revise it as appropriate before s/he begins high school. An EDP shall be developed, reviewed, and revised by the student under the supervision of the student’s school counselor or another designee and shall be based on school readiness scores and a career exploration program. An EDP shall be designed to assist students to identify career development goals as they related to academic requirements.

PERSONAL CURRICULUM

A parent or legal guardian of a qualifying and eligible high school student may request a personal curriculum for the student that modifies the Michigan Merit Standard Requirements. The appropriateness of a personal curriculum for an applying student will be determined following the district’s evaluation of all relevant factors. If all the requirements for a personal curriculum are met, then the Board may award a high school diploma to a student who successfully completes his/her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard. All of the following apply to a personal curriculum:

A. If a personal curriculum is found to be appropriate for the applying student, the personal curriculum shall be developed by a group that includes the student, at least one (1) of the student’s parents or the student’s legal guardian, and the student’s high school counselor or another designee (selected by the high school) qualified to act in a counseling role.
B. The personal curriculum shall incorporate as much of the subject area content expectations of the Michigan Merit Standard as is practicable for the student; shall establish measurable goals that the student must achieve while enrolled in high school; shall provide a method to evaluate whether the student has achieved these goals; and shall be aligned with the student's educational development plan.

C. Before it takes effect, the personal curriculum must be agreed to by the student's parent or legal guardian and by the superintendent or his/her designee.

D. The student's parent or legal guardian shall be in communication with each of the student's teachers at least once each calendar quarter to monitor the student's progress toward the goals contained in the student's personal curriculum.

E. Revisions may be made in the personal curriculum if the revisions are developed and agreed to in the same manner as the original personal curriculum.

F. The English language arts credit requirements and the science credit requirements are not subject to modification as part of a personal curriculum.

G. Except as otherwise provided, the mathematics credit requirements may be modified as part of a personal curriculum only if the student has successfully completed at least three and one-half (3.5) credits of mathematics credits required and only if the student successfully completed at least three and one-half (3.5) if the total credits of the mathematics credits required. A student on a personal curriculum is required to complete one (1) credit of mathematics during his/her final two (2) years of high school. The algebra II credit required may be modified as part of a personal curriculum if the student meets one (1) or more of the following:

i. the student successfully completes the same content as one (1) semester of algebra II, as determined by the department; or

ii. the student elects to complete the same content as algebra II over two (2) years, with a credit awarded for each of those two (2) years; or

iii. the student enrolls in a formal career and technology education program or curriculum and in that program or curriculum successfully completed the same content as algebra II, benchmarks assessed on the MDE prescribed State high school assessments determined by the department; or

iv. the student successfully completes one (1) semester of statistics or functions and data analysis or technical mathematics.

The above items establish conditions that must be in place to bring about modification of the personal curriculum. They do not reduce the requirement that a student must successfully complete four (4) credits of math including a full year of math during the senior year of high school. Additional math or math-related courses should address high school content as defined by the District and may include trigonometry, statistics, pre-calculus, financial literacy, pre-algebra, applied mathematics, accounting, business mathematics and others.

H. The social science credit requirements may be modified as part of a personal curriculum only if all of the following are met:

i. The student has successfully completed two (2) credits of the social science credits required including the civics course; and

ii. the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires that student to complete a formal career and technical education program as per AG 5460.01 (Graduation Requirements Career and Technical Education (CTE)). This credit must be in addition to the number of those credits otherwise required.

I. The health and physical education credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English or requires the student to complete a formal career and technical education program as per AG 5460.01 (Graduation Requirements Career and Technical Education (CTE)).

J. The visual arts, performing arts, or applied arts credit requirement may be modified as part of the personal curriculum only if the modification requires the student to complete one (1) additional credit in English language arts, mathematics, or science or one (1) additional credit in a language other than English, or requires the student to complete a formal career and technical education program as per AG 5460.01 (Graduation Requirements Career and Technical Education (CTE)). The credit must be in addition to the number of those credits otherwise required.

Additional options and resources for decision making with regard to the Personal Curriculum can be found on the Michigan Department of Education’s website at: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_49879---,00.html

Graduation must be earned by passing all mandatory courses, demonstrating mastery of content expectations, and earning total units required for a diploma.

STUDENTS WITH A DISABILITY

A student receiving special education services shall have an IEP that identifies the supports, accommodations and modifications necessary to allow the student to progress in the Michigan Merit Curriculum requirements or a personal curriculum (above), and meet the requirements for a high school diploma. If the parent/guardian of a student requests, as part of the student's personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed and demonstrates that the modification is necessary because the student is a child with a disability, the district may allow that additional modification to the extent necessary because of the student’s disability if the group determines that the modification is consistent with both the student’s educational development plan and the student’s individualized education program. If the Superintendent of Public Instruction has reason to believe that a district is allowing modifications inconsistent with the requirements of the State school code, the Superintendent of Public Instruction shall monitor the district to ensure that the district's policies, procedures, and practices are in compliance with the requirements for additional modifications, under this subdivision. As used in the school code “child with a disability” is defined in 20. U.S.C. 1401.
TRANSFER STUDENTS
If a student transfers to the district from out-of-state or from a non-public school, the student’s parent or legal guardian may request, as part of the student’s personal curriculum, a modification of the Michigan Merit Standard requirements that would not otherwise be allowed under this section. The district may allow this additional modification for a transfer student if all of the following requirements are met:

A. The transfer student has successfully completed at least the equivalent of two (2) years of high school credit out of state or at a non-public school.

B. The district may use appropriate assessment examinations to determine what credits, if any, the student has earned out of state or at a non-public school that may be used to satisfy the curriculum requirements of the Michigan Merit Standard, district policy and the State Board of Education.

C. The transfer of a student’s personal curriculum requires the student to successfully complete at least one (1) mathematics course during his/her final year of high school enrollment. In addition, if the transfer student is enrolled in the district or public school academy for at least one (1) full school year, both of the following apply:
   1. The transfer student’s personal curriculum shall require that this mathematics course is at least algebra.
   2. If the transfer student demonstrates that s/he has mastered the content of algebra I, the transfer student’s personal curriculum shall require that this mathematics course is a course normally taken after completing algebra I.

D. The transfer student’s personal curriculum must include the State required civics course.

A special education student must pass the required Secondary Credit Assessment(s) in each of the above areas to receive credit for that subject.

Each principal is to determine, based on results on the required tests, which students are in need of special assistance in order to have a fair opportunity to achieve credit toward graduation.

A student who wishes to repeat a test may do so without charge either in the next school year or after graduation.

BIKE RIDERS (Policy 5514)
Contact your school’s office to learn if a permission slip is required by that school for students who ride their bike. The school cannot be responsible for bikes parked at school and students are encouraged to lock their bikes and wear helmets.

SCHOOL BUS HOT LINE (933-1955)
(Cancellation/Weather Delays)
Traverse City Area Public Schools offers a “Bus Hot Line” for up-to-the-minute schedule changes, delays, or cancellations. The service is started at 5:30 a.m. and periodically updated if routes are delayed over ten (10) minutes.

BUS PASSES (Policy 8600)
All students using bus transportation are assigned to a particular bus stop based on the address of their home residence. Students are expected to use this bus stop to board their morning bus and get off of their afternoon bus. Changes in this procedure are reserved for emergencies only. The bus driver cannot accept verbal requests from students or handwritten notes. For after school parties and other events, students are expected to ride their regular bus home. Parents and families should make all other transportation arrangements. Bus passes cannot be issued for providing students rides to friend’s homes due to bus capacity issues.

BUS STOPS (Policy 8600)
Traverse City Area Public Schools Transportation Department determines the location of bus stops for the district using State guidelines. Some students may need to walk or be driven a short distance to their bus stop. Please plan on students arriving five minutes prior to their scheduled pick-up time. Drivers are not allowed to alter or change bus stop locations and they cannot wait for students who are not at their designated bus stops on time. Parent(s)/Guardian(s) who request transportation in writing for a student but fail to utilize the requested services may have those services rescinded.

A temporary change in the bus stop location can be requested for medical reasons. Parents should contact the bus garage at 933-1933 and the health coordinator at 933-1789 to request the change and provide the necessary medical documentation. The bus stop can be adjusted only if a safe and legal location can be arranged.

While waiting for the bus, students are expected to demonstrate appropriate behaviors and should arrive no earlier than five minutes prior to pick-up time. Parent supervision is recommended at the bus stop whenever possible.

GETTING TO SCHOOL
SNOW DAYS AND DELAYS (Policy 8220)
In the interest of safety, school occasionally needs to be canceled due to inclement weather. Announcements are posted on TCAPS’ website (www.tcaps.net), social media and Bus Hotline by 6:00 a.m. and are made available on all local radio and television stations between 6:00 a.m. – 7:30 a.m. All elementary and middle school after school/evening activities are canceled when school is canceled due to inclement weather.

On rare occasions, weather conditions may dictate an early dismissal. While all attempts will be made to avoid early dismissal, in the rare instance that an early dismissal is necessary parents will need to make child care arrangements.

School Closing Bus Hotline Number – 231-933-1955
GUEST TEACHERS (SUBSTITUTES)
(Policies 3120.04 and 4120.04)

Circumstances may occur that necessitate having a guest teacher in your student’s classroom. Guest teachers are provided with detailed lesson plans to facilitate consistency in the classroom. Students are expected to follow classroom rules and treat the guest teacher with courtesy and respect.

LIBRARY MEDIA CENTER (LMC)

Students using the Library Media Center should check at the desk to find out which sections are not reserved for classes. The following rules apply when using the Library Media Center:

- Student I.D. is needed to check out library materials.
- If any materials are lost or damaged, students are expected to pay for replacement.
- If overnight borrowing privileges are abused more than three (3) times a semester, students will lose those privileges for the remainder of the semester.
- Attempts to bypass or tamper with the security system will be referred to appropriate authorities.

IDENTIFICATION CARDS

Students at the secondary level are provided with an identification card. These photo identification cards, are essential for operating and maintaining a more efficient, orderly and safe school environment. Students who wish to participate in school activities or utilize the services of the Library Media Center, the cafeteria, and/or school bus transportation will need to present their photo identification card upon request. If an ID card is lost, altered, and/or broken, a replacement card may be obtained for a minimal fee through the main office.

The identification card must be in possession and presented immediately upon request of any representative/employee of Traverse City Area Public Schools.

MATTERS PERTAINING TO PARKING

HIGH SCHOOLS ONLY

Parking in the lot is a privilege, not a right. Disregarding any rules will result in the parking permit being revoked and possible discipline. Students must adhere to the following expectations:

- A valid student parking permit is required. Parking permits will be issued to students with a legal driver’s license and a registration form signed by parent/guardian. If a car does not have a student parking permit, it may not be parked on school property. Students will park in the assigned student lots only. Parking in the staff or any other lot will result in loss of permit and/or a “wheel lock-up” or tow without warning.
- If a student desires to park at the high school, they must purchase a permit. Permit fees are set by each school. A small replacement fee may be charged for a lost parking permit. At no time will a refund of the parking permit fee occur. This includes the student moving, transferring, loss of car, loss of parking privilege due to discipline action or other action, or any other change of status.

- Any student who sells/lends his/her parking tag will lose their parking privileges. Any student who is found with a tag not registered to him/her will lose their parking privileges.
- Parking permits must be attached to the lower left corner of the windshield (driver’s side) or be hung from the rearview mirror.
- Permits may be assigned by grade or other designation.
- No loitering (hanging out) in the parking lot(s) at any time during school hours.
- The 10 MPH SPEED LIMIT will be observed at all times.
- For safety reasons - pedestrians have right of way on campus.
- Students are to report all accidents in the parking lot to the principal’s office or the security office.

A. Students who park illegally or without a parking permit may be subject to having their car “locked” by a wheel-locking device, ticketed, towed, or face short-term suspension of driving privileges. Any subsequent violations may result in additional tickets, towing, wheel-locking, or long-term suspensions of driving privileges.

B. Careless driving and/or behavior on or around school property may result in immediate loss of student parking permit and/or possible police contact.

C. Any infraction of illegal substances while on school property will result in a loss of the parking permit.

FEDERAL REGULATION

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance.

In compliance with Section 504 of the Rehabilitation Act, Traverse City Area Public Schools will not discriminate against individuals on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.

It is the policy of the Board of Education to identify, evaluate, and provide a free appropriate public education to students who have a physical or mental impairment that substantially limits a major life activity and are handicapped within the meaning of Section 504 of the Rehabilitation Act of 1973.

Due process rights of handicapped students and their parents under Section 504 will be enforced.

PARENT PARTICIPATION (Policy 2261.01)

Parents are always invited and welcome in their child’s school. Opportunities for parents to interact, share experiences, and participate appropriately in planning, development, and decision-making about TCAPS programs are provided. Regular meetings held at convenient times may address specific topics, activities, and information that promote student learning and achievement. Please refer to Policy 2261.01 for more specific details regarding Title I buildings.

TCAPS values the many ways our community members contribute to ensuring an enriching learning journey for our students. One of our goals is for all community members to have a genuine and dynamic
relationship with TCAPS. Connecting students with caring adults promotes success, healthy behaviors, and a stronger community.

We invite community members to share their time and talents with our students by becoming a volunteer in our schools. Adult volunteers are background checked and placed in a school site that is convenient for the volunteer. Volunteers may choose the day, time, and activity that most suits their interest and ability. One hour, once per week during the school day is desirable and makes a significant impact for youth and adults.

HOW TO BECOME A VOLUNTEER

Visit the volunteer webpage at: www.tcaps.net/volunteer. Read the Volunteer Standards of Conduct.

Complete the online volunteer application form. Once submitted, a background check will be conducted.

Complete any additional forms below that may be required. Volunteer positions may require additional paperwork.

For more information, call 231-933-1715.

PROHIBITION OF DISCRIMINATORY PRACTICES (Policy 2260)

The TCAPS Board of Education is committed to a policy of nondiscrimination in Traverse City Area Public Schools. Such policy shall be consistent with state and federal statutes which apply to schools. As such, the Board of Education does not discriminate on the basis of the protected classes of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or any other statutorily protected category, (collectively, “protected classes”), in its education programs or activities.

It is the policy of the school district to comply with Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and Michigan Law. The Board shall strive to accommodate the handicapped by making buildings accessible in regard to public meetings, voting precincts, and educational programs.

If a student believes he/she has been discriminated against, he/she should contact the Title IX Coordinator:

Dr. Cindy J. Berck
Executive Director of Human Resources & Labor Relations
Traverse City Area Public Schools
412 Webster Street
Traverse City, MI 49686
231-933-1716
Email: berckci@tcaps.net

REGISTRATION AND/OR WITHDRAWAL FROM SCHOOL (Policies and Guidelines 5111, 5130)

Students who qualify for admission to TCAPS schools shall be accepted when the following documents have been submitted:

- Registration forms completed;
- Transcript of grades and withdrawal forms from previous school;
- Birth certificate or other appropriate documentary evidence;
- Immunization records - must meet all state immunization requirements prior to attendance;
- Court orders or placement papers, if applicable;
- Proof of residency; and
- A minor student who is also a parent must provide evidence that he/she is living in an environment supervised by a responsible adult.

Arrangements to withdraw from school are to be initiated in the school office, and in accordance with Policy and Administrative Guideline 5130 in order to withdraw from school:

- A withdrawal form must be completed stating why the student is leaving; and
- A withdrawal form requiring the signature of all the student’s teachers, school administrator, and a member of the library staff is also to be completed.

Providing no fees have been incurred, the withdrawal process will be completed. If fees have been incurred, the school district will bill the student or parent/guardian.

ELIGIBILITY OF RESIDENT/ NONRESIDENT STUDENTS (Policy 5111)

The Board of Education establishes the following residency policy for determining eligibility to attend the schools of this District.

A. The Board will educate, tuition-free, students who are legal residents of the District. Proof of residency will be required for registration in the District. Legal residency means a student is residing with his/her parents, legal guardians, or living with a relative. A student may attend school in this District tuition free if a parent or legal guardian is a legal resident of the District, regardless of whether the parent or legal guardian has actual custody of the student. Legal residency, when living with a relative, must be based on the need for a suitable home and not for educational purposes.

B. The District may enroll students on a part-time day or partial year basis in accordance with a cooperative agreement established by the Superintendent or designee with the other school.

C. Foreign students, participating in a bona-fide foreign-exchange program or possessing a J-1 Visa and living with a resident host family, will be admitted tuition-free. Students living with a host family on an F-1 Visa will be required to pay tuition as mandated by federal immigration policy.

D. The District shall provide a free education to those students who are considered by Federal law to be illegal aliens or considered to be homeless by State established criteria.

E. Any student who enrolls in the District under the Traverse Bay Area Intermediate School District (TBAISD) Open Enrollment Policy program (commonly referred to as Schools of Choice) will be admitted tuition free.
F. A student who is a resident within the District by order of a juvenile or probate court or placed in the District as a ward of the State by an authorized agency shall be admitted tuition free. A child who is placed in foster care by a court of competent jurisdiction shall be admitted tuition free, without regard to residency, to a school within the District, as selected by the State Department of Human Services or the child placing agency responsible for placement of that child.

G. Students whose parents do not reside within TBAISD but who present evidence that they will move into the District within a two month period of time may enroll in the schools of this District as students for the time not in residence.

H. Twelfth grade students who have begun their work toward graduation from the District’s high school and whose parents no longer reside within TBAISD may be permitted to complete their high school education as tuition students or through a cooperative agreement with the resident district.

I. Nonresident students residing in another Michigan Public School District outside TBAISD released through a cooperative agreement with the resident district.

J. Students enrolled in the special education program of this District who reside within TBAISD may attend. The TBAISD shall pay special education costs in such cases.

K. Minor students, residing in the District but not living with a parent or court-approved guardian, shall be ineligible to enroll unless said students can be considered emancipated minors by court decree and have proved the establishment of an independent residence.

Children and youth experiencing homelessness or who are unaccompanied have the right to attend either the school of origin, if this is in the student’s best interest, or the local attendance area school. School of origin is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled. Local attendance area school is defined as any public school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Homeless students have the right to enroll in school immediately, even if lacking documentation normally required for enrollment, such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.

The terms “enroll” and “enrollment” includes attending classes and participating fully in school activities.

State Educational Agencies (SEAs) and Local Educational Agencies (LEAs), otherwise known as school districts will, to the extent practical, address problems resulting from enrollment delays caused by immunization and medical records requirements; residency requirements; lack of birth certificates, school records or other documentation; guardianship issues; or uniform or dress code requirements.

If a student does not have immunization or birth records, the local homeless education liaison (STEP Coordinator) must assist in obtaining them immediately; the student must be enrolled in school in the interim.

L. Children of Joint Custody Decrees may attend school without payment of tuition if one (1) parent resides in this District regardless of custodial arrangements.

M. If the student resides in another school district but attends school in this District (where one (1) parent resides), it is the obligation of the parents to provide transportation for the student from the home of the nonresident, custodial parent to the school or the closest bus stop that goes to that school.

N. Children who reside in the school district with a relative and not for educational purposes may attend school in the district as a resident student when the appropriate notarized statements have been filed and approved in the school office. A relative is defined as parent, grandparent, brother, sister, step-parent, step-grandparent, step-brother, step-sister, uncle, aunt, first cousin, great aunt, or great uncle by marriage, blood, or adoption.

O. A pupil who is incarcerated in a county jail becomes a resident and may be enrolled in an appropriate program.

P. A resident or non-resident student, otherwise eligible to attend school in the District may be denied admission if s/he has a record of behavior that the Superintendent or designee believes would constitute a threat to the safety and well-being of staff and other students.

Q. A child from a military family who has been placed in the home of the non-custodial parent, or a person serving as loco parentis under special power of attorney executed under applicable law while the custodial parent has been assigned to active duty (M.C.L. 3.1041 - 3.1042) shall be enrolled in the district where the non-custodial parent or loco parentis resides; or, the pupil may continue to attend the district where the pupil was enrolled when residing with the custodial parent prior to the active duty assignment. The child(ren) may be enrolled one month prior to the beginning of the parent’s tour of active duty and continue to be enrolled up to six (6) months following the completion of the parent’s tour of active duty (active duty means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211). The child(ren) of a veteran who has been severely injured, medically discharged, or died as the result of injuries sustained while on active duty, may continue to be enrolled for a period of one (1) year following the discharge or death of the veteran. Tuition is prohibited.

R. A student who is the child of a person who is employed by the District, including an adopted child or legal ward, which fits no other category may be enrolled during the parent’s employment.

M.C.L. 380.1148, 1401 et seq., 388.1606
Emancipation of Minors Act, Section 4, Subsection 6
Public Law 100-77, Section 721, 42 U.S.C. 11431
Stewart McKinney Homeless Assistance Amendment Act of 1990
PA 203 of 1994, Sec. 163a (1) & (2)
ADMISSION TO THE DISTRICT
(Guideline 5111)

Students who qualify for admission to District schools, in accordance with Board of Education Policy 5111, shall be accepted when all of the following documents have been submitted. Exceptions apply to students who are homeless. Please refer to Board Policy 5111.01 - Homeless Students.

A. a birth certificate or other appropriate documentary evidence with birth affidavit, as required by law;
   Acceptable forms of documentation include: Foreign birth certificate; religious, hospital, or physician’s certificate showing date of birth; entry in a family bible; baptismal record; adoption record; affidavit from a parent; previously verified school records; or other documents permitted by law.
B. immunization records proving state required immunizations;
C. court orders or placement papers, if applicable;
D. proof of residency consisting of a deed, building permit, rental agreement, tax statement, voter registration card, or mail addressed to parent/family;
   Acceptable forms of documentation include: Telephone bills, utility bills, mortgage or lease agreements, parent affidavits, rent payment receipts, a copy of a money order made for a payment of rent, or letter from a parent’s employer that is written on company letterhead to established residency.
E. a minor student who is also a parent must provide evidence that s/he is living in an environment supervised by a responsible adult.

If a birth certificate is not available, the parent is to complete an Affidavit of Proof of Student Age and Identity (Form 5111 F1) and submit the documentary evidence called for therein. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify the local law enforcement agency.

Immunization requirements are to be in accordance with Policy 5320. The staff member enrolling the student is to check the immunization record the parent submits against the required immunizations. If there are any discrepancies or missing immunizations parents should be given a list of needed immunizations and information on local immunization clinics. The student’s immunizations must be complete or in provisional status for the student to begin attendance.

Students without appropriate records will not be admitted under temporary enrollment. Parents are to be so informed at the time of admission.

The sending school shall be contacted of the student’s entry into the school and requested to send all appropriate records within fourteen (14) days of enrollment, as required by law.

If the records are not received within thirty (30) days of the date of the request, another request should be made to the sending school.

If the school indicates no record of the student’s attendance, or if the student does not present a certification of birth or other documentary evidence within thirty (30) days of the date of the request, the principal shall immediately notify the local law enforcement agency.

A student shall be considered homeless under Federal law (42 USC 11431 et seq.) if s/he is an individual who:

A. lacks a fixed, regular, and adequate nighttime residence;
B. has a primary nighttime residence that is:
   1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill);
   2. a campground or another family's residence;
   3. an institution that provides temporary residence for individuals intended to be institutionalized;
   4. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings (i.e. campground or another family’s residence).

Enrollment cannot be delayed for any homeless student for lack of immunization data or other appropriate enrollment documentation according to AG 5111.01. The District’s STEP Coordinator will assist the family or students in obtaining these documents.

Students transferring from another school District must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credit toward graduation.

SCHOOL FACILITIES (Policy 5513)

The school facilities are for all students and our community. School buildings, lockers, books, supplies, and all educational facilities and equipment are paid for by parents and other taxpayers. Restitution or replacement will be expected for stealing from or destroying school property grounds.* State law and School Board Policy (7434) prohibits smoking or any use of tobacco products in any building or on school grounds or at school-sponsored activities at any time. Loitering is not allowed in the restrooms.

*School grounds/property means a building, facility, or structure and other real estate owned, leased, or otherwise controlled by the school district.

FLYERS IN SCHOOLS

In support of green school initiatives and to reduce non-school related requests of staff time, Traverse City Area Public Schools does not send flyers or promotional materials home with students. However, TCAPS believes in being a good community partner and provides several opportunities for community organizations to share their program information with TCAPS families via the district’s community events and resources webpage and/or posters in our schools. We also offer multiple sponsorship opportunities. All materials must be pre-approved prior to posting. To share your organization’s information, please contact Partner In Education Coordinator Karyn Hertel at hertelka@tcaps.net or 231-933-1790.

SOCIAL FUNCTIONS (Policy 5850)

All school-related social activities must have adequate adult supervision. Parents, community members, and/or staff chaperones will intercede in any inappropriate conduct and will report such conduct to the administration. The following must be adhered to for social activities:
• Advance permission must be secured from the administration. A Facility Request Form must be filled out with the proper signatures and upon completion, returned to the secondary principal for approval.

• The recommended times for student activities are as follows:
  - ninth–twelfth graders from 7:00 p.m. - 11:00 p.m.
  - sixth–eighth graders between 3:00 p.m. - 7:00 p.m.
  - (exceptions may be granted by the administrator)

• A minimum of three staff chaperones and three parent chaperones (approved by the administration) are required for each social activity.

• Activity sponsors and/or administrators should arrange for all chaperones to have a written copy of these responsibilities and of appropriate student behavior.

• The sponsor must make arrangements for any cashboxes, if needed, several days prior to the activity.

• A student committee will be responsible for setting up the activity. Final inspection and/or clean up will be done by custodial staff with fees being paid by the sponsoring group.

• If special lighting, sound effects, D.J. equipment, or any other electrical equipment is set up for the activity, a custodian must make final inspection of all equipment set up for safety precautions. Any decorations or electrical equipment that is deemed unsafe shall be removed.

• Only students enrolled in Traverse City Area Public Schools and displaying a valid student ID from the school from which the activity originates will be allowed to attend. Exceptions may be granted by the administration.

• It should be noted that only middle school students will be allowed to attend middle school activities. Students may be required to sign in upon arrival.

• Students who are suspended for all or part of the day will not be allowed to partake or attend special school activities in or outside the school day until the suspension is completed.

• The school may set a time before which students may not leave unless expressed written permission to do so is given by a parent(s)/guardian(s).

• Students are expected to prearrange for their rides home at the appropriate time. Any student leaving the activity early will not be allowed to return.

• Lights will not be turned completely off during the activity.

• All exit doors leading from the activity site/hall shall remain free of obstructions, be clearly marked, and able to be opened from the inside, free of security locks or chains. Chaperones and sponsors shall locate the fire extinguisher for use in case of emergencies.

• A telephone with emergency numbers shall be provided and available for emergency use.

• After the activity, no student shall be left at the site unattended by an adult. All students will have left the school grounds before the last staff chaperone leaves.

STUDENT SOCIAL EVENTS
(Guideline 5850)

The following guidelines shall be used to conduct all social events.

A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with Board of Education policy. Other members of the staff shall cooperate with the advisors.

B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the principal. In addition, the police, student-community relations persons, and security aides may be present.

C. Social events are restricted to current District students and their guests if prior approval has been given by the principal.

D. It is imperative that advisors and officers of organizations sponsoring dances or other social events set up an efficient checking system in both the boys' and girls' lavatories.

E. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.

F. Any police officers should be instructed by the advisors to maintain watch of the outside and to be available especially in the entrance area.

G. Students who leave the event are not to be readmitted, unless granted permission by the person in charge.

H. Chaperones will circulate among the people present at the event to be sure that they behave properly and to locate any persons under the influence of alcohol and/or drugs who may have gained entrance.

The chaperone will notify school authorities of any student in violation of the Student Code of Conduct.

STUDENTS IN TRANSITION EMPOWERMENT PROGRAM (STEP)
(Policy and Guideline 5111.01)

The McKinney-Vento Homeless Assistance Act of 2001 states that school districts must ensure the right to a free, appropriate public education for children, ages 3-20, who are living in residential transition due to loss of housing. The Traverse City Area Public Schools STEP Program provides supportive education-related services to families who have lost their permanent housing. STEP helps to work with parents of school-age children, and unaccompanied youth, to ensure regular attendance and academic success in their home school for the entire academic year. Each year the STEP program serves approximately 500 students, under the guidelines of the McKinney-Vento Homeless Assistance Act.

Students may be found living in the following situations, and may be eligible for services (any time in the school year):

• In a shelter, motel, vehicle, camper, or campground
• With family or friends due to eviction, foreclosure, or economic hardship (doubled-up)
• Unaccompanied youth living on their own, without a parent or guardian (couch surfing)
- Inadequate accommodations (lack of electricity, heat, plumbing, or overcrowding)
- Abandoned buildings or on the street
- Foster care-placement less than six months

Students who do not have a fixed, regular and adequate overnight residence have the right to:

- Enroll in, and attend school, no matter where they live or how long they have lived there.
- Continue in the last school attended before experiencing loss of housing, or if in the best interest of the student, transfer to the school serving their current residence.
- Enroll in school, even if proof of a permanent address cannot be provided.
- Enroll in, and attend school while the school arranges for the transfer of a birth certificate, or school and immunization records.
- Enroll in and attend school while a dispute over enrollment is being resolved.
- Receive school meal programs, school supplies, and Title I services as needed.
- Receive transportation assistance to the school of origin, if feasible.
- Receive support in participation in school activities and sports.

Please contact STEP for assistance in determining if a student may be eligible and advocating for the educational rights of children and youth who are experiencing homelessness.

TCAPS STEP Office: 231-933-5900.

**ENGLISH LEARNER PROGRAM**

The English Learner (EL) program ensures successful academic achievement for all students who qualify for English language services. To ensure access to this service for any English learner, all families are required to fill out a home language survey form during registration. For more information, call 231-933-7802.

**TRANSLATION SERVICES**

Translation of any documents, or during any meeting, will be provided for any parent who requests translating. To request translation services, contact your school directly. A school may use the Tele-Interpreter Service if no translator is available, or if translation services are an immediate need.

**STUDENT FUNDRAISING (Policy 5830)**

TCAPS Board of Education permits student fundraising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity connected with the schools. Fundraising by approved school organizations, those whose funds are managed by the district, may be permitted in school by the principal.

Students wishing to hold a fundraiser need to obtain guidelines for conducting the fundraising activity from the school office. Permission must be obtained in advance from administration before students can conduct any fundraising activity.

**STUDENT RECORDS - FERPA (Policy 8330)**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day (TCAPS) receives a request for access. A student should submit to the principal, academic counselor or other appropriate school official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request an amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

   A student who wishes to ask TCAPS to amend a record should write the principal, academic counselor or other appropriate school official, clearly identifying the part of the record the student wants changed specifying why it should be changed. If TCAPS decides not to amend the record as requested, TCAPS will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before TCAPS discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. TCAPS discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by TCAPS in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of TCAPS who performs an institutional service or function for which TCAPS would otherwise use its own employees and who is under the direct control of TCAPS with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent, or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or
her professional responsibilities for TCAPS. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by TCAPS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

See also Form 8330F9B, FERPA Notice for Directory Information (as required by § 99.37 of the regulations). FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14).

STUDENT RECORDS - DIRECTORY INFORMATION
(Policy and Guideline 8330)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Traverse City Area Public Schools (TCAPS), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, TCAPS may disclose appropriately designated “directory information” without written consent, unless you have advised TCAPS to the contrary in accordance with TCAPS’ procedures. The primary purpose of directory information is to allow TCAPS to include information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks or organizations that provide driver’s training education. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent (These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c)).

If you do not want TCAPS to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify TCAPS in writing by the third Friday of October. TCAPS has designated the following information as directory information:

- Student’s name
- Addresses
- Telephone number
- Email address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade Level
- Participation in official recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors and awards received
- The most recent educational institution attended
- Student ID number, user ID, other unique personal identifier, including a student ID number or other unique personal identifier that is displayed on a student ID badge, used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identify (such as a PIN, password or other factor known or possessed only by the authorized user).

(View full board policy at www.tcaps.net/board)

STUDENT SURVEY RIGHTS
(Form 8330F9 and Form 8330F17)

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (USDE):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:
1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Inspect, upon request:
1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

FAMILY VISITATION (Guideline 2416)
It is understood that families may have unique situations regarding custody and visits by family members. Therefore, it is the responsibility of the custodial parent to supply a copy to the school office of any official documentation that specifically prohibits an individual from contacting a student at school. Without official documentation, a non-custodial parent will be granted the same access to the student and school records as the custodial parent. This information may be shared with school personnel as needed. Typically this would include the school administrator, administrative assistant, teacher, counselor, health coordinator, school social worker, and transportation.

STUDENT SCHEDULE CHANGES
Every effort is made to determine the most appropriate courses for students commensurate with their needs, interests, and capabilities. Class and teacher assignments are arranged to accommodate courses selected by students. Therefore, any request for a schedule change will be considered only for the most compelling of reasons. Such reasons are: (1) A schedule does not include the courses and alternate courses previously approved by parents and counselors. (2) A schedule does not include a requirement for graduation, which must be completed. If a schedule contains such an error or omission, the student needs to immediately contact his/her counselor.

At the beginning of each semester, some schedule changes may occur during the drop/add period, which is approximately five (5) full school days. After the drop/add period, withdrawal from courses and schedule changes are quite rare, but may be justifiable under certain circumstances. Whether a schedule change is pursued during the drop/add period or later in the semester, any decision regarding a schedule change will involve the student, his or her parent(s)/guardian(s) and school counselor. The principal has the final authority to drop or add a student’s class.

Once class lists have been established and the drop/add period has ended, the following five-step procedure is to be followed for all schedule changes. These steps are a problem-solving process that allows opportunity for all parties (students, parents/guardians, teachers, counselors, and administrators) to be informed and find solutions. Class changes will be directed by an administrator only after all other alternatives have been explored. In extenuating circumstances, the administration may expedite this process. Parents/Guardians will be informed in any case.

STEP 1. A private conference between the involved teacher and student must be held. The student should request an appointment where he/she and the teacher can sit down and discuss their concerns. The respective counselor is to be briefed on the conference conclusions.
STEP 2. If a problem continues and a parent contact is received, a parent-teacher conference is to be held. It is to be a personal conference either during a conference period or after school, preferably on an appointment basis. Notes should be kept by the teacher for future reference.

STEP 3. If a parent still pursues a change, the concerns should be put in writing and sent to the administrator. The date, student, and teacher’s name must be included.

STEP 4. The administrator will communicate with the parties involved, research, and decide upon a course of action. If a class change is to be implemented, he/she will write a directive to the appropriate counselor.

STEP 5. The administrator will meet personally with the teacher involved and go over the parent’s letter and explain the rationale for the class change.

TEXTBOOK ISSUE AND COLLECTION (Policy 5513)

For courses where individual copies of textbooks are available they are to be issued and collected according to the following guidelines:

1. Upon issue, all textbooks should be signed in ink on the inside front cover.

2. Teachers may have periodic book examinations to check for damage and ownership.

3. Books are to be cleaned and returned on the designated days at the end of the semester year.

4. Any student with a schedule change or who moves during the year must return all books to the school office.

5. Any lost or destroyed book will require the student to purchase a replacement book at full cost.

VISITORS (Policy 9150)

All persons visiting any Traverse City Area Public Schools facility are to report to the main office. Prospective students who wish to visit or tour a school are encouraged to schedule an appointment in advance of their visit. To schedule an appointment, please contact the school registrar. Every effort will be made to develop a planned tour and answer individual questions.
II. Health Service Procedures (Policy 5310)

ACCIDENT OR SERIOUS INJURY
(Policy 5340 and Form 5340F1)

In the event of an accident or serious injury the immediate concern is to aid the victim. The following procedures are to be followed:

1. Take immediate steps to assess the victim and render first aid.
2. Stay with the injured person and send word to the grade/wing office and/or main office, health coordinator, and/or person designated to handle emergencies. This person takes charge and renders any further first aid needed.
3. DO NOT MOVE a severely injured person unless absolutely necessary for his/her immediate safety.
4. IF INJURY IS LIFE THREATENING, CALL 911 IMMEDIATELY. Otherwise, a principal, health coordinator, or other person designated to handle such emergencies shall determine in the course of aid to call the appropriate personnel and agencies. When using interoffice telephones, CALL 911.
5. The office will check for medical information and locate the emergency telephone numbers, notify the parent(s)/guardian(s), and agree on a course of action.
6. DO NOT GIVE any medicine without a physician’s order.
7. Involved staff shall fill out a student accident/incident report for ALL accidents in accordance with district policy. Complete the “Follow Up” section of the form before forwarding to the health coordinator’s office.

ACUTE ILLNESS

The function of school personnel is not to diagnose illness, but rather to monitor, isolate, and exclude the student from class/school and refer for treatment if necessary. The decision to notify parents in regard to a student’s illness requires judgment based on the student’s statement of symptoms and observation of behavior and appearance.

When a student is ill, he/she should report to the grade/wing office. If the illness is of sufficient severity, a call to the parent should be made. If the illness is minor, a student may rest for a short period of time.

When assessing a student who is ill, the following general principles will be followed:

- Students with expressed or observed breathing difficulty, severe pain, or altered consciousness may have a life threatening condition which requires immediate medical attention. Parents should be contacted regarding a treatment plan. If the symptoms are severe, call 911. When using interoffice telephones, CALL 911.
- Students who are suspected of having a communicable disease that is spread by casual contact should be isolated from other children and excluded from school until they are no longer ill or have medical clearance. Students with a communicable disease may exhibit the following symptoms: fever, rash or skin eruptions, congestion, sore throat, cough, reddened eyes, nausea, vomiting, abdominal pain, and/or diarrhea.
- In the case of suspected overdose and poisonings, the Poison Control Center: 1-800-222-1222, will be contacted for recommendations and the parent(s) will be notified.

CHRONIC OR SERIOUS ILLNESS

Traverse City Area Public Schools staff is committed to providing appropriate educational opportunities for students with chronic and/or serious illnesses. The health coordinator is available to coordinate services for students with medical conditions. The health coordinator, and other staff members will work cooperatively with the student, parents, and health care professionals. When they are physically able, students benefit from school attendance. The staff realizes that at times the student’s educational program may have to be adapted to the student’s individual needs. In the case of prolonged absences, students may qualify for homebound or other support services.

SELF-HARM CONCERNS (Policy 5350, Guidelines 5350.01, 5350.02 and Form 5350 F2)

If you or a friend are having thoughts of self-harm or have been harming yourself, it is very important to tell a trusted adult such as your parent, school social worker/counselor, mental health professional or health care provider in the community. If immediate action is needed, call 911.

Other Community Resources:
Third Level: 231-922-4800/text: 231-480-0292
Munson Health Care: 231-935-5000
National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

SPECIAL MEDICAL CONDITIONS
(Form F341F3)

Students with both chronic and acute medical problems should have their medical condition indicated on the Student Information Questionnaire (Enrollment Form) and updated annually. It is imperative that the staff members are informed in order to adequately care for students in medical emergencies or adapt their educational programs. Medical conditions that should be noted include, but are not limited to: ADHD, allergies, asthma, cardiac problems, diabetes, hearing and vision problems, orthopedic conditions, seizure disorders and medications taken.

EPINEPHRINE AUTO-INJECTORS
(Policies 5330 and 5330.02)

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and self-administer the medication if they meet the conditions as stated in Policy 5330.

Each school in the district shall have at least two (2) epinephrine auto-injectors (Epi-Pens) available at the school site. It shall be the responsibility of the principal or designee and the district health coordinator to be sure that the supply of Epi-Pens is maintained at the appropriate level and they have not expired. The principal or designee and district health coordinator shall also be responsible
for coordinating the training of district employees to administer Epi-Pen injections and to maintain the list of employees authorized to administer such injections.

INDIVIDUALS QUALIFIED TO ADMINISTER

Only a licensed, registered professional nurse employed or contracted by the District or a school employee who has successfully passed the required training shall be allowed to possess and administer Epi-Pen injections to students. The persons authorized to use the District maintained Epi-Pens will be maintained in each school by the principal, and shall be available on an electronically accessible site for employees’ reference.

Each school shall have at least one person trained in the appropriate use and administration of an Epi-Pen injection. In each school with ten (10) or more combined instructional and administrative staff, at least two (2) employees at that site shall be appropriately trained in the use of an Epi-Pen.

Training of employees on the appropriate use and administration of an Epi-Pen injection shall be done in accordance with any guidelines provided by the Michigan Department of Education, and shall be conducted under the supervision of a licensed registered professional nurse. The training shall include an evaluation by the nurse of the employees’ understanding of the protocols for administering an Epi-Pen injection.

STUDENTS TO WHOM INJECTIONS MAY BE ADMINISTERED

A licensed, registered, professional nurse or trained and authorized employees under this policy may administer Epi-Pen injections to 1) any student who has a prescription on file with the District, in accordance with the directives in such prescription, and 2) any individual on school grounds who is believed to be having an anaphylactic reaction.

REPORTING OF INJECTIONS (Form 5330.01 F1)

Any person who administers an Epi-Pen injection to a student shall promptly do the following:

A. Call 911;
B. Call the student’s parent/guardian;
C. Notify the school principal;
D. Notify the District’s Health Care Coordinator; and
E. Notify the District’s Central Office (Human Resources).

All Epi-Pen injections by District employees to students shall be reported in writing to the District’s Central Office (See Form 5330.01 F1). The report shall include whether the school’s or student’s Epi-Pen was used, and whether the student was previously known to be subject to severe allergic reaction (anaphylaxis).

The District’s Central Office shall at least annually report to the Department of Education, in the form and manner determined by the Department, information on the number of injections provided to students, the number of injections with District Epi-Pens and the number of incidents where students were not known to be subject to severe allergic reactions.

M.C.L. 380.1178, 380.1179, 380.1179A

Michigan Department of Education, Model Policy and Guidelines for Administering Medications to Pupils at School

OPIOID ANTAGONISTS

The TCAPS Board of Education has determined that it is in the best interests of its students and employees to have opioid antagonists available to be administered, if necessary, by appropriately trained personnel. Therefore, the Board adopts this policy to govern the handling and administration of opioid antagonists consistent with the following processes, procedures and limitations.

Beginning with the 2019-2020 school year, each secondary school in the District shall have at least two (2) employees who have been trained in the appropriate use and administration of an opioid antagonist. The training shall be done in a manner that has been approved by a licensed registered professional nurse. Only a nurse employed or contracted by the District or an appropriately trained school employee may possess and administer an opioid antagonist.

Each secondary school in the District shall possess at least one (1) package of an opioid antagonist on site. The opioid antagonist may be administered by a school nurse or a trained school employee to a student or other individual on school grounds who is believed to be having an opioid-related overdose.

Any school personnel who have reason to believe that a student is having an opioid-related overdose must call 911.

Any person who administers an opioid antagonist to a student shall promptly notify a school administrator who shall be responsible for promptly notifying the student’s parent/guardian that an opioid antagonist has been administered.

The person who notifies the student’s parent/guardian must encourage the parent or guardian to seek treatment for the student from a substance use disorder services program.

An opioid antagonist is naloxone hydrochloride or any other similarly acting and equally safe drug approved by the U.S. Food and Drug Administration for the treatment of drug overdose.

It shall be the responsibility of the Superintendent or designee to be sure that the supply of opioid antagonists is maintained at the appropriate level and they have not expired. The Superintendent or designee shall also be responsible for coordinating the training of District employees to administer the opioid antagonists and to maintain the list of employees authorized to administer the antagonists.

The District’s training regarding, administration of, and the maintenance and storage of opioid antagonists shall be consistent with Policy 5330, AG 5330 and the Michigan Department of Education’s medication administration guidelines, as amended.

At least annually, the Superintendent or designee will report all instances in which an opioid antagonist was administered to a student using the school’s stock of opioid antagonists to the Michigan Department of Education, using the form and in the manner required by the MDE.

M.C.L. 380.1179b

COMMUNICABLE DISEASE (Policy 8453)

Traverse City Area Public Schools is committed to providing educational and employment opportunities in a safe, orderly, and healthy environment. The district is also committed to protecting the rights of the individual infected with a communicable disease and the rights of the populous who may come in contact with an individual infected with a communicable disease.

Students or employees suspected of having a communicable disease which requires isolation may be excluded from school by the health coordinator or principal until a definite diagnosis has
been made. Students or employees who have been diagnosed as having a communicable disease which requires isolation shall not attend school until they have been adequately treated, the appropriate time has elapsed, or they have been released by their health care provider.

Students and employees who are infected with a serious communicable disease which does not require isolation (Hepatitis B, C, D, AIDS, HIV infection, and other like diseases that may be specified by the Health Department) may remain in the school setting until their case is reviewed by the Communicable Disease Review Panel (CDRP) (see Board Policy 8453).

Recommendations of the CDRP shall be submitted in writing to the superintendent or designee and shall include precautions which should be taken within the school environment. Records of the panel’s activities will be kept by the superintendent or designee with access limited to those persons involved in the process.

All persons participating in the proceedings, deliberations, and meetings shall act in accordance with the Freedom of Information Act, the Employee Right to Know Act, and the Family Education Rights and Privacy Act and will be required to treat all proceedings, deliberations, and documents as confidential information. The number of persons who are aware of the infected individual’s condition shall be kept at a minimum and shall be determined by the CDRP, the individual, and the parents/guardians of a minor, and in accordance with Policy 8453. All employees and students shall follow the universal precautions for handling body fluids as outlined in Board Policy 8453.01.

MEDICATION (Policy 5330 and Form 5341F2)

Whenever possible medications should be scheduled outside of the school day, however, the Board of Education recognizes that the use of medications and/or medically prescribed treatments during the school day may enable students to participate at their fullest independent capacity.

Furthermore, the Board recognizes that medications and medically prescribed treatments may be required by a student’s Individual Educational Program (IEP) or Section 504 Plan. The administration of medication/medically prescribed treatments by school personnel or the self-possession/self-administration of medications/medically supplied treatments shall be in compliance with Section 380.1178 of the School Code, Section 333.7101 of the Public Health Code, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and the guidelines of this policy.

For the purposes of this policy, “medication” shall include, prescription, non-prescription and herbal medications, and includes those taken by mouth, by inhaler, those that are injectable and those applied as drops to eyes, nose or medications applied to the skin. “Controlled Substances” are defined as substances that have abuse potential and may lead to psychic or physical dependence according to the Michigan Public Health Code Act 386 Part 72 of 1978, as amended. “Treatment” refers both to the manner in which a medication is administered and to health care procedures which require special training such as catheterization.

The Board shall not be responsible for the diagnosis and treatment of student illness.

The Medication Treatment Authorization form should be completed to comply with the requirements of this policy. A copy of the Medication Treatment Authorization form is included on page 31 in this handbook. The forms are available in school offices, some physician’s offices, or may be downloaded from the TCAPS website. (www.tcaps.net)

SELF-ADMINISTRATION (Guideline 5330)

Students self-administering medication must follow the district’s policy, which includes having written health care provider’s instructions as well as written parent permission. Grade level guidelines for self-administrations:

- Students 6th through 8th grade may self-administer any medication except controlled substances such as Ritalin, Adderall, Phenobarbital, and Tylenol with Codeine.
- Students 9th through 12th grade may self-administer any medication.

STUDENT RESPONSIBILITY (Guideline 5330)

Students assume the responsibility for taking the prescribed medication if self-administering and for presenting themselves on time to the appropriate school office if school personnel administers medication. The student’s parent(s)/guardian(s) shares responsibility to instruct their child to appear for dispensation of the medication at the designated medication time.

Students shall not share, transfer, or otherwise distribute any medication to other students. Students who violate this conduct standard shall be subject to disciplinary penalties.

PARENT(S)/GUARDIAN(S) RESPONSIBILITY (Guideline 5330)

All medication should be kept in a labeled container as prepared by a pharmacy, physician, or pharmaceutical company and labeled with the student’s name, name of medication, time to be given, dosage, frequency, and expiration date.

Any changes in time or dosage of medication requires written instructions from a health care provider and written parent permission. Written notification from the parent(s)/guardian(s) is required for discontinuation of medication. Medications and treatment supplies, which are administered by school personnel, will be brought to school by the parent(s)/guardian(s) unless other safe arrangements are necessary and approved by the health coordinator. Medications administered by school personnel left over at the end of the school year should be picked up by the parent(s)/guardian(s) or the school will dispose of the medication according to school policy.

IMMUNIZATION REQUIREMENTS (Policy 5320 & Guideline 5320)

As part of the enrollment procedures, parents must provide the school with immunization records showing that their student has received all immunizations listed in the Required Childhood Immunizations for Michigan School Settings chart located at: https://www.michigan.gov/documents/mdhhs/School_Req_for_Parents_553547_7.pdf.
The school is responsible for entering the immunization information into the Michigan Care Improvement Registry (MCIR) for analysis. If the student is not fully immunized, the student shall not attend school unless the following occurs:

PROVISIONAL
Student is in the process of being fully immunized. The student may attend class until the day that they are no longer provisional. The excluded student shall be readmitted upon showing evidence to the principal or designee of the progress in the immunization interval schedule.

EVIDENCE OF DISEASE
A student, who has had chicken pox and presents a signed statement from the child’s parent/guardian to that effect, is not required to be immunized against such disease. Measles and Mumps require lab evidence (titer) to prove that the student has had these diseases or the immunity.

WAIVERS
A. MEDICAL CONTRAINDICATION
A student may have a medical waiver if a licensed physician has completed the Contraindication Form, which can be found online at www.michigan.gov/documents/mdlhs/ Medical_Contraindication_510054_7.pdf, indicating which immunizations the student cannot medically receive. The physician's statement is good for the school year the student is enrolling. The physician's statement shall be maintained by the school in the student’s educational record (CA-60).

B. PARENT OBJECTION
A student shall be exempted from mandatory immunization if the parent objects for religious, philosophical or other reasons, provided an immunization waiver form has been completed by the County Health Department and submitted to the school. This statement is good for the school year the student is enrolling. This form shall be maintained by the school in the student’s educational record (CA-60).

C. STUDENTS EXPERIENCING HOMELESSNESS
Enrollment cannot be delayed for any student experiencing homelessness for lack of immunization data or other appropriate enrollment documentation according to AG 5111.01 - Students Experiencing Homelessness. Traverse City Area Public Schools Students in Transition Empowerment Program (STEP) Coordinator will assist the family or student in obtaining these documents.

DOCUMENTS ACCEPTED AS EVIDENCE OF IMMUNIZATION
The following documents will be accepted as evidence of a student’s immunization history:

- A. An official school record from any school;
- B. A record from MCIR;
- C. A record from a county health department;
- D. A record from a health care provider; or
- E. A waiver form signed by:
  - a physician for medical contraindication; or
  - a county health department for all other objections.

FUNDING
To prevent District state aid fund reductions, each school must confirm by November 1st of each year that ninety percent (90%) of the newly-enrolled students, kindergarten students and all seventh grade students have a completed, provisional or waived immunization record on file. Ninety-five percent (95%) of these students must comply by February 1st of each year. A report detailing this information must be submitted to the Grand Traverse County Health Department by those dates. The principal or designee shall make immunization records available for inspection by an authorized representative of the Michigan Department of Health and Human Services (DHHS) or County Health Department.

IMMUNIZATION RECOMMENDATION
Gardasil (Human Papilloma Virus) is a vaccine that is being recommended for girls and boys ages eleven – twenty-six. This vaccine helps to prevent some strains of Human Papilloma Virus, which can cause cervical cancer in females. Questions regarding this vaccine should be discussed with your child’s primary healthcare provider.

SCHOOL HEALTH SERVICES
The district health coordinator works collaboratively with TCAPS schools on a consultation basis. If your child has a medical need that requires a nurse’s assistance, please contact the health coordinator at 933-1789.

HOMEBOUND INSTRUCTION (Policy and Guideline 2412)
TCAPS can provide individual instruction to students of legal school age who are not able to attend classes because of physical or emotional disability for a period in excess of five (5) days. Applications for individual instruction shall be made by a physician who certifies that there is a condition and the probable duration. Parent(s)/Guardian(s) should see their student’s counselor if they feel that Homebound Services might be warranted. If the student has an IEP, the request for Homebound Services will be determined by the student’s IEP Team. Parent(s)/Guardian(s) should contact their student’s caseload instructor.
TRAVERSE CITY AREA PUBLIC SCHOOLS
MEDICATION/TREATMENT AUTHORIZATION FORM

Name of Student __________________________________________ Birth Date ________________

School ____________________________________________ Grade _________________________

SECTION I - To be completed by the physician or licensed healthcare provider on all medications (REQUIRED):

Diagnosis/Purpose of medication/treatment (optional) ____________________________________________

Name of medication/treatment ___________________________________________________________

Dosage __________ Frequency _________ Time __________ Route ________________

Start date ______________ Stop date __________. Indefinite __________________ Instructions, adverse
reactions, storage requirements, etc. ______________________________________________________

Physician’s Signature __________________________________________ Date ____________________

Physician’s Name (print or stamp) __________________________________________ Phone __________

Address __________________________________________________________

SECTION II - To be completed by parent/guardian (REQUIRED):

Medications and treatment supplies will be brought to school by the parent/guardian unless other safe
arrangements are necessary and possible. All medication should be kept in a labeled container as prepared by a
pharmacy, physician or pharmaceutical company and labeled with the student’s name, route, dosage, and
frequency. The prescription renewal and medication/treatment supply shall be the parent/guardian responsibility.

The student is responsible for presenting himself/herself on time and for taking the medication as prescribed. The
undersigned parents/guardians shall notify the School District in writing in the event the prescription shall be
discontinued.

I request that the medication/treatment be administered in conformance with the physician’s/licensed health care
provider’s directions and according to the School District’s policy. I have reviewed the Traverse City Area Public
Schools Policy entitled “Administration of Medication to Students” and agree to abide by the terms.

Parent(s)/Guardian(s) Signature __________________________________________ Date ____________

SECTION III - Self Administration to be completed by parent/guardian and student:

In certain circumstances students are permitted to self-administer medications and treatments. The decision to
self-administer is determined by the student’s health condition, their level of maturity and responsibility and the
type of medication. Students shall not distribute or share their medication or he/she will be subject to disciplinary
actions.

Elementary K – 5 Emergency medication only
Middle School 6 – 8 Emergency medication and medication that is not a controlled substance
Senior High 9 – 12 All medication

I request that my child be allowed to self-administer the above medication according to school policy. I feel that
they are both capable and responsible to hand carry and self-administer this medication.

Parent/Guardian __________________________________________ Date ________________

Student Signature __________________________________________ Date ________________

Duplication of this form is permitted by TCAPS. ORIGINAL: School Office
COPY: Mail, Email or Fax to District Health Coordinator

Rev. 9/99
Revised 12/8/14
<table>
<thead>
<tr>
<th>DISEASE &amp; INCUBATION PERIOD</th>
<th>SPREAD BY</th>
<th>SYMPTOMS</th>
<th>CONTAGIOUS PERIOD</th>
<th>RETURN TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHICKENPOX</strong> (Varicella)</td>
<td>Person-to-person by direct contact, droplet or airborne spread of vesicle fluid, or respiratory secretions from nose, throat, and mouth</td>
<td>Fever, mild respiratory symptoms, body rash of itchy, blister-like lesions, usually concentrated on the face, scalp and trunk</td>
<td>1-2 days before onset of rash and until all lesions are dry and crusted over</td>
<td>Exclude until lesions are dry and crusted, at least one week after eruption first appears. *Notification of health department upon diagnosis</td>
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<tr>
<td>Average 14-16days (range 10-21days)</td>
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<td></td>
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</tr>
<tr>
<td><strong>FIFTHDISEASE</strong> Usually 4-20days</td>
<td>Person-to-person; contact with respiratory secretions</td>
<td>Rash begins as a solid red area on cheeks (slapped cheek appearance), spreading to upper arms and legs, trunk, hands and feet; occasional fever</td>
<td>Most infectious 1-2 days before illness onset</td>
<td>No exclusion if rash is diagnosed as Fifth Disease by a healthcare provider; maintain good hand hygiene and don’t share eating utensils</td>
</tr>
<tr>
<td><strong>HAND, FOOT and MOUTH DISEASE</strong> Average 3-5days (range 2-14days)</td>
<td>Contact with respiratory secretions or by feces from an infected person</td>
<td>Sudden onset of fever, sore throat, cough, tiny blisters inside mouth, throat and on extremities</td>
<td>From 2-3 days before onset and several days after onset; shed in feces for weeks</td>
<td>If secretions from blisters can be contained, no exclusion required; maintain cough etiquette and good hand hygiene</td>
</tr>
<tr>
<td><strong>HEAD LICE</strong> (Pediculosis) 1-2 weeks</td>
<td>Head-to-head contact with an infected person and/or their personal items such as clothing or bedding</td>
<td>Itching, especially nape of neck and behind ears; scalp can become pink and dry; patches may be rough and flake off; nits (white-brown eggs) stick to hair shafts near the scalp</td>
<td>Until lice and viable eggs are destroyed, which generally requires 1-2 shampoo treatments and nit combing</td>
<td>Students with live lice may stay in school until end of day; immediate treatment at home is advised</td>
</tr>
<tr>
<td><strong>IMPETIGO</strong> 4-10 days</td>
<td>Direct or indirect contact with lesions and their discharge</td>
<td>Lesions/blisters are generally found on the mouth and nostrils, occasionally near eyes</td>
<td>While sores are draining</td>
<td>Exclude under treatment for 24 hours and lesions are healing; cover lesions</td>
</tr>
<tr>
<td><strong>INFLUENZA</strong> (Viral influenza) 1-4 days</td>
<td>Droplet or contact with respiratory secretions (sneezing and coughing, touching contaminated surfaces)</td>
<td>High fever, fatigue, cough, muscle aches, sore throat, headache, runny/stuffy nose; occasionally vomiting and diarrhea</td>
<td>1 day prior to onset of symptoms to 1 week or more after onset</td>
<td>Exclude up to 24 hours after fever has resolved (without fever-reducing medication) and cough has subsided</td>
</tr>
<tr>
<td><strong>MEASLES</strong> Average 10-12 days from Exposure to fever onset</td>
<td>Contact with nasal or throat secretions; airborne via sneezing and coughing</td>
<td>High fever, runny nose, cough, red, watery eyes, followed by rash on face, then spreading over body</td>
<td>4 days before to 4 days after rash onset</td>
<td>Exclude until notification from the health department. *Immediate notification of local health department upon diagnosis.</td>
</tr>
<tr>
<td><strong>MUMPS</strong> Average 16-18 days</td>
<td>Airborne or direct contact with saliva</td>
<td>Swelling of 1 or more salivary glands; chills, fever, headache are possible</td>
<td>Up to 7 days prior to and 8 days after swelling onset</td>
<td>Exclude until 5 days after onset of salivary gland swelling. Health department to be notified</td>
</tr>
<tr>
<td><strong>RUBELLA</strong> (German Measles) Average 16-18 days</td>
<td>Direct contact; contact with respiratory secretions; airborne via sneeze or cough</td>
<td>Red, raised rash for 3 days; possibly fever, headache, fatigue, red eyes</td>
<td>7 days before to 7 days after rash onset</td>
<td>Exclude until 7 days after onset of rash. Health Department to be notified.</td>
</tr>
<tr>
<td><strong>MENINGITIS</strong> (bacterial) Average 2-4days (Range 1-10days)</td>
<td>Contact with saliva or nasal and throat secretions; spread by sneezing, coughing, and sharing beverages or utensils</td>
<td>Severe headache, stiff neck and back, vomiting, fever, irritability, intolerance of light, neurologic symptoms; rash is possible</td>
<td>Generally considered no longer contagious after 24 hours of antibiotic treatment</td>
<td>Medical clearance required; *Immediate notification of local health department upon diagnosis</td>
</tr>
<tr>
<td><strong>MENINGITIS</strong> (aseptic/viral) Varies with causative agent</td>
<td>Varies depending upon causative agent: droplet or fecal-oral route; may be complications from another illness</td>
<td>Severe headache, stiff neck and back, vomiting, fever, intolerance to light, neurologic symptoms</td>
<td>Varies depending on causative agent, but generally 2-14 days</td>
<td>Exclude until medically cleared</td>
</tr>
<tr>
<td><strong>MONONUCLEOSIS</strong> 30-50 days</td>
<td>Person-to-person via saliva</td>
<td>Fever, sore throat, fatigue, swollen lymph nodes, enlarged spleen</td>
<td>Prolonged, possibly longer than 1 year</td>
<td>Exclude until able to tolerate activity; exclude from contact sports until fully recovered</td>
</tr>
<tr>
<td><strong>MRSA</strong> (Methicillin-resistant Staphylococcus aureus) Variable</td>
<td>Transmitted by skin-to-skin contact and contact with surfaces that have been contaminated with infection site drainage</td>
<td>Fever may be present; commonly a swollen, painful lesion (resembling a spider bite) with drainage</td>
<td>As long as lesions are draining</td>
<td>No exclusion if wound is covered and drainage contained; exclusion from contact sports/swimming until medical clearance</td>
</tr>
<tr>
<td><strong>PERTUSSIS</strong> (Whooping cough) Average 7-10days (Range 5-21days)</td>
<td>Contact with respiratory secretions from nose, throat, and mouth by sneezing, coughing, and speaking</td>
<td>Initially cold-like symptoms, later developing a severe cough that may lead to difficulty breathing and vomiting</td>
<td>With onset of cold-like symptoms until 21 days from onset (or until 5 days of antibiotic treatment)</td>
<td>Exclude until 21 days after onset or until 5 days of appropriate antibiotic treatment. *Notification of health department upon diagnosis</td>
</tr>
</tbody>
</table>
Ticks can attach to any part of the human body, but prefer body creases and areas with hair, such as the armpit, ankle, groin and scalp.

Your home tick free through use of landscaping considerations/reduction of tick habitat.

Clothing for ticks every day 3) proper use of an insect repellent containing DEET, picaridin or Oil of Lemon Eucalyptus and 4) keeping include 1) avoiding areas with a lot of ticks, such as shady, damp areas in wooded and grassy locations 2) checking your skin and

Studies of Lyme disease have shown that an infected tick must be attached to its host for at least 24-48 hours for the bacteria to be transmitted. Prevention methods vary depending if they do bite, and seeking prompt medical care if you think you have been exposed to Lyme disease.

Prevention methods include 1) avoiding areas with a lot of ticks, such as shady, damp areas in wooded and grassy locations 2) checking your skin and clothing for ticks every day 3) proper use of an insect repellent containing DEET, picaridin or Oil of Lemon Eucalyptus and 4) keeping your home tick free through use of landscaping considerations/reduction of tick habitat.

**HOW TO REMOVE A TICK**

Ticks can attach to any part of the human body, but prefer body creases and areas with hair, such as the armpit, ankle, groin and scalp.

1. Using fine-tipped tweezers or a tick removal tool, grasp the tick as close to the skin as possible. Pull straight upward with steady, even pressure. DO NOT twist or jerk the tick, apply petroleum jelly, a hot match, or other irritants as this may cause the tick’s mouth parts to remain embedded.

2. Immediately wash the bite area and your hands with soap and water and then apply an antiseptic to the wound.

3. If you develop a rash or fever with several weeks of removing a tick, or believe the tick may have been attached for longer than 24 hours, follow-up with your primary care provider. Inform them about your recent tick bite, when it occurred and where you think you came into contact with it.

**LYME DISEASE**

Lyme disease is an illness caused by the bacterium *Borrelia burgdorferi*. This disease is transmitted to people through the bite of an infected blacklegged tick (also known as the deer tick). Lyme disease often begins with a “flu-like” illness, including fever, headache, fatigue, and muscle and joint pain. Approximately 70-80% of cases develop a characteristic “bulls-eye” skin rash, called erythema migrans; infection can spread to the joints, heart, and nervous system if Lyme disease is left untreated. Most cases of Lyme disease can be successfully treated with a few weeks of antibiotic use.

The most important factors in preventing Lyme and other tick-borne diseases are by knowing where ticks can be encountered (current map of Michigan Lyme disease risk is located at www.michigan.gov/lyme), preventing tick bites, removing ticks promptly if they do bite, and seeking prompt medical care if you think you have been exposed to Lyme disease. Studies of Lyme disease have shown that an infected tick must be attached to its host for at least 24-48 hours for the bacteria to be transmitted. Prevention methods include 1) avoiding areas with a lot of ticks, such as shady, damp areas in wooded and grassy locations 2) checking your skin and clothing for ticks every day 3) proper use of an insect repellent containing DEET, picaridin or Oil of Lemon Eucalyptus and 4) keeping your home tick free through use of landscaping considerations/reduction of tick habitat.

**HOW TO REMOVE A TICK**

Ticks can attach to any part of the human body, but prefer body creases and areas with hair, such as the armpit, ankle, groin and scalp.

1. Using fine-tipped tweezers or a tick removal tool, grasp the tick as close to the skin as possible. Pull straight upward with steady, even pressure. DO NOT twist or jerk the tick, apply petroleum jelly, a hot match, or other irritants as this may cause the tick’s mouth parts to remain embedded.

2. Immediately wash the bite area and your hands with soap and water and then apply an antiseptic to the wound.

3. If you develop a rash or fever with several weeks of removing a tick, or believe the tick may have been attached for longer than 24 hours, follow-up with your primary care provider. Inform them about your recent tick bite, when it occurred and where you think you came into contact within.
### REQUIRED CHILDHOOD IMMUNIZATIONS FOR MICHIGAN
#### CHILD CARE/PRESCHOOL AND SCHOOL SETTINGS

<table>
<thead>
<tr>
<th>CHILD CARE/PRESCHOOL REQUIREMENTS</th>
<th>Birth – 4 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>4 doses</td>
</tr>
<tr>
<td>Pneumococcal Conjugate</td>
<td>4 doses</td>
</tr>
<tr>
<td>Polio</td>
<td>3 doses</td>
</tr>
<tr>
<td>H. Influenzae/Type B (HIB)</td>
<td>3 doses, plus 1 dose after 12 months</td>
</tr>
<tr>
<td>MMR (Measles/Mumps/Rubella)</td>
<td>1 dose on or after 1st birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>1 dose on or after 1st birthday, current lab immunity, or history of disease</td>
</tr>
<tr>
<td>Meningococcal (Meningitis)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL ENTRY REQUIREMENTS</th>
<th>4 years – 10 years</th>
<th>11 years – 18 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>4 doses, plus one after 4th birthday</td>
<td>4 doses, plus one after 4th birthday 1 dose Tdap* at 11-12 years old</td>
</tr>
<tr>
<td>Pneumococcal Conjugate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio</td>
<td>3 doses, plus one after 4th birthday</td>
<td>3 doses, plus one after 4th birthday</td>
</tr>
<tr>
<td>H. Influenzae/Type B (HIB)</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>MMR (Measles/Mumps/Rubella)</td>
<td>1 doses on or after 1st birthday, 2nd dose after 4th birthday</td>
<td>1 doses on or after 1st birthday, 2nd dose after 4th birthday</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>3 doses</td>
<td>3 doses</td>
</tr>
<tr>
<td>Varicella (Chicken Pox)</td>
<td>1 doses after 1st birthday, 2nd dose after 4th birthday</td>
<td>1 doses after 1st birthday, 2nd dose after 4th birthday or current lab immunity or reliable history of disease</td>
</tr>
<tr>
<td>Meningococcal (Meningitis)</td>
<td></td>
<td>1 dose</td>
</tr>
</tbody>
</table>

*DTP/Dtap/DT/Td/Tdap (diphtheria, Tetanus, Pertussis)
One dose of tetanus/diphtheria/acellular pertussis (Tdap) vaccine
(if 5 years have passed since last dose of tetanus/diphtheria vaccine – Dtap, Td or DT)
III. Emergency Procedures
(Policies 8400, 8420, 8430 & Guidelines 8400A & 8420)

CRISIS MANAGEMENT PLANS
All TCAPS secondary schools have Crisis Teams and Crisis Management Plans in place. These plans are continually reviewed and adapted to fit circumstances in our rapidly changing world. For safety and security reasons, these plans are kept confidential.

Good information is still the best deterrent to a developing crisis. Parent(s)/Guardian(s) are strongly encouraged to trust their instincts and inform building administrators at the first sign of danger.

FIRE
Whenever a fire is noticed or there is suspicion that a fire is present due to odors, smoke, heat or flames, the fire alarm should be pulled and the affected building(s) or complex evacuated following outlined fire drill procedures. Staff or students should contact the nearest office immediately in case of fire.

The main office and/or wing office shall be notified immediately through intercom, telephone, or in person. The main office is responsible for notifying the Fire Department in case of fire. The secondary principal shall also notify central/superintendent office personnel, maintenance department, transportation department, and law enforcement agencies as the situation warrants.

Injured persons should be first removed from the danger zone(s) and then followed up with Accident or Serious Injury Procedures.

In case of injuries, the main office, central/superintendent office, and school emergency team members shall coordinate medical, transportation, communication, and media efforts. The staff’s first priority in cases of fire emergency is to evacuate students and personnel from the danger area(s) and to maintain control and supervision over the students during the emergency. The second priority is to assist in all efforts to maintain the students’ control and safety.

FIRE DRILL PROCEDURES
(Five minimum required)
When the fire alarm is pulled, one continuous horn will be heard and lights will flash. Students shall file out of the building through designated exits. Fire exits are posted in each room.

Teachers will shut the doors upon leaving their classroom. Each teacher will check the safety of the escape path prior to the exiting of any students. The teacher will be the last person to leave the room after the last student has exited. A class roster must be carried outside the building and attendance will be taken by the teacher in charge. All students must remain with the assigned class. Any missing students shall be reported to the building’s emergency team or principal.

The students will be taken by the teacher to the designated safe location away from the building. The teacher will not leave the students at any time during the emergency. The principal shall designate the “all-clear” signal for re-entry into the building or, assisted by the building emergency team, shall notify teachers of further evacuation plans if warranted.

LOCKDOWN/SHELTER IN PLACE PROCEDURES
(Three drills required)
Michigan Law requires a minimum of three drills per year in which occupants are restricted to the interior of the building and the building is secured. Drills of this type include measures that are appropriate to emergencies such as the release of a hazardous material or the presence of a dangerous individual on or near campus. These drills are coordinated with local emergency management, law enforcement, and fire agencies.

LOCAL EMERGENCY ALERTS
During a major emergency, WTCM 103.5 FM and 580 AM are the designated Emergency Alert System representatives for Northwestern Michigan including Grand Traverse County and the City of Traverse City. If there is a major emergency or a Local State of Emergency declared, important and updated information will be shared on these radio stations.
TORNADO/WIND STORM PROCEDURES
(Two drills required)
Traverse City Area Public Schools facilities monitor the National Oceanic and Atmospheric Administration (NOAA) Radio Channel for weather emergencies.

When the NOAA issues a tornado or wind storm warning for the Traverse City area, or the civil defense sirens are sounded, or observed weather conditions warrant it, the tornado alarm will be sounded from the main office or over the P.A. system and an air horn will be sounded. The following procedures are to be followed:

• Students will be sheltered in a pre-designated area. Said areas are posted in each room. Wind storms hit very quickly with little warning - usually less than two minutes! Never travel nor allow anyone else to travel through an unsafe area (i.e. a building area with lots of glass; a large room; area with high ceilings) in order to get to what is considered a safe area.

• Students shall kneel on the floor with faces to the INTERIOR WALL, placing a book or hands over their heads for protection. Students in wheel chairs are to remain in their chairs with their back of the chair against the wall. Care should be taken to be located away from all windows and outside doors.

• Teachers will shut all doors as a precaution against flying debris and glass. They will have possession of their class rosters or class book and a flashlight during the emergency procedure.

• No talking will be allowed so that verbal signals can be heard. The teacher is responsible for student control and will see that no talking is allowed and that students respond quickly and correctly to all instructions.

• Supervisors in charge of an assembly program or the cafeteria will be familiar with the closest shelter areas.

• The main office must be notified as soon as possible with information regarding the nature and location of building damage or injuries.

• The main office will notify the appropriate agencies and personnel by calling 911 and will then notify the superintendent or designee.

• Depending upon the situation, the principal, in cooperation with the superintendent and director of transportation, will determine if school dismissal should be delayed due to inclement weather.

To view school safety drills conducted throughout the school, visit www.tcaps.net/safety-drills.
ATTENDANCE EXPECTATION FOR STUDENTS INVOLVED IN EXTRA/CURRICULAR AND/OR ATHLETIC ACTIVITIES

Students involved in extra/co-curricular and/or athletic activities are expected to be in attendance each and every class period. In extenuating circumstances, students may apply to the administration to request some leeway with the attendance policy. The administration will render a decision for each application on a case-by-case basis.

STUDENT SPORTS, MUSIC, AND ACTIVITIES ATTENDANCE GUIDELINES (Guideline 5210)

The Board of Education is committed to providing students with the opportunity to meet their full human and intellectual potential. While many opportunities are available, there may be times when scheduling conflicts occur between music, athletic, and other school-sponsored extra-curricular activities. In the best interest of the student, in taking responsibility for resolving conflict through communication and considering implications of their choice, the following guidelines will be enforced:

The student is responsible for reviewing schedules at the beginning of every season and/or semester and informing the coach, director, advisor, sponsor and/or music teacher of any conflicts as soon as the student becomes aware of the conflict so resolution occurs prior to events. When conflicts are identified, students will make the involved coaches, sponsors, or teachers aware of each conflict at the earliest possible date, no later than two weeks (ten school days) prior to the days in conflict. Coaches, music teachers, and extra-curricular directors/advisors/sponsors will first attempt to assist the student in resolving the conflict without penalty to the student.

A. Practice vs. Practice: Student decides which practice to attend.

B. Game vs. Rehearsal: Student attends game, no penalties or make up assigned for missed rehearsal.

C. Practice vs. Concert: Student attends concert, no penalties or make up assigned for missed practice.

D. Game vs. Concert: Student/Family decides which event to attend. If a major concert is impacted, an alternative assessment will be assigned.
E. District/Regional/State/World/Game/Concert/Activity: Student/Family decides which event to attend. If a major concert is impacted, an alternative assessment will be assigned.

THE FOLLOWING BEHAVIORS CONSTITUTE A VIOLATION OF TRAVERSE CITY AREA PUBLIC SCHOOLS EXTRA-CURRICULAR AND CO-CURRICULAR RULES AND MAY SUBJECT THE STUDENT TO PENALTY AS OUTLINED IN THE “PENALTIES” SECTION:

ALCOHOL AND SUBSTANCE ABUSE (Policy 5530)
Use, possession, concealment, distribution, sale, or being under the influence of:

a. dangerous controlled substances as so designated and prohibited by Michigan statute;
b. vapes, vaping, vape pens, dab pens, e-cigs, or other similar devices;
c. chemicals, including inhaling, which release toxic vapors;
d. alcoholic beverages;
e. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
f. “look-alikes” (Examples of “look-alikes” may include but are not limited to the following: Spice, Incense, K2 and Blaze);
g. chemicals used to make bath salts (mephedrone, methylenedioxypyrovalerone [MDPV] and methylone);
h. synthetic stimulants sold under the guise of “bath salts” or “plant food” (examples may include but are not limited to the following: “Ivory Wave,” “Purple Wave,” “Vanilla Sky,” or “Bliss”);
i. performance-enhancing drugs as determined annually by the Department of Community Health;
j. other illegal substance so designated and prohibited by law;
k. tobacco products for students.

USE OF TOBACCO BY STUDENTS (Policy 5512)
The Board prohibits the use or possession of tobacco product by students in district buildings, on district property (owned or leased), on district buses, and at any district-related event.

For purposes of this policy:

A. “tobacco product” means a preparation of tobacco to be inhaled, chewed, or placed in a person’s mouth;

B. “use of a tobacco product” means any of the following:

1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
2. the inhaling or chewing of a tobacco product
3. the placing of a tobacco product within a person’s mouth
4. the smoking of electronic, “vapor,” vapes, vaping, vape pens, dab pens, e-cigs, or other similar devices, or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance

It shall not be a violation of the activities rules for a student to use or possess a prescription or patent drug when taken pursuant to a legal prescription issued by a licensed physician or for which permission to use in the school has been granted pursuant to Board Policy. A student shall notify his/her coach or activities sponsor if he/she is taking a prescription medicine which could alter the student’s behavior or affect the student’s ability to participate in the activity.

STUDENT DISCIPLINE VIOLATIONS
Student participants in extra-curricular and/or co-curricular activities who engage in misconduct in violation of the policies, procedures, and/or rules of conduct specified in Section V. Student Policies & Procedures, Safe Schools & Code of Conduct, while in school or at a school activity or event, while participating in an extra-curricular or co-curricular activity, or at other times and places in the conduct of their personal lives outside of school or school activities or events, shall be subject to penalties with respect to the student’s participation in the extra-curricular or co-curricular activity, up to and including suspension from participation in such activities as determined appropriate for the violation.

Students shall not engage in behavior or offenses under the District Student Code of Conduct (Section V, Handbook) which, if they were to occur in or out of school, the student would be:

- Suspended three (3) or more times for less than five (5) days each time or
- Suspended once (1) for five (5) or more days.

If it is alleged that a student has violated the co-curricular/athletic code, the administration will conduct an investigation. As a matter of courtesy, the administration will contact the parents of any student involved at the first convenience. Student Senators will be subject to the Review of Recall rules from the Student Senate Constitution.

PENALTIES
A. Athletes

1. Level I - First violation

   a. The athlete will lose eligibility for up to 30% of the regularly scheduled MHSAA events in the athlete’s present sport season. Any suspension not completed in the present sport season will be carried over to the athlete’s next sport season.

   b. If during the calendar year following the suspension the athlete has no further violations, he/she will be considered as an athlete with no violations. (Another violation after a full calendar year would be treated as a first violation.)

2. Level II - Second and subsequent violations

   a. The athlete will lose eligibility to participate in any interscholastic athletic competition for one calendar year from the date of the second or subsequent suspension(s).

   b. After the second violation, the athlete is ineligible to participate in any MHSAA athletic competition for one year. If during the calendar year following the suspension the athlete has no further violations, he/she will be considered as an athlete with no violations. (Another violation after a full calendar year would be treated as a first violation.)
B. Extra/Co-curricular

1. Level I - First violation
   a. A student involved in an extra/co-curricular activity and/or student organization will lose eligibility to participate in up to 30% of the out-of-classroom scheduled events in the present school year. Any suspension not completed in the present school year will be carried over to the participant’s next activity.
   b. If during the calendar year following the suspension the student has no further violations, he/she will be considered as a participant with no violations. (Another violation after a full calendar year would be treated as a first violation.)

2. Level II - Second and subsequent violations
   a. The student will lose eligibility to participate in any out-of-classroom scheduled events for one calendar year from the date of the second or subsequent suspension(s).
   b. After the second violation, the student is ineligible to participate in any out-of-classroom event for one year. If during the calendar year following the suspension the student has no further violations, he/she will be considered as a participant with no violations. (Another violation after a full calendar year would be treated as a first violation.)

SUSPENSION FROM SCHOOL

Any student athlete or participant in extra/co-curricular activities who is suspended from school for violation of the secondary Student Code of Conduct, will be ineligible to participate in practices, competitions and/or any outside of classroom activities for the duration of the suspension. Students will be eligible to resume those practices, competitions, and/or any outside classroom activities on the day that they return to school from the suspension.

APPEAL PROCEDURE

Any suspension of athletes and students in extra/co-curricular activities for violations of this Code of Conduct may be appealed within five (5) school days from notification of the penalty by the athletic director, activity advisor, or designated school official.

All appeals must be based on questions of fact and presented in writing to the principal. Parent(s)/Guardian(s) and/or student may request a meeting with the principal prior to the appeal decision being rendered. The principal will render a written decision within five (5) school days to the student, and his/her parent(s) or guardian(s).
V. STUDENT ASSISTANCE PROGRAMS

(A Policy 5531)

In keeping with its concern for the safety and well-being of both students and staff and for maintaining a school environment that is conducive to learning, the Board of Education has adopted policies related to student conduct in the school setting and has authorized disciplinary measures for the violation of these policies.

The Board seeks to maintain a balance between maintaining a proper educational environment and a compassion for students who suffer from or are victims of intemperate, immoral, or illegal behavior. Educational programs have been established to promote healthful, productive living and discipline shall be maintained to protect students and staff from actions that disrupt teaching and learning. However, the Board recognizes that students may experience difficulties that educational programs and sound discipline may not prevent, and that other forms of assistance need to be available through the school.

The Superintendent is authorized to establish one (1) or more assistance programs for students which provide for effective intervention in areas such as substance abuse, crisis situations, and other situations which impact on students’ emotional, mental, or social well-being and affect their ability to benefit from the District’s educational program. Administrative guidelines are to be prepared which will ensure that:

A. the rights of both parents and students are protected including confidentiality;
B. staff members are properly trained and skilled for their roles and participate in ways that comply with their certification, licensing, job description, Board policies, and the District’s administrative guidelines;
C. there are assessment/referral/intervention/treatment procedures;
D. there are disciplinary procedures including appeal;
E. there is a comprehensive, developmentally appropriate drug prevention curriculum.

The Board of Education recognizes students or student’s families may occasionally be confronted with physical, emotional, or chemical use problems that negatively affect a student’s progress in school. The Board is committed to provide education, support, and assistance to students affected by these problems. Staff members will refer these students to the Student Assistance Program, school counselors, school nurses, or other school officials. School professionals will work cooperatively with parents and, when appropriate, will encourage students to seek assistance through professional community services.

The purpose of social worker/student assistance services is to maximize the potential of each student through a developmental and preventive approach. The affective development of the student, while the responsibility of the entire school staff, is a primary concern of the social worker/student assistance worker. The social worker/student assistance worker will help the student identify strengths and weaknesses, and will help the student make good decisions based upon heightened self-awareness. The social work program strives to help each child learn at his/her optimum so that each day may better realize his/her full academic potential.

Social work services also place emphasis upon the development of interpersonal relationships, an understanding of the dynamics of human behavior, and an awareness of healthy and socially acceptable methods of coping. It is flexible and changes with the needs of the individuals it serves.

Through consultation and coordination with staff, parents, and community agencies; through classroom lessons, and individual and group counseling, the social worker acts as a facilitator in helping the students become healthy, more effective, functioning human beings.
ANTI-BULLYING / ANTI-CYBERBULLYING
(Policies 5517 and 7540.03)

It is the policy of Traverse City Area Public Schools to provide a safe educational environment for all students. Bullying or cyberbullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter or motivating animus.

OK2SAY

OK2SAY is a student safety initiative available to Michigan students in grades K-12 and enables students to confidentially report potential harm or criminal activities aimed at students, teachers, staff or other school employees. The program is operated through a partnership between the Department of Attorney General, Michigan State Police, state agencies, schools, parents, law enforcement, and community leaders. Anyone can confidentially submit tips 24/7 using the OK2SAY app, online (www.ok2say.com), texting 652729, email (ok2say@mi.gov) or by calling 8-555-OK2SAY.

PROHIBITED CONDUCT

1. Bullying and Cyberbullying. Bullying and Cyberbullying of a student at school is strictly prohibited.

   a. Substantially interfering with educational opportunities, benefits, or programs of one or more students;
   b. Adversely affecting a student’s ability to participate in or benefit from the District’s educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
   c. Having an actual and substantial detrimental effect on a student’s physical or mental health; or
   d. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

2. Retaliation/False Accusation. Retaliation or false accusation against a target of bullying or cyberbullying, anyone reporting bullying or cyberbullying, a witness or another person with reliable information about an act of bullying or cyberbullying is strictly prohibited.

REPORTING AN INCIDENT

If a student, staff member, or other individual believes there has been an incident of bullying or cyberbullying in violation of this policy, s/he shall promptly report such incident to the appropriate principal or designee, or the “responsible school official(s)”, as defined below.

A report may be made in person, via telephone, or in writing (including electronic transmissions). If an incident of bullying or cyberbullying is reported to a staff member who is not the appropriate principal or designee, or a responsible school official, the staff member shall promptly report the incident to one or more of the aforementioned individuals.

COMPLAINTS AGAINST CERTAIN SCHOOL OFFICIALS

Complaints of bullying or cyberbullying by the school principal may be reported to the associate superintendent. Complaints of bullying or cyberbullying by the associate superintendent or superintendent may be reported to the president of the Board of Education.

DEFINITIONS

1. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. “At school” also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the District’s control.

2. “Telecommunications Access Device” means that term as defined in Section 219a of the Michigan Penal Code, 1931 PA 328, MCL 750.219a, as may be amended from time to time. As of January 2012, “Telecommunication Access Device” is defined to mean any of the following:

   a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeited number, or financial transaction device defined in MCL 750.157 (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service.

   b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable...
TELECOMMUNICATIONS SERVICE PROVIDER

3. "Telecommunications Service Provider" means that term as defined in Section 219a of the Michigan Penal Code, supra, as may be amended from time to time. As of January 2012, “Telecommunications Service Provider” is defined to mean any of the following:

a. A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service.

b. A person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility.

c. A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

380.1310b of The Revised School Code
Public Act 478 of 2014
(view full board policy at www.tcaps.net/board)

ANTI-HARASSMENT
(Policy 5517.01)

POLICY STATEMENT

It is the policy of Traverse City Area Public Schools (the “District”) to provide an environment free from harassment, including sex-based harassment. Consistent with this policy, the District will investigate all allegations of harassment, including sex-based harassment, and take appropriate action, including appropriate discipline, against any individual who an investigation concludes engaged in harassment.

The District will comply with all applicable state and federal laws related to harassment, including sex-based harassment.

STUDENT CODE OF CONDUCT

The Superintendent or designee will include and regularly update a statement explaining the District’s policy against harassment, including sex-based harassment, in each student code of conduct. This statement must include an explanation of types of harassment, including sex-based harassment, in all employee handbooks and manuals. This statement must include an explanation of types of harassment, including sex-based harassment, examples of harassment types, reporting requirements, and consequences as explained in this policy.

EMPLOYEE HANDBOOK

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

TYPES OF HARASSMENT

Sex-based Harassment is prohibited by Title IX of the Education Amendments of 1972 ("Title IX") and the Michigan Elliott-Larsen Civil Rights Act (the “ELCRA”). Title IX provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity operated by the District. Sexual harassment is a form of sex-based harassment and is prohibited by Title IX, the ELCRA and District policy. Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or any act of sexual violence. Sexual harassment of a student creates a hostile environment if the conduct is sufficiently serious to deny or limit a student’s ability to participate in or benefit from the District’s program. Examples of conduct that may constitute sex-based harassment include, but are not limited to:

Verbal: unwelcome comments, including the use of derogatory, sexually suggestive, or vulgar language; the use of sexual innuendos; unwelcome advances or repeated requests for dates or sexual favors; threats based on or motivated by a person’s sex; demanding or pressuring another individual to submit to sexual requests or advances in order to attain academic or professional achievements or advances; threatening another individual’s academic or professional accomplishments or reputation if that individual does not submit to sexual requests or advances; or any other similar behavior.

Visual: subjecting another individual to sexually suggestive, pornographic, or obscene images, text, or cartoons, including by electronic mail, text message, letter, or any other medium; the use of obscene gestures toward or around another individual; leering at another individual; or any other similar behavior.

Physical: unwanted kissing, touching, patting, hugging, pinching, or any other unwanted physical contact; impeding another individual’s normal movements; stalking, assault, or battery based on or motivated by the victim’s sex; any other physical interference with another person based on that person’s sex; or any other similar behavior.

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

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

Race/Color Harassment is prohibited and occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s race or color and when the conduct has the purpose or effect of
interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person’s race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment is prohibited and occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s religion or creed and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person’s religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment is prohibited and occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person’s national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment is prohibited and occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual’s disability and when the conduct has the purpose or effect of interfering with the individual’s work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one’s ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person’s disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Sexual harassment may further occur where conduct is directed at or pertains to a person’s genetic information.

PROHIBITED CONDUCT
All harassment, including sex-based harassment, is strictly prohibited. This policy applies to student-to-student conduct, staff-to-student conduct, staff-to-staff conduct, and student-to-staff conduct.

This policy applies to all conduct occurring on District property including 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.

REPORTING REQUIREMENTS
All District personnel must report incidents of alleged harassment, including incidents that school personnel witness or receive reports or information about, whether such incidents are verbal, visual, or physical, and whether the incidents constitute other forms of harassment, bullying, or hazing. Any staff member who witnesses an act of harassment, including sex-based harassment, must intervene immediately, unless circumstances would make such intervention dangerous. If a staff member is unable to intervene, the staff member should promptly attempt to find another staff member who is able to intervene, contact District administration, or contact law enforcement, as the situation requires.

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

HOW TO REPORT HARASSMENT
To report sex-based harassment and any other form of harassment, you may file a complaint with:

Dr. Cindy J. Berck, Executive Director of Human Resources & Labor Relations
Traverse City Area Public Schools
412 Webster Street, Traverse City, MI 49686
Phone: 231-933-1716
Fax: 231-933-1721
Email: berckci@tcaps.net

A complaint of harassment, including sex-based harassment, may be made verbally or in writing. Those individuals named above shall document all reports of incidents of harassment, as well as any incidents they personally observe. A copy of this protocol is available in the Human Resources Office.

COMPLAINT PROCESS
Any individual who has been the victim of harassment, including sex-based harassment, or any individual who has witnessed an incident of harassment, may make a complaint at any time. Any staff member who receives a complaint of harassment, including sex-based harassment, shall immediately document the reported incident and notify the appropriate staff person, as listed. Once a complaint is received by the appropriate staff person, as listed above, that person will begin an investigation into the alleged conduct and, if necessary, notify the appropriate authorities.

During the investigation, impartial school officials will contact witnesses to the alleged act(s) of harassment, including sex-based harassment, and obtain statements from those witnesses. If a school official’s impartiality is questioned during the investigation process, that school official will be removed from the investigation and have no further involvement.

FILING A FALSE REPORT
Any individual who knowingly or maliciously files a false report of harassment, including sex-based harassment, will be subject to discipline, up to and including expulsion or discharge.
THE OFFICE FOR CIVIL RIGHTS
Any individual who believes that he/she was the victim of harassment, including sex-based harassment, may file a complaint with the Office for Civil Rights (“OCR”) at any time:

U.S. Department of Education
Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
Email: OCR.Cleveland@ed.gov

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

APPEAL PROCESS
A victim of harassment, including sex-based harassment, who believes that the District’s investigation reached an incorrect result may bring any additional evidence at any time. A victim may also appeal the findings and conclusions of the investigation to the Board President. Upon receipt of an appeal from a victim, the Board President will review the investigation report, contact any additional witnesses, consider all additional evidence, and may re-interview any witnesses. The Board President will then notify the parties in writing of his or her decision. The Board President is not required to give deference to the investigation report and may consider any additional evidence available in evaluating the appeal.

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

A student found to have perpetrated harassment, including sex-based harassment, who is suspended for more than 10 school days also has the right to a hearing, pursuant to and in compliance with policy 5600. An employee’s appeal right is based on the applicable collective bargaining agreement or individual contract rights.

BUS TRANSPORTATION
The Traverse City Area Public Schools policy is to provide safe and efficient transportation services to eligible students. Eligibility shall be determined within the limitations established by State law and TCAPS Transportation Policy. All eligible students must submit a request, in writing, to their school’s office in order to receive transportation services. Transportation Request Forms are available in all school offices and on the district website: www.tcaps.net/transportation. Students are reminded that it is a privilege to be able to ride a district vehicle and this privilege may be revoked if the student’s conduct is in violation of the guidelines and/or expectations of the transportation department or the Student Code of Conduct.

BUS TRANSPORTATION – Behavior Expectations (Guideline 8600)
Students shall maintain appropriate behaviors on the bus and abide by the following guidelines:

1. Use assigned bus stop and proper crossing procedure.
2. Be on time and board in an orderly manner.
3. Remain seated, face forward, and share seat.
4. Use proper volume (no shouting, screaming, or whistling).
5. No fighting, pushing, hitting or kicking.
6. Use appropriate language.
7. Keep all body parts and belongings to self and inside the bus.
8. Keep aisle clear. All carry on items will be held on lap.
9. Refrain from eating, drinking, and chewing gum on the bus.
10. Follow instructions of adult on bus.
11. Keep bus clean (no littering).
12. Camera usage is prohibited.

**Bus driver is authorized to assign seats.**

Infractions of these guidelines by students may result in a loss of riding privileges. In the event the student’s conduct is of such a serious nature as to recommend suspension or expulsion from school as well as temporary suspension from riding the bus, the discipline coordinator shall make appropriate recommendations to the building principal. The school principal shall administer consequences, in accordance with the suspension and expulsion policies of the school.

BUS TRANSPORTATION – DISCIPLINE GUIDELINES (Guideline 8600)
The following procedural steps shall be observed in bus discipline matters. Common sense and good judgment shall be an integral part of how the driver deals with students who are disruptive or distracting on the bus. Any unusual circumstances not covered in the rules will be dealt with on an individual basis.

BUS TRANSPORTATION – MINOR MISCONDUCT (Guideline 8600)
Any student who is engaged in misconduct while riding on a school bus shall be promptly addressed by the bus driver and warned that any continuation may result in further disciplinary
action. The incident shall be logged by the bus driver. Any Minor Misconduct could become a Major Misconduct with persistent, consistent noncompliance and be subject to consequences under the Major Misconduct Guidelines. A Minor Misconduct shall be defined as behavior that is disruptive, but not necessarily a serious violation. Examples include, but are not limited to: excessive noise; touching others; putting gum on seats; profane language; eating or drinking on bus; changing seats; putting head, hands or feet out the window; being uncooperative; tossing things; not staying seated. This list should not be considered all inclusive but a general descriptor of Minor Misconduct.

The process for addressing Minor Misconduct will be:

- Single Incident - driver to log incident
- Oral warning to student, logged by driver
- Possible temporary seat assignment
- Second Incident - driver to log incident
- Written warning to student
- Assigned seat
- Notice to parent for signature

3 infractions 3 days suspension
4 infractions 10 days suspension
5 infractions 20 days suspension
6 infractions 90 days suspension
7 infractions 180 days suspension

Student will remain in an assigned seat pending return of signed notice from parent. Notices will be in triplicate and distributed to: parent/guardian/student, driver, transportation department.

Suspension of less than ten (10) days may result in a bus behavior contract at the discretion of the transportation department or parental request.

Suspension of ten (10) or more days may require a bus behavior contract. Suspension of ninety (90) days or more may be re-evaluated only after half of the suspension has been served. Evaluation will require a parent conference and a transportation behavior contract for the student.

**BUS TRANSPORTATION – MAJOR MISCONDUCT PROCESS (Guideline 8600)**

Major Misconduct is defined as an illegal or disruptive act that is detrimental to the health and safety of the driver/aide or students. Major Misconduct will include, but not be limited to: significant insubordination; persistent, consistent non-compliance; physical aggressiveness or assaultive behavior; inappropriate sexual behavior or comments; throwing objects; intimidation; assaultive or threatening actions; gross misbehavior; and/or carrying or brandishing any real or look-alike substances, explosives, or weapon of any kind.

Pursuant to Section 600.2913 of the Michigan Revised Judicature Act of 1961, the school district may recover damages against parent(s)/guardian of a minor in an amount not to exceed $2,500 for any willful or malicious damage caused by the student. These damages include, but are not limited to, cutting or defacing school bus seating material, breaking windows, or any damage of a similar nature inflicted against any school property, including school buses.

Major Misconduct will result in immediate suspension from the bus pending the investigation. If conditions warrant, a police report may be filed. In addition, the following steps would be adhered to:

- First Infraction 10 days immediate suspension*
- Second Infraction 20 days immediate suspension*
- *There will be a consideration of a long-term bus suspension exceeding 10 or 20 days based on number of prior minor and/or major misconducts.

**CITIZENSHIP/PERSONAL MANAGEMENT**

Any conduct out of the ordinary which is disruptive to the educational process is unacceptable. Inappropriate vocal outbursts, arguments, name calling, profanity, improper sign language and gestures, or threats will not be tolerated. Students will address all staff members, visitors, and each other with respect. Public displays of affection are not permitted on campus. Students are to show consideration for others at all times.

**CORPORAL PUNISHMENT (Policy 5630 and 5630.01)**

While recognizing that students may require disciplinary action in various forms, the Board of Education cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Employees, substitutes, volunteers or contractors should not find it necessary to resort to physical force or violence to compel obedience. If all other means fail, employees, substitutes, volunteers or contractors may always resort to the removal of the student from the classroom or school through suspension or expulsion procedures.

In accordance with State law, corporal punishment shall not be permitted. If any employee, substitute, volunteer or contractor deliberately inflicts, or causes to be inflicted, physical pain by hitting, paddling, spanking, slapping, or makes use of any other kind of physical force as a means of disciplining a student, s/he may be subject to discipline by this Board and possibly criminal assault charges as well.

The superintendent has provided Administrative Guideline 5630A (Alternatives to Corporal Punishment) which includes a list of alternatives to corporal punishment.

The superintendent has also provided Administrative Guideline 5630B (Use of Physical Force) which includes a list of situations in which an employee, substitute, volunteer or contractor may use physical force upon a student in order to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning.

M.C.L.A. 380.1312 – Revised School Code
STUDENT SECLUSION AND RESTRAINT

The Board of Education and Traverse City Area Public Schools will follow and adhere to all applicable State and Federal laws and regulations pertaining to emergency seclusion and restraint of students.


M.C.L. 380.1307 - MCL 380.1307h

DETENTION (Guidelines 5610.02 and 5630A)

On occasion, students may be assigned to detention as a penalty for certain types of misbehavior including chronic tardiness. Students will receive a written notice of a detention for the particular day(s) assigned. Students refusing to serve detention or not showing up for detention on their assigned day/time may be suspended.

DRUG PREVENTION (Policy 5530)

The Board of Education recognizes that the unlawful possession or use of alcohol and other drugs, including tobacco, is wrong and harmful.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, “drugs” shall mean:

- dangerous controlled substances as so designated and prohibited by Michigan statute;
- vapes, vaping, vape pens, dab pens, e-cigs, or other similar devices;
- chemicals, including inhalants, which release toxic vapors;
- alcoholic beverages;
- any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- “look-alikes” (Examples of “look-alikes” may include but are not limited to the following: Spice, Incense, K2 and Blaze);
- chemicals used to make bath salts (mephedrone, methylenedioxypyrovalerone [MDPV] and methylene);   
- synthetic stimulants sold under the guise of “bath salts” or “plant food” (examples may include but are not limited to the following: “Ivory Wave”, “Purple Wave”, “Vanilla Sky”, or “Bliss”);
- performance-enhancing drugs as determined annually by the Department of Community Health;
- other illegal substance so designated and prohibited by law;
- tobacco products for students.

In accordance with Federal and State law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, sale, concealment, delivery, distribution, or intent to deliver or distribute of any drug or any drug-related paraphernalia at any time on district property, within the Drug-Free School Zone, or at any district-related event (including out-of-district events). Furthermore, the superintendent shall take the necessary steps so that an individual eighteen (18) years of age or older who knowingly sells, delivers or distributes controlled substances so designated and prohibited by Michigan statute within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

Malt beverages labeled as “non-alcoholic” (including but not limited to Sharp's, O'Doul's, Kingsbury Malt Beverage, and Zing Malt Beverage) may contain alcohol. The possession or consumption of malt beverages (regardless of their alcoholic content) on school grounds or while a student is associated with any school activity is inappropriate conduct and will subject the student to disciplinary measures under the Student Code of Conduct.

The superintendent or designee shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools. Such guidelines shall:

A. emphasize the prevention of drug use;
B. provide for a comprehensive, age-appropriate, developmentally based drug and alcohol education and prevention programs which:
   1. addresses the legal, social, psychological, and health consequences of tobacco, drug and alcohol use; and
   2. provides information about effective techniques for resisting peer pressure to use illicit drugs, tobacco, alcohol, and “look-alikes”; and
   3. promotes positive emotional health, self-esteem, and respect for one’s body; and
   4. meets the minimal objectives as stated in the essential performance objectives for health education as established by the State's Department of Education.
C. include a statement to students that the use of illicit drugs and the unlawful possession, sale, and use of tobacco, alcohol, and “look-alikes” is wrong and harmful;
D. provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, sale, use, or distribution of illicit drugs, alcohol, and “look-alikes” by students on school premises or as a part of any school activity;
E. include a clear statement that disciplinary sanctions, including referrals notification to the appropriate law enforcement authority, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions;

The sanctions will include a referral to appropriate school personnel, punitive action, and referral to appropriate persons or agencies for screening and assessment. Such referral may only be made to qualified and properly licensed individuals or programs.
F. provide information about any drug and alcohol counseling and rehabilitation and re-entry programs available to students and provide procedures to direct students and their parents to the appropriate programs;
G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, sale, use, or distribution of illicit drugs, alcohol, and “look-alikes” by students;

H. require the notification to parents and students that compliance with the standards of conduct is mandatory;

I. provide for parental notification when there is an infraction of the standards of conduct;

J. provide a biennial review of the school district’s program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced.

Rules developed by the superintendent or designee shall follow these guidelines:

In the discipline of students involved with drugs, the following factors should be considered and should serve to mitigate such punitive sanctions as are imposed:

1. the potential harm of the specific drug itself, the physical hazard posed by it, and its tendency to habituate users;

2. the degree and kind of involvement with drugs evidenced by the activities of the student offender; the number of other students affected by him/her; and his/her possible profit motive;

3. the number of times the student has been disciplined for drug involvement previously;

4. the overall disciplinary record of the student;

5. the student’s willingness and desire to participate in an approved substance-abuse program or to seek help from professionals, organizations, or other individuals qualified to provide services.

The superintendent or designee shall develop a curriculum for instruction in the harmful effects and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco for students at each grade level and conduct such in-service training programs for staff members necessary to ensure effective teaching about drugs and assistance to students with drug problems.

The superintendent or designee shall take such steps as may be necessary to notify all students likely to be affected and their parents, the community, and appropriate law enforcement agencies of the Board policy on the use of drugs.

M.C.L.A. 380.1170, 333.26301 et seq., 333.7410, 380.1318
A.C. Rule R388.271 et seq.
Senate Bill 350, 1990
20 U.S.C. 3224A

HALL CONDUCT

Running, pushing, or any behavior that endangers the welfare and safety of self or others is forbidden. Students are to have a pass from a staff member when they are out of the classroom during class time. Elevator use is restricted to those with a physical need. Students with this need should notify office of this need prior to use.

GANG ACTIVITY/ZERO TOLERANCE FOR VIOLENCE (Policy 8400)

TCAPS does not tolerate any gang or gang-like activity on any TCAPS campus. TCAPS considers gang or gang-like activity to constitute gross misbehavior, which could result in a lengthy suspension and/or expulsion of a student.

Gang activity means: any activity by a group of two or more, or by an individual student on behalf of a group, whose purpose includes but is not limited to, the commission of one or more illegal, delinquent or disruptive acts that interfere with or cause a disruption in learning or an unsafe school environment, or is reasonably likely to cause such interference or disruption, or acts in violation of the Student Code of Conduct and/or Board of Education policies, or the formation of a group to defend its members (by the use of physical force, threats, or intimidation) against a perceived threat by another group or known gang; where the group or gang is identifiable by name, sign, clothing, symbol, etc, and/or other conduct.

Students wearing, carrying, or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined.

PERSONAL PROPERTY

Students are not to bring personal property to school that is not needed for educational purposes. Items that are involved in or cause a disruption to the school environment will be confiscated and held in the appropriate administrative office until a parent picks the item up. If an item of personal property is brought to the school, the care and maintenance of the item is the sole responsibility of the students. TCAPS will not assume any responsibility for such items.

The following items are deemed inappropriate and are not to be brought to school. The items include, but are not limited to:

- Chains
- Glues/solvents
- Knives of any size
- Laser pointers
- Lighters/matches
- Liquid whiteout
- Pepper spray/mace
- Razors/razorblades
- Roller skates, in-line skates, or shoeskates
- Rubber cement
- Skateboards
- Vaporizers/vapes/vape pens/vape pods/dabpens

CELL PHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES (POLICY 5136)

A student may possess or use a cellular telephone and/or other electronic communication devices (including net books and iPad, iPad-like devices) in school, on school property (including school buses), at after school activities, and/or at school-related functions; however, use of a cellular telephone and/or other electronic communication device is prohibited while in the classroom or engaged in a learning environment such as a field trip or assembly unless the use is instructed by instructional staff.
Possession of a cellular telephone and/or other electronic communication devices by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. This includes taking picture with electronic devices to harass or intimidate students or staff. At all times in school, on school property (including school buses), at after school activities, and/or at school related functions, when a student is directed to discontinue use or put away cell phones or other electronic communication devices (including net books and iPad, iPad-like devices), students are expected to comply. Failure to do so will be considered insubordination and is subject to disciplinary action. Violations of this policy may result in the confiscation of the cell phone or other communication device (including net books and iPad, iPad-like devices) and held for a parent/guardian to pick up.

Violations of this policy may result in disciplinary action against the student which may result in confiscation of the cellular telephone and/or other electronic communication devices.

A student who possesses a cellular telephone and/or other electronic communication devices shall assume responsibility for its/their care. At no time shall the district be responsible for preventing theft, loss or damage to cellular telephones and/or other electronic communication devices brought onto its property.

PA 132, 2003 Any use of a cellular phone or other communication device during State or Federal testing is prohibited by those organizations and can result in disqualification and voiding of any test being administered and/or disqualification from the entire testing window (example – SAT week). These guidelines are issued from the State or Federal testing organization and adherence to these guidelines is necessary for certification of TCAPS test results.

DIGITAL MUSIC PLAYER/MP3 PLAYER/IPOD/ IPOD-LIKE DEVICE

A student may possess a digital music player/MP3 player/iPod/iPod-like device in school or on school property. Possession of such device by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. At all times in school, on school property (including school buses), at after school activities, and/or at school related functions, when a student is directed to discontinue use or put away digital music players/MP3 player/iPod/iPod-like device, students are expected to comply. Failure to do so will be considered insubordination and is subject to disciplinary action. Violations of this policy may result in the confiscation of the digital music players/MP3 player/iPod/iPod-like device and held for a parent/guardian to pick up.

Students who possess a digital music player/MP3 player/iPod/iPod-like device shall assume responsibility for its/their care. At no time shall the district be responsible for preventing or investigating theft, loss, or damage to digital music player/MP3 player/iPod/iPod-like device brought onto its property.

TCAPS cannot be responsible for items of such value. It is advised that you not bring these items to school.

SCHOOL GROUNDS CONDUCT

For health and safety reasons, students are not allowed to throw, kick, or propel snow or any other objects, i.e. dirt, rocks, paper, containers, or boxes in any manner on school grounds. All school personnel will be responsible to enforce rules, especially in cases where no one person is totally responsible for the conduct of the students, i.e. halls, cafeteria, auditorium, or school activities.

SCHOOL IN-HOUSE SUSPENSION (Policy and Guideline 5610.02)

TCAPS high schools and middle schools operate a supervised Time-Out/Focus Room for students who have received an in-school suspension. The time-out rules are as follows:

1. Students must report to the Time-Out/Focus Room by the beginning of the assigned class period with assignments, textbooks and reading material.
2. Students are responsible to get their assignments from each teacher before school starts.
3. Students must work on their assignments the entire period. All assignments must be completed and turned in to the teachers for assessment. Assignments not satisfactorily completed will result in the student being placed back in the Time Out/Focus Room to complete the assignment(s).
4. Students must follow the directions of the supervisor in charge.
5. Talking will be restricted during in-school suspension.
6. At times, students may be assigned to tasks on the campus.
7. Misbehavior will not be tolerated and will result in out-of-school suspension.
8. Students repeatedly assigned to in-house suspension may receive out-of-school suspension.
9. Students are not allowed in the area of the Time-Out/Focus Room (Responsible Thinking Classroom) unless they have a pass or are assigned to that area.

STUDENT APPEARANCE (Policy 5511)

In order to establish and maintain a productive and appropriate learning environment and instill student respect for the educational environment, students shall maintain a reasonable standard of wearing apparel that is not disruptive to the educational process. The following list is meant to serve as a guideline:

- Clothing may not promote or encourage the use of drugs, alcohol, or tobacco products
- Clothing may not exhibit illegal activities, vulgarities, obscenities, profanity, sexually explicit language/suggestions, or ethnic intimidation
- Clothing may not reveal bare midriff
- Clothing may not reveal undergarments
- Skirts/shorts must have extended hemlines to mid-thigh, or be worn with opaque tights (non-see through).
- Sleepwear or beachwear are not allowed
- Shoes with wheels are not allowed
Hats and/or hoods (all generally termed head coverings) may not be worn at the middle schools or senior high schools. Failure to comply will be considered insubordination and is subject to disciplinary action. Violations of this policy may result in the confiscation of the head covering and held for a parent/guardian to pick up. If a student has a medical or other need that may necessitate a head covering, the student should see an administrator in advance to discuss that need. Those needs will be dealt with on a case-by-case basis by an administrator.

An administrator may request a change in attire when a student’s apparel creates a disruption to the educational environment.

SEARCH AND SEIZURE (Policy and Guideline 5771)
The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

LOCKERS, DESKS, AND OTHER STORAGE AREAS
All lockers, desks, and other storage areas provided for use by students are provided only for the convenience of students and remain the exclusive property of the District. A student using the locker, desk, or storage area has no expectation of privacy in that locker, desk, or storage area or the contents contained therein. According to Board policy, lockers, desks, and storage areas provided for student use are subject to inspection, access for maintenance, and search by District officials for any reason, at any time, without notice, without obtaining student or parental consent and without obtaining a search warrant. The privacy rights of the student regarding any items that are not illegal or against school policy shall be respected in the course of conducting a search. Students shall not lock or otherwise impede access to any locker, desk or storage area, except with a lock provided by or approved by the principal. Unapproved locks will be removed and may be damaged or destroyed in the process.

The District reserves the right to have any law enforcement agency having jurisdiction over the school (i.e., Grand Traverse County Sheriff’s Department or Traverse City Police Department) assist in conducting searches of lockers, desks or storage areas and the contents contained therein. This includes the use of canine units from law enforcement agencies or other designated outside agencies.

Search of a student’s person or intimate personal belongings shall be conducted by a person of the student’s gender, in the presence of another staff member of the same gender, and only in exceptional circumstances when the health or safety of the student or of others is immediately threatened.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The superintendent shall prepare administrative guidelines to implement this policy.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.
TECHNOLOGY ACCEPTABLE USE
(Guidelines 5540.01 & 5540.02, Policy 7540 & 7540.03)

Traverse City Area Public Schools acquires and makes available certain materials, in the category of technology hardware and software, to aid in the effective conduct of teaching, learning, and non-instructional operations. These technologies are acquired with the understanding that they contribute access to information, methods of presentation, and communication. Staff and students as well as interested persons outside of Traverse City Area Public Schools recognize that these technologies are a productive means of carrying out the mission and instructional goals of Traverse City Area Public Schools.

Listed below are specific responsibilities and limitations which must be observed by anyone using technology owned by Traverse City Area Public Schools or on Traverse City Area Public Schools premises. These apply to any use of technology, whether owned by Traverse City Area Public Schools or the personal property of the user. Violations can lead to the denial of network services.

A. The user is responsible for his/her behavior and communication on the Internet. Users are responsible for compliance with existing laws while using technology. The Board of Education Policies and Administrative Regulations apply to the use of technology.

B. Users are responsible for reporting the misuse of technology.

C. The user may only access the Internet by using their assigned network login and password. Use of another person's login and password is prohibited.

D. The user may not intentionally seek information on, obtain copies of, or modify files, data, or passwords belonging to other users, or misrepresent other users on the network.

E. Users have full responsibility for the confidentiality of any accounts or passwords related to the use of technology. Circumventing passwords and/or security is not allowed. All violations of this regulation that can be traced to an individual's account name will be treated as the responsibility of the owner of that account.

F. The user may not use the Internet to engage in "hacking", "phishing", or pursue any method of identity theft or other unlawful activities.

G. Malicious use of the Board's computers/network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or compiling system is prohibited. Users must avoid wasting limited resources.

H. Transmission of any material in violation of any State or Federal law or regulation, Board Policy or Board Guidelines is prohibited.

I. Use of Internet to access, process, distribute, display, or print any type of pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors is prohibited. As such, the following material is prohibited: material that appeals to an interest in nudity and/or sex, material that depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and material that lacks serious literary, artistic, political or scientific value as to minors. Offensive messages and pictures, inappropriate text, files, or files dangerous to the integrity of the Board's computers/network (e.g., viruses) are also prohibited.

J. Any use of the Internet for commercial purposes, advertising, or political lobbying is prohibited. Any and all uses of technology are for instructional, operational and administrative functions of the district.

K. Traverse City Area Public Schools network is intended for curricular and administrative use. Access to games is not appropriate or acceptable.

L. Users are expected to use proper network etiquette.

1. Cyberbullying or personal attacks are an unacceptable use of technology.
2. Never post personal information about yourself or anyone else.
3. Diligently delete old files and email on a regular basis.
4. Minimize spelling errors and make sure your message is easy to understand and read.
5. Users must use language appropriate for school situations as indicated by the school's code of conduct, and avoid offensive or inflammatory speech, obscene, profane, vulgar, sexually explicit, defamatory, or abusive language.

M. All content accessible via the Internet should be assumed to be private property (i.e., copyrighted and/or trademarked). All copyright issues regarding software, information, and attributions of authorship must be respected. Information (including text, graphics, audio, video) obtained from Internet sources should be cited in references.

N. Use of the Internet and any information procured from the Internet is at the user's own risk. The Board is not responsible for any damage a user suffers, including loss of data resulting from delays, non-deliveries, miss-delivers, or service interruptions. The Board is not responsible for the accuracy or quality of information obtained through its services.

O. Disclosure, use and/or dissemination of personal records or identification information of minors via the Internet is prohibited, except as expressly authorized by the minor student's parent(s)/guardian(s).

P. An Internet Filtering Service will provide a level of protection to all stations connected on Traverse City Area Public Schools network. This does not absolve the user from attempting to access inappropriate sites on the Internet as stated in the Technology Acceptable Use Guidelines.

Q. Proprietary rights in the design of web sites hosted on the Board’s servers remains at all times with the Board without prior written authorization.

R. Students utilizing technology provided by Traverse City Area Public Schools must have the permission of and be supervised by Traverse City Area Public Schools staff.

S. It is the user's responsibility to ensure that transmission and/or reception of information by means of technology is appropriate. Electronic mail is not guaranteed to be private. People who manage the system do have access to all mail. Inappropriate or illegal use of email may subject the individual to consequences stated elsewhere.
**STUDENT NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY**  
*(Policy 7540.03)*

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The Board of Education is pleased to provide Internet services to its students. The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21st Century.

The instructional use of the Internet will be guided by the Board’s policy on Instructional Materials.

The District’s Internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the District’s Internet system is in accord with its limited educational purpose. Student use of the District’s computers, network, and Internet services (Network) will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have no right or expectation to privacy when using the Network including, but not limited to, privacy in the content of their personal files, emails, and records of their online activity while on the Network.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

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

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter Internet access to visual displays that are obscene, constitute child pornography, or harmful to minors. The Board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family’s right to decide whether to apply for independent student access to the Internet.

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

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

A. safety and security while using email, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (e.g., “hacking”) cyberbullying and other unlawful or inappropriate activities by students online; and

D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school. Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

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

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

Students shall not access social media for personal use from the District’s network, but shall be permitted to access social media for educational use in accordance with their teacher’s approved plan for such use. Further, use of district networks or resources to access social media to harass or bully other students or staff or to disrupt the educational process is prohibited. Violation of this policy could lead to discipline, up to and including expulsion, to the full extent of the law.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board’s computers assume personal responsibility and liability, both civil and criminal.

The Board designates the superintendent and director of technology as the administrators responsible for initiating, implementing, and enforcing this policy and the District’s Technology and Network Protection and Internet Safety Policy 5540.01 and Policy 7540 as they apply to the use of the Network and the Internet for instructional purposes.

P.L. 106-554, Children’s Internet Protection Act of 2000
P.L. 110-385, Title II, Protecting Children in the 21st Century Act
18 U.S.C. 1460
18 U.S.C. 2246
18 U.S.C. 2256
47 C.F.R. 54.520

B. STUDENT DISCIPLINE, CONDUCT AND SUSPENSION OR EXPULSION (Policy 5600)

STUDENT DISCIPLINE
It is the policy of the District to provide all students and staff, in all of their diversity, with a safe and supportive learning environment that fosters academic success and healthy development, free from substantial disruption. The District will work to create those environments by fostering student connectedness, establishing clear behavioral expectations and employing preventative measures with constructive discipline that prioritizes keeping students in school through graduation.

Further, the Board acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, which is, in part, reflected in the behavior of students. Consistent with this policy, the District may discipline students who engage in misconduct. Discipline may, but need not, include suspension or expulsion from school.

It is the policy of the District to comply with all applicable State and Federal laws related to student discipline.

CARE, WELFARE AND SECURITY OF ALL STUDENTS
Under Traverse City Area Public Schools’ discipline procedure there may be times when a student becomes a danger to him or herself or others. Because we take the care, welfare, and security of all students and staff seriously, there may be times when we need to use Non-Violent Physical Crisis Intervention (N.V.P.C.I.) techniques in dealing with students. Any emergency seclusion restraint will be in accordance with Board Policy 5630. The techniques and personnel who are using N.V.P.C.I. have been trained and certified by Physical Crisis Intervention Instructors with yearly updates. In the event of a school/community-related traumatic incident, the school principal or his/her designee will assemble a trauma response team as soon as is reasonably possible. In situations like this, a team trained in trauma debriefing will be created to support our students, parents, and staff.

STUDENT CODE OF CONDUCT
The Student Code of Conduct contained in the Student/Parent Handbook defines in detail how the Board expects students to conduct themselves while under the jurisdiction of the Board. Students are expected to behave appropriately while at school during the school day and at school-sponsored activities. Possible consequences if misconduct occurs are outlined in the Student/Parent Handbook.

The superintendent or his/her designee shall develop and regularly update the Student Code of Conduct. The Student Code of Conduct must:

A. identify offenses that may result in discipline;
B. identify possible disciplinary consequences for each offense, which may, but need not, include suspension or expulsion;
C. be consistent with Board policy and applicable State and Federal laws, including law requiring mandatory suspension or expulsion; and
D. include a copy of the section of this Board policy entitled “Suspension from Class, Subject or Activity by Teacher.”

SUSPENSION FROM CLASS, SUBJECT OR ACTIVITY BY TEACHER
A teacher may suspend a student from any class, subject or activity for up to one (1) full school day if the teacher has good reason to believe that the student: (1) intentionally disrupted the class, subject or activity; (2) jeopardized the health or safety of any of the other participants in the class, subject or activity; or (3) was insubordinate during the class, subject or activity.

The Board directs any teacher who suspends a student from a class, subject or activity to immediately report the suspension and the
The superintendent or his/her designee must:

- provide the student due process rights as described in the section of this policy entitled “Due Process Rights;” and
- determine if the student is a student with a disability, in which case the student’s discipline is subject to the section of this policy entitled “Students with Disabilities.”

MANDATORY SUSPENSION OR EXPULSION

It is the policy of the District to comply with the Federal Gun-Free Schools Act and sections 1310, 1311 and 1311a of the Revised School Code. Nothing in this section of the Board Policy may be construed to limit the superintendent’s or his/her designee’s discretion to suspend or expel a student for any offense that the Student Code of Conduct identifies as possibly resulting in suspension or expulsion. The Board directs all school administrators to refer all incidents that may result in mandatory suspension or expulsion to the Associate Superintendent of Student Services.

A. POSSESSION OF A DANGEROUS WEAPON

If a student possesses a dangerous weapon in a weapon-free school zone, the superintendent or his/her designee will permanently (subject to possible reinstatement) expel the student unless the student demonstrates, by clear and convincing evidence, at least one (1) of the following:

1. The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to another person to use as a weapon;
2. The student did not knowingly possess the weapon;
3. The student did not know or have reason to know that the instrument or object constituted a “dangerous weapon”; or
4. The student possessed the weapon at the suggestion, request or discretion of, or with the express permission of, school or police authorities.

“Weapon-Free School Zone” means school property or a vehicle used by a school to transport students to or from school property.

“School Property” means a building, playing field or other 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.

“Dangerous Weapon” means a firearm, dagger, dirk, stiletto, knife with blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar or brass knuckles.

“Firearm” means (1) 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; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. Firearm does not include an antique firearm.
The superintendent or his/her designee will refer a student who
If a student is convicted of, or pleads guilty or no contest to,
"Antique Firearm" means any firearm (including any firearm with
"Destructive Device" means (1) any explosive, incendiary or
B. ARSON
is expelled for committing arson to the county department of
If a student enrolled in grade 6 or above commits a physical
Unless reinstated pursuant to 1311(5) of the Revised School Code, a student expelled by another district for committing arson may not enroll in the District.
C. CRIMINAL SEXUAL CONDUCT
If a student is convicted of, or pleads guilty or no contest to,
The superintendent or his/her designee will ensure that if a
"Antique Firearm" also means any muzzle loading rifle, muzzle loading shotgun or muzzle loading pistol, which is
does not include any weapon that incorporates a firearm frame or receiver, any firearm which is converted into a muzzle loading weapon or any muzzle loading weapon which can be readily converted to fire fixed ammunition by replacing the barrel, bolt, breechblock or any combination thereof.
The superintendent or his/her designee will ensure that if a
unless reinstated pursuant to 1311(5) of the Revised School Code, a student expelled by another district for committing criminal sexual conduct may not enroll in the District.
D. PHYSICAL ASSAULT AGAINST AN EMPLOYEE, VOLUNTEER OR CONTRACTOR
If a student enrolled in grade 6 or above commits a physical
The superintendent or his/her designee is directed to refer a student
The superintendent or his/her designee is directed to refer a student
"Physical Assault" means intentionally causing or attempting to cause physical harm to another through force or violence.
the superintendent or his/her designee will permanently (subject to possible reinstatement) expel the student.
The superintendent or his/her designee is directed to refer a student
Unless reinstated pursuant to 1311(5) of the Revised School Code, a student expelled by another district for committing criminal sexual conduct may not enroll in the District.
E. PHYSICAL ASSAULT AGAINST ANOTHER STUDENT
If a student enrolled in grade 6 or above commits a physical
The superintendent or his/her designee will refer a student who
and to notify the parent/legal guardian (or the student if the student is at least age eighteen (18) or is an emancipated minor) of the referral within three (3) calendar days of the expulsion.
Unless reinstated pursuant to 1311a(5) of the Revised School Code, a student expelled by another district for physically assaulting an employee, volunteer or contractor may not enroll in the District.
"Destructive Device" means (1) any explosive, incendiary or poison (including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device); (2) any type of weapon (other than a shotgun or a shotgun shell that the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.
"Antique Firearm" means any firearm (including any firearm with a matchlock, flintlock, percussion cap, or similar type of ignition system) manufactured in or before 1898; or any replica of any such firearm if the replica (1) is not designed or redesigned for using rimfire or conventional centerfire fixed ammunition, or (2) uses rimfire or conventional centerfire fixed ammunition that is no longer manufactured in the United States and which is not readily available in the ordinary channels of commercial trade. "Antique Firearm" also means any muzzle loading rifle, muzzle loading shotgun or muzzle loading pistol, which is designed to use black powder or a black powder substitute, and which cannot use fixed ammunition. "Antique Firearm" does not include any weapon that incorporates a firearm frame or receiver, any firearm which is converted into a muzzle loading weapon or any muzzle loading weapon which can be readily converted to fire fixed ammunition by replacing the barrel, bolt, breechblock or any combination thereof.
The superintendent or his/her designee will ensure that if a
The superintendent or his/her designee will permanently (subject to possible reinstatement) expel the student.
The superintendent or his/her designee will make a referral to local law enforcement and will contact the student’s parent/legal guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity or en route to or from school in a school vehicle.
Unless reinstated pursuant to 1311(5) of the Revised School Code, a student expelled by another district for possession of a dangerous weapon may not enroll in the District.
B. ARSON
If a student is convicted of, or pleads guilty or no contest to, committing arson, as defined in Section 1311 of the Revised School Code, in a school building or on school grounds, the superintendent or his/her designee will permanently (subject to possible reinstatement) expel the student.
The superintendent or his/her designee will make a referral to local law enforcement and will contact the student’s parent/legal guardian immediately any time a student is found to have brought a dangerous weapon to school or possessed a dangerous weapon at school, at a school related activity or en route to or from school in a school vehicle.
Unless reinstated pursuant to 1311(5) of the Revised School Code, a student expelled by another district for possession of a dangerous weapon may not enroll in the District.

54 TRAVERSE CITY AREA PUBLIC SCHOOLS
“Physical Assault” means intentionally causing or attempting to cause physical harm to another through force or violence.

A resident student in grade 6 or above who was expelled by another school for committing a physical assault against another student may submit a Petition for Reinstatement to the Associate Superintendent of Student Services requesting enrollment in the District. The Associate Superintendent of Student Services will consider the petition, along with any other information deemed relevant and make a recommendation to the Board at its next regularly scheduled meeting. The Board may either grant or deny the Petition for Reinstatement. If the Board denies the Petition for Reinstatement, the student may not enroll in the District. The Board’s decision is final.

F. BOMB THREAT OR SIMILAR THREAT
If a student enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property or a school-related event, the superintendent or his/her designee will suspend or expel the student from the District for a period of time as determined at the discretion of the superintendent or his/her designee.

A resident student in grade 6 or above who was expelled by another school for making a bomb threat or similar threat may submit a Petition for Reinstatement to the Associate Superintendent of Student Services requesting enrollment in the District. The Associate Superintendent of Student Services will consider the petition, along with any other information deemed relevant and make a recommendation to the Board at its next regularly scheduled meeting. The Board may either grant or deny the Petition for Reinstatement. If the Board denies the Petition for Reinstatement, the student may not enroll in the District. The Board’s decision is final.

REINSTATEMENT FOLLOWING SUSPENSION OR EXPULSION
It is the policy of the District to consider a Petition for Reinstatement (see Form 5600 F1 – Safe Schools - Petition for School Reinstatement) from an expelled student and the parent/legal guardian and to follow the requirements of Sections 1311 and 1311a of the Revised School Code.

A. REINSTATEMENT FOLLOWING MANDATORY PERMANENT EXPULSION
The parent/guardian (or the student if emancipated or at least eighteen (18) years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon may file a Petition for Reinstatement sixty (60) school days or later from the date of the expulsion. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a firearm or threatening another person with a dangerous weapon no sooner than ninety (90) school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least eighteen (18) years old) of a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon but not for possessing a firearm or threatening another person with a dangerous weapon, or who was expelled for committing arson or criminal sexual conduct, may file a Petition for Reinstatement at any time. The Board, in its discretion, may reinstate a student who was in grade 5 or below at the time of expulsion and who was expelled for possessing a dangerous weapon (unless the possession was of a firearm or involved threatening another person with a dangerous weapon) or for committing arson or criminal sexual conduct no sooner than ten (10) school days after the date of the expulsion.

The parent/guardian (or student if emancipated or at least eighteen (18) years old) of a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, may file a petition for reinstatement 150 school days or later from the date of the expulsion. The Board of Education, in its discretion, may reinstate a student who was in grade 6 or above at the time of expulsion and who was expelled for (1) possessing a dangerous weapon; (2) committing arson; (3) committing criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor, no sooner than 180 school days after the date of the expulsion.

It is the responsibility of the parent/guardian (or the student if emancipated or at least eighteen (18) years old) to prepare and submit Petition for Reinstatement. The Board will, however, provide the Petition for Reinstatement form, upon request, for the parent/guardian or student to use. The Board may also request that the parent/guardian or the student attach additional relevant information to the reinstatement petition.

The Board will appoint, by Board Resolution, a standing Reinstatement Committee, consisting of two (2) Board of Education members and alternate, one (1) administrator and alternate, one (1) teacher and alternate and one (1) parent and alternate of a current District student to consider a reinstatement petition. The Superintendent or his/her designee is directed to prepare and submit information to the Reinstatement Committee related to the circumstances surrounding the student’s expulsion and any factors mitigating for or against reinstatement.

The Reinstatement Committee will: (1) review the reinstatement petition and supporting documentation submitted by the parent/guardian or the student; (2) review the information submitted by the Superintendent; and (3) submit to the Board a written recommendation on whether the Board should unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement to the student, based on consideration of all of the following factors:

1. The extent to which reinstatement would create a risk of harm to other students or personnel;
2. The extent to which reinstatement would create a risk of school liability or individual liability for the Board or school personnel;
3. The age and maturity of the student;
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;

2019-2020 MIDDLE SCHOOL AND HIGH SCHOOL STUDENT/PARENT HANDBOOK 55
6. The student’s behavior since the expulsion and the student’s prospects for remediation; and

7. If the petition was filed by a parent or guardian, the degree of cooperation that the parent or guardian has provided the student and the degree of cooperation that the parent or guardian can be expected to provide the student if the student is reinstated.

Before making its recommendation, the Reinstatement Committee may request that the student and his or her parent/guardian appear in person to answer questions. If the committee recommends that the student be conditionally reinstated, the committee must include in its written recommendation to the Board a list of recommended conditions.

At or before its next regularly scheduled meeting following receipt of the Reinstatement Committee’s recommendation, the Board will consider the recommendation and make a final decision to unconditionally reinstate the student, conditionally reinstate the student, or deny reinstatement. The Board may require a student, and if the petition was filed by a parent/guardian, the parent/guardian, to agree in writing to specific conditions to reinstate, including, without limitation, a behavior contract, completion of an anger management program, a “last-chance” agreement, counseling, drug treatment, or a psychological evaluation. The Board’s decision to unconditionally grant, conditionally grant, or deny the reinstatement petition is final. Unless otherwise expressly authorized by the Board at the time of denial, if the Board denies reinstatement, the parent, guardian, or student may not file another petition for reinstatement until 180 school days after the date of the denial.

B. REINSTATEMENT FOLLOWING DISCRETIONARY EXPULSION

Unless otherwise expressly authorized by the Superintendent or his/her designee at the time of expulsion, a student expelled for reasons other than those resulting in a mandatory permanent expulsion may not Petition for Reinstatement until at least 150 school days after the date of the expulsion, and the student may not be reinstated until at least 180 school days after the date of the expulsion. Upon receipt of a timely Petition for Reinstatement, the Associate Superintendent of Student Services will consider the petition and any information submitted by the student or his or her parent/guardian and the Superintendent or his/her designees in either support of or opposition to the petition. The Associate Superintendent of Student Services will consider any student or his or her parent/guardian at least three (3) calendar days’ notice before the hearing. The student and his or her parent/guardian may be represented, at their cost, by an attorney or another adult advocate at the hearing. The Superintendent’s designee will not suspend the student unless, after providing the student notice and an opportunity to explain, the school administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal the school administrator’s decision to suspend a student for ten (10) or fewer school days to the Superintendent or his/her designee. The Superintendent’s decision is final.

Before making the decision to suspend a student for more than ten (10) school days or expel a student, the school administrator will provide the student verbal notice of the offense the student is suspected to have committed and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, a school administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the school administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The school administrator will provide the student and his or her parent/guardian at least three (3) school days’ notice before the hearing. The student and his or her parent/guardian may be represented, at their cost, by an attorney or another adult advocate at the hearing. The Superintendent’s designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension or expulsion is the appropriate consequence. A student or his or her parent/guardian may appeal the decision to the Superintendent. The Superintendent’s decision is final.

DUE PROCESS

It is the policy of the District to ensure that all students are provided due process as required by State and Federal law before a student is suspended or expelled. The Board directs the Superintendent, his/her designees and all school administrators to protect the due process rights of students as explained below.

If a school administrator determines that an emergency exists that requires the immediate removal of a student from school, the school administrator may contact the student’s parent/guardian or local law enforcement, or take other measures, to have the student safely removed from school. The school administrator must, as soon as practicable thereafter, follow the procedures outlined in this section of the policy.

Before making the decision to suspend a student for ten (10) or fewer school days, a school administrator will: (1) provide the student verbal notice of the offense the student is suspected to have committed and (2) provide the student an informal opportunity to explain what happened. Except in emergency circumstances, a school administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the school administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. A student or his or her parent/guardian may appeal the school administrator’s decision to suspend a student for ten (10) or fewer school days to the Superintendent or his/her designee. The Superintendent’s or his/her designee’s decision is final.

Before making the decision to suspend a student for more than ten (10) school days or expel a student, the school administrator will provide the student and his or her parent/guardian: (1) written notice of the offense the student is suspected to have committed and (2) opportunity for a hearing, at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension or expulsion is not an appropriate consequence. The school administrator will provide the student and his or her parent/guardian at least three (3) calendar days’ notice before the hearing. The student and his or her parent/guardian may be represented, at their cost, by an attorney or another adult advocate at the hearing. The Superintendent’s designee will not suspend or expel the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension or expulsion is the appropriate consequence. A student or his or her parent/guardian may appeal the decision to the Superintendent. The Superintendent’s decision is final.

ENROLLMENT FOLLOWING MISCONDUCT AT ANOTHER DISTRICT

To the extent permitted by law, the District may deny enrollment to a student who engaged in misconduct in another school and who seeks to enroll in the District either: (1) before the previous school imposed disciplinary consequences for the misconduct or
LAW ENFORCEMENT

The Board directs administrators to contact law enforcement any time a student engages in suspected illegal conduct that jeopardizes the health or safety of other students or staff, including any time a student is in possession of a dangerous weapon at school or a school-related activity or en route to or from school. In addition, the Board of Education directs administrators to notify law enforcement as required by the Statewide School Safety Information Policy.

REPORTING

The Board directs administrators to notify law enforcement when required by the Statewide School Safety Information Policy and to make all other reports and provide all other notifications required by the School Safety Information Policy or any state or federal law.

The Board directs administrators to refer a student who is expelled for (1) possession of a dangerous weapon; (2) arson; (3) criminal sexual conduct; or (4) physically assaulting an employee, volunteer, or contractor to the county department of social services or the county community mental health agency and to notify the student’s parent/guardian (or the student if the student is at least age eighteen (18) or is an emancipated minor) of the referral within three (3) calendar days of the expulsion.

EDUCATIONAL PROGRAMMING DURING SUSPENSION OR EXPULSION

Except as otherwise provided in this policy, a student who has been suspended or expelled may not be on school property (including school buses), attend classes or other school functions, or participate in extracurricular activities during the student’s suspension or expulsion. The Board authorizes school officials to assist students who have been suspended or expelled to explore alternative means, as allowed by law, to earn credit and to complete course work during the period of the student’s suspension or expulsion.

STUDENTS WITH DISABILITIES

It is the policy of the District to follow all applicable State and Federal laws related to disciplining students with disabilities.

On the date on which the District decides to (1) expel a student with a disability; (2) suspend a student with a disability for more than ten (10) cumulative school days; (3) suspend a student for more than ten (10) cumulative school days in the same school year if a pattern of removals exist (explained below); or (4) place the student in an interim alternative educational setting (explained below), the school administrator will notify the student’s parent/guardian of that decision and will provide the parent/guardian a copy of procedural safeguards.

Within ten (10) school days of a decision to (1) expel a student with a disability or (2) suspend a student with a disability for more than ten (10) consecutive school days, the District will convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student’s IEP team, to determine whether the student’s conduct was a manifestation of his or her disability.

If the team concludes that the conduct was a manifestation of the student’s disability, the District may not proceed with the hearing to consider suspension or expulsion and must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan for the student, or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the team concludes that the conduct was a manifestation of the student’s disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the student may be placed in a forty-five (45)-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student’s disability, the District may proceed with the hearing to consider suspension or expulsion and must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

Before suspending a student with a disability for more than ten (10) cumulative days in a school year, District administration must determine whether the student’s removals from school constitute a pattern. If the District determines that the removals constitute a pattern, the District will, within ten (10) school days of a decision to expel the student or to suspend the student for more than ten (10) cumulative school days in a school year, convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student’s IEP team, to determine whether the student’s conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student’s disability, the District may not proceed with the hearing to consider suspension or expulsion and must either: (1) conduct a functional behavioral assessment (unless one (1) was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the team concludes that the conduct was a manifestation of the student’s disability, the student must be returned to the placement from which the student was removed unless the parent and the District agree to change the placement or unless the Student may be placed in a forty-five (45)-school day interim alternative educational setting (explained below). If the team concludes that the conduct was not a manifestation of the student’s disability, the District may proceed with the suspension or expulsion and must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

District administrators may remove a student with a disability who engages in any of the following conduct to an interim alternative educational setting for not more than forty-five (45) school days, even if the conduct is a manifestation of the student’s disability:

A. Carrying a weapon to or possessing a weapon at school, on school premises, or to or at a school function;
B. Knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance, while at school, on school premises, or at a school function; or
C. Inflicting serious bodily injury upon another person while at school, on school premises, or at a school function.

For purposes of this section of the Policy only, a “weapon” means a device, instrument, material, or substance, animate or inanimate,
that is used for, or is readily capable of, causing death or serious bodily injury. A “weapon” does not include a pocket knife with a blade of less than two and a half (2½) inches in length.

Within ten (10) school days of a decision to place a student in an interim alternative educational setting, District administration must convene a manifestation determination review team meeting, which must include the parent/guardian and relevant members of the student’s IEP team, to determine whether the student’s conduct was a manifestation of his or her disability. If the team concludes that the conduct was a manifestation of the student’s disability, the District must either: (1) conduct a functional behavioral assessment (unless one was previously conducted) and implement a behavior intervention plan or (2) if a behavior intervention plan was already developed, review and modify the behavior intervention plan to address the conduct at issue. If the team concludes that the conduct was not a manifestation of the student’s disability, the District must, if appropriate, conduct a functional behavioral assessment and develop a behavior intervention plan for the student.

The District reserves its right to remove a dangerous student from school to the maximum extent permitted by law. The Board directs administration to follow all State and Federal laws governing the removal of dangerous students with disabilities.

If a student who is eligible for services under the Individuals with Disabilities Education Act is expelled or suspended for more than ten (10) school days during a school year or placed in a forty-five (45) school day interim alternative educational setting, administrators must ensure that the student continues to receive programs and services, although in a setting other than the regular school setting, that are sufficient to enable the student to participate in the general education curriculum and to progress toward meeting the goals contained in the student’s IEP.

A student who is not currently identified as a student with a disability is entitled to the rights and procedures provided to students with disabilities if the District had knowledge that the student was a student with a disability before the misconduct occurred. The District will be deemed to have knowledge that a student was a student with a disability only if: (1) the student’s parent/guardian expressed concern in writing to a District administrator that the student needed special education or related services, (2) the student’s parent/guardian requested a special education evaluation, or (3) the student’s teacher or other personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the District’s special education director or to other supervisory personnel. The District will, however, be deemed to not have had knowledge that the student was a student with a disability if: (1) the student’s parent/guardian refused to allow the District to evaluate the student; (2) the student’s parent/guardian refused special education for the student; or (3) the student was previously evaluated and determined to not be a student with a disability.

This policy does not provide a comprehensive description of the disciplinary rights and procedures due to students with disabilities. The Board directs administration to ensure that all other rights of students with disabilities are protected and all procedures applicable to students with disabilities are followed as required by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, State law, and Board policy.

M.C.L. 380.11a, 380.1308, 380.1309, 380.1310, 380.1310a, 380.1311
M.C.L. 380.1311a, and 380.1313
Gun Free Schools Act, 20 U.S.C. §7151
18 U.S.C. §921
Individuals with Disabilities Education Act, 20 U.S.C. §1401 et seq.
C. STUDENT CODE OF CONDUCT

1. GENERAL PROCEDURES

Students in TCAPS secondary schools, are expected to behave appropriately while at school during the school day and at school-sponsored activities. Possible consequences if misconduct occurs follow.

Minor misbehavior will be handled by the classroom teacher, but more serious or persistent misconduct will be referred to the appropriate assistant principal. The purpose of this Code of Conduct is to give examples of various categories of misconduct that may result in suspension or expulsion. The general procedures that will be followed to ensure that you are treated fairly and with due process are listed.

The examples of misconduct are not meant to be all-inclusive. The Code of Conduct is intended to cover all inappropriate behavior. The penalties indicated are guidelines. The administration has authority to determine the specific penalty or corrective action for each situation.

When you are referred to an administrator for some kind of alleged misconduct, you can expect the following to happen. (The order and actions required may vary with the type and seriousness of the complaint):

A. The administrator or supervisor will confer with those involved to get a fair and accurate account of the facts.

B. You will have an informal meeting with the administrator or supervisor, usually prior to suspension.
   • You will be informed of the specific charges and evidence against you.
   • You will have an opportunity to tell your version of the incident, to deny the charges, and rebut the evidence.

C. Your parent(s)/guardian(s) will be contacted by telephone or written report and will be informed of the alleged misconduct and possible disciplinary actions. A conference can be requested by student, parent(s)/guardian(s) or administrator.

D. Unlawful acts will be reported to proper authorities and appropriate legal action will follow. Disciplinary action may be taken by the school regardless of whether criminal charges result.

E. The appropriate school penalty or corrective action will be determined. This may include Responsible Thinking, Time-Out/Focus Room (in-school suspension), out-of-school suspension or suspension pending the outcome of a hearing for long-term suspension expulsion.

F. Suspension may be short-term for a period of one hour up to ten days, or long-term for a period of more than ten days, depending upon the severity and frequency of the offense.
   • Suspension may be out-of-school for part or all of the time when the nature of the misconduct or the length of the suspension makes it advisable.
   • Detention may be assigned in lieu of suspension.

G. Expulsion is complete separation from all school activities for an indefinite time. Expulsion will occur only following a hearing as outlined in Board Policy 5600.

H. If you or your parent(s)/guardian(s) are dissatisfied with a disciplinary decision, you may appeal in the following way:
   1. Ask the assistant principal involved to review the decision.
   2. Appeal the decision to the principal.

(See Board policy 5600 on page 52 for more information on student discipline, conduct and suspension or expulsion.)
## 2. STUDENT BEHAVIOR AND CONSEQUENCES

<table>
<thead>
<tr>
<th>Possible Consequences</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discretionary</td>
<td>Shorter term (less than a school day) action or consequence that may include parent contact, “time-out” in office, lunch detention, after-school detention or a short time in the In-School Suspension Room.</td>
</tr>
<tr>
<td>Restorative Practices (RP)</td>
<td>Practices that emphasize repairing the harm to the victim and the school community caused by a pupil’s misconduct. It gives an opportunity for the offender to accept responsibility for the harm caused. Consequences shall be agreed upon by all participants.</td>
</tr>
<tr>
<td>School In-House Suspension (ISS)</td>
<td>Also known as In-School Suspension (ISS). Length of time may vary from one to more than one day. While having the consequence the student must report with assignments, textbooks, and reading material to the ISS room. Students are to get their assignments from their teachers before school starts. Students must work on their assignments the entire period. All assignments must be completed and turned in to the teacher for assessment. Assignments not completed satisfactorily will result in the student returning to the ISS room to complete the assignment. Students must follow the directions of the supervisor in charge. Talking is not allowed during the day. At times, students may be assigned to physical labor on campus. Misbehavior will not be tolerated and will result in Out-of-School Suspension. Students must satisfactorily complete the suspension learning packet.</td>
</tr>
<tr>
<td>Suspension To Home (OSS)</td>
<td>Also known as Out-of-School Suspension (OSS). A student may be suspended from school for a definite period of time up to ten days by a principal or his /her designated agent. Any such suspension by a principal or his/her designated agent may be a suspension pending a hearing before the Board of Education for a long-term suspension or expulsion. Students will be eligible to resume those practices, competitions, and/or any outside classroom activities on the day that they return to school from the suspension.</td>
</tr>
<tr>
<td>Long Term Suspension/Expulsion (LTS or Expel)</td>
<td>Long-Term Suspension or Expulsion may be considered when a student has substantially interfered with the maintenance of good order or the school finds it necessary to protect that student or other students’ physical/emotional safety or well being. Expulsion may also be considered if a student violates the Safe School Laws found in Section V.b. of this handbook. If a student is being considered for suspension or expulsion, all due process rights will be followed as found in Policy 5600 (Section V of the Handbook).</td>
</tr>
</tbody>
</table>

### Behavior

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arson</td>
<td>Purposely setting a fire (arson): Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony and will be subject to expulsion. This policy is in effect all year around.</td>
</tr>
<tr>
<td>Behavior Dangerous to Self or Others</td>
<td>Any behavior which may cause harm to oneself or others, such as running and/or pushing in the hallway and /or any behavior that endangers the safety of others is forbidden.</td>
</tr>
<tr>
<td>Bodily Harm-Accident</td>
<td>Accidentially hurting another individual.</td>
</tr>
<tr>
<td>Cafeteria Misconduct</td>
<td>Students are expected to be courteous and respectful at all times. Cutting in line, shoving, tripping, running, or other inappropriate behaviors will result in disciplinary action. Additionally, students are expected to take good care of the cafeteria furniture and facility, clean up after themselves, and to cooperate with lunchroom staff. Failure to do so, may result in disciplinary action.</td>
</tr>
<tr>
<td>Closed Campus Violation</td>
<td>This means students are not allowed to leave the school campus at any time unless leaving on school transportation or being picked up by parent(s)/guardian(s). The same rule applies to students staying after school for athletic or any other activities. Students with a valid driver’s license may transport themselves to and from campus at appropriate times. Students from the middle school are not permitted to drive motor vehicles to and from school without permission from the administration.</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Computer Misuse</strong></td>
<td>Incorrect use of programs, files, network, and/or venturing into areas on the web that are prohibited (Abuse of Computer Privileges, Technology Acceptable Use Violation).</td>
</tr>
<tr>
<td><strong>Displays of Affection</strong></td>
<td>Students demonstrating affection between each other is personal and not meant for public display. This includes: touching, kissing, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school.</td>
</tr>
<tr>
<td><strong>Disruptive</strong></td>
<td>Any actions or manner of dress that interfere with school activities or disrupts the educational process are unacceptable. Such disruptions also include delay or prevention of classes, assemblies, field trips, athletic, and/or performing arts events. Violations of this rule could result in suspension or expulsion.</td>
</tr>
<tr>
<td><strong>Extortion</strong></td>
<td>Extortion is the use of threat, intimidation, force, or deception to take or receive something from someone else. Violations of this rule will result in suspension or expulsion.</td>
</tr>
<tr>
<td><strong>Failure to Identify Self</strong></td>
<td>Students are provided with student identification cards. Identification cards must be carried at all times while on campus or at any school-sponsored activity and must be presented immediately upon request of any representative of the school.</td>
</tr>
<tr>
<td><strong>False Alarm</strong></td>
<td>It is a criminal offense to intentionally cause a false alarm. These include tripping a pull station, exposing a smoke detector to a smoke source, or otherwise causing activation of an alarm system in a non-emergency situation.</td>
</tr>
<tr>
<td><strong>False Report</strong></td>
<td>A false emergency alarm or report endangers the safety forces that are responding, the citizens of the community, and the persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule will result in suspension or expulsion.</td>
</tr>
<tr>
<td><strong>Fireworks or Explosives</strong></td>
<td>Explosives, fireworks, and chemical-action objects such as smoke bombs, small firecrackers, and poppers are forbidden and dangerous. Violations of this rule will result in suspension or expulsion.</td>
</tr>
<tr>
<td><strong>Gambling</strong></td>
<td>Making bets or wagers on school activities is prohibited. The act of gambling is also prohibited on school grounds.</td>
</tr>
<tr>
<td><strong>Gross Misbehavior</strong></td>
<td>Public indecency and/or deliberate, malicious, or willful conduct detrimental to the normal functioning of school or school activities.</td>
</tr>
<tr>
<td><strong>Harassment/Bullying/Hazing/ Intimidation/False Accusations</strong></td>
<td>Prohibited conduct includes any hostile, intimidating, provoking, threatening, coercive or objectively offensive conduct which has the purpose or effect of disrupting or interfering with a person’s ability to attend school or participate in school activities in an environment conducive to learning and to courteous and peaceable social interaction.</td>
</tr>
</tbody>
</table>

2019-2020 MIDDLE SCHOOL AND HIGH SCHOOL STUDENT/PARENT HANDBOOK 61
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
<th>Discretionary</th>
<th>Rp</th>
<th>ISS</th>
<th>OSS</th>
<th>LT5 or Expel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insubordination</td>
<td>Schools have the independent legal authority to educate, protect, and discipline their students. Therefore, when a staff member makes a reasonable direction, students are expected to comply. Disobedience or noncompliance may result in suspension or expulsion.</td>
<td>●</td>
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</tr>
<tr>
<td>Loitering</td>
<td>To linger without appropriate relative educational purpose.</td>
<td>●</td>
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</tr>
<tr>
<td>Obscenity</td>
<td>Offensive drawings, gestures, or remarks (gross, vulgar, indecent, or profane language).</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Persistent/Chronic Tardiness</td>
<td>Persistent tardiness is a disruption to the school and the classroom learning environment. When a student is suspended for persistent tardiness, parents will be contacted.</td>
<td>●</td>
<td>●</td>
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<td>●</td>
</tr>
<tr>
<td>Physical Altercation</td>
<td>This includes, but is not limited to: fighting, pushing, shoving, punching, tripping, slapping, or body slamming another person.</td>
<td>●</td>
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</tr>
<tr>
<td>Physical/Verbal Assault</td>
<td>Assault on a person which may cause injury will result in charges being filed and the student will be suspended or expelled. The school will have jurisdiction during the school day and at school activities. Verbal threats or assault as well as profanity directed toward a staff member in a threatening tone may result in suspension or expulsion.</td>
<td>●</td>
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<td>●</td>
</tr>
<tr>
<td>Possession of Personal Property</td>
<td>Students are not to bring personal property to school that is not needed for educational purposes. Items which are involved in or cause a disruption to the school environment will be confiscated and held in the appropriate administrative office until a parent(s)/guardian(s) picks the item up.</td>
<td>●</td>
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<td>●</td>
</tr>
<tr>
<td>Record Falsification/Cheating/Plagiarism</td>
<td>Falsification of school work, identification, or forgery are forms of lying and are not acceptable. This includes but is not limited to forgery of hall/bus passes, I.D.’s, copying another person’s work, plagiarism, and/or cheating.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Repeated Violations of School Regulations</td>
<td>Consistent and/or repeated violations of the Student Code of Conduct will result in a disciplinary action.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>School Grounds Conduct</td>
<td>For health and safety reasons, students are not allowed to throw, kick, or propel snow or any other objects (i.e. dirt, rocks, etc.) in any manner on school grounds.</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Serious Violations of Bus Regulations</td>
<td>Major misconduct will result in immediate suspension from all transportation (See Policy #5600, #8600).</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td>●</td>
</tr>
<tr>
<td>Sexual Conduct</td>
<td>This includes, but is not limited to: sexually suggestive or provocative behavior, sexual contact and/or criminal sexual conduct.</td>
<td>●</td>
<td>●</td>
<td>●</td>
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<td>●</td>
</tr>
</tbody>
</table>
### Substance Abuse

The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and/or transportation.

This means that any activity, possession, concealment, distribution, planning to distribute, or intending to distribute, or use of the following is prohibited.

- Drugs
- Fake drugs
- Look-alike drugs (including but not limited to Spice, Incense, K2, Bath Salts, Plant Food, Ivory Wave, Purple Wave, Vanilla Sky, Bliss, and Blaze or the like)
- Drug paraphernalia
- Alcohol (including but not limited to non-alcoholic beer, powdered alcohol, wines, and champagne or the like)
- Steroids
- Inhalants
- Tobacco
- Vape Pens and eCigs

For purposes of application and enforcement of this policy, the:

- Distribution
- Intent to Distribute
- Planning to Distribute

Drugs, alcohol (including but not limited to non-alcoholic beer, wines, champagne, or the like), fake drugs, look-alike drugs (including but not limited to Spice, Incense, K2, Bath Salts, Blaze or the like), drug paraphernalia steroids, inhalants, or tobacco is defined in the following ways:

- Giving or intending/planning to give to another person
- Selling or intending/planning to sell to another person
- Sharing or intending/planning to share with another person
- Bartering, trading, or intending/planning to barter or trade with another person

Students violating these guidelines could be suspended or expelled and law officials may be contacted. Distribution of drugs, fake drugs, look-alike drugs, alcohol, and tobacco will result in a disciplinary hearing for long-term suspension or expulsion.

### Tardy

Not being on time or "tardy" is defined as not being in the room on time for the class to start. Students who develop a pattern of tardiness will receive disciplinary consequences. Excessive or chronic tardiness will be considered a form of truancy and may result in in-school suspension and/or initiation of the TCAPS Truancy Intervention Program as determined by the school principal.

### Technology Acceptable Use

Failure to comply with the Technology Acceptable Use Policy of Traverse City Area Public Schools may result in loss of privileges, disciplinary action, and/or criminal action against the user.

### Theft

Burglary, taking another’s belongings or willful possession of stolen items.
It is noted that due to our policy regarding violence, aggressive acts and substance abuse, principals may report the following to the Youth Liaison Officer/Civil Authorities for possible prosecution:

- Theft
- Concealment/possession of weapons, fireworks, explosives
- Drug, alcohol, and tobacco use, possession or sale, or intent to sell. Includes look-alikes
- Assaults, extortion, fighting
- Vandalism
- Bullying/taunting/stalking/hazing/harassment/intimidation (ethnic, sexual, etc.)
- Arson
- Criminal sexual conduct

TCAPS acknowledges a parent’s right to contact the police at any time when the parent(s) deems it necessary.
### UNDERSTANDING CONCUSSION

#### Some Common Symptoms

<table>
<thead>
<tr>
<th>Headache</th>
<th>Balance Problems</th>
<th>Sensitive to Noise</th>
<th>Poor Concentration</th>
<th>Not “Feeling Right”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pressure in the Head</td>
<td>Double Vision</td>
<td>Sluggishness</td>
<td>Memory Problems</td>
<td>Feeling Irritable</td>
</tr>
<tr>
<td>Nausea/Vomiting</td>
<td>Blurry Vision</td>
<td>Haziness</td>
<td>Confusion</td>
<td>Slow Reaction Time</td>
</tr>
<tr>
<td></td>
<td>Sensitive to Light</td>
<td>Fogginess</td>
<td>“Feeling Down”</td>
<td>Sleep Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grogginess</td>
<td>Lost Consciousness</td>
<td></td>
</tr>
</tbody>
</table>

**WHAT IS A CONCUSSION?**

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

**IF YOU SUSPECT A CONCUSSION:**

1. **SEEK MEDICAL ATTENTION RIGHT AWAY – DON’T HIDE IT, REPORT IT.** Playing or practicing with concussion symptoms is dangerous and can lead to a longer recovery. A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Ignoring symptoms and trying to “tough it out” often makes it worse.

2. **KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student, who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.

3. **TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student’s school may not know about a concussion received in another sport or activity unless you notify them.

#### SIGNS OBSERVED BY PARENTS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can’t recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

#### CONCUSSION DANGER SIGNS:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

**HOW TO RESPOND TO A REPORT OF A CONCUSSION:**

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he must be kept out of athletic activity the day of the injury. The student shall only return to activity (practice, scrimmage or competition) with written unconditional permission from an MD, DO, Physician’s Assistant or Nurse Practitioner. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

To learn more, go to [www.cdc.gov/concussion](http://www.cdc.gov/concussion) and [www.mhsaa.com/Schools/Health-Safety-Resources/Heads](http://www.mhsaa.com/Schools/Health-Safety-Resources/Heads)
2019-2020 Secondary Student/Parent Handbook

Acknowledgment Form

Student Name: ________________________________________________ Grade: _________________

School:  □ EMS   □ WMS   □ CHS   □ WSH   □ TCHS

Teacher Who Presented Handbook: ______________________________________________________

STATEMENTS TO BE READ AND SIGNED BY STUDENT/PARENT(S) GUARDIAN(S):

I have received a copy of the Traverse City Area Public Schools 2019-2020 Secondary Student/Parent Handbook and have been given the opportunity for receiving and/or discussing all the information contained in it. I understand and accept my personal responsibility for following all information and expectations presented in the 2019-2020 Student/Parent Handbook.

Student Signature: ____________________________________________ Date: ___________________

I have received a copy of the Traverse City Area Public Schools 2019-2020 Secondary Education Student/Parent Handbook. I have had the opportunity to review the material and information in the handbook and accept my responsibility for helping my son/daughter to understand and live up to all expectations, guidelines, and policies presented in the handbook. In addition, my son/daughter has my permission to accompany their athletic teams or other school sponsored activity groups on in-town or out-of-town trips.

Parent(s)/Guardian(s) Signature(s)  Date: ___________________

Email Address

- This form must be signed and returned to the teacher.
- Teachers will turn in all ACKNOWLEDGMENT FORMS to the Grade Level Office Grade/Wing Offices.
TCAPS students who attend the Traverse Bay Area Career-Tech Center should check the TBA CTC calendar and may be required to attend additional days of instruction at the CTC.
Traverse City Area Public Schools

MISSION
We exist to educate. Education improves the quality of life for all.

STRATEGY
Build strong systems to drive improved life outcomes for all students.

PRIORITIES
Install the MI Excel Blueprint for Strategic Reconfiguration as the framework to provide high quality teaching and learning.

Curriculum and Instruction
Deliver a rigorous and relevant education for each student, caring for both the student’s academic and non-academic needs.
Improve student achievement and ensure students are prepared for a successful and productive life.

Finance and Operations
Educational priorities and student need drive resource decisions.
Operations are efficient and effective.
TCAPS is fiscally responsible.

Communication
Develop broad community connections, specifically with those who have no direct connection to our schools.
Reinforce TCAPS’ reputation as a quality school system and a great choice for families.

www.tcaps.net/vision