GRPS POLICY 2019-2020

STUDENT HANDBOOK

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ANTI-DISCRIMINATION NOTICE
The District will not discriminate against any person based on race, sex, gender, height, weight, color, religion, national origin, age, marital status, disability or veteran status. The District's Title IX Coordinator is Mr. Kurt Johnson. You may contact him at Grand Rapids Public Schools, 1331 Franklin St. SE P.O. Box 117, Grand Rapids, Michigan 49501, JohnsonK@grps.org, (616) 819-2479

OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY
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APPLICATION OF UNIFORM DISCIPLINE CODE FOR STUDENT CONDUCT

The student code of conduct outlined in this handbook applies before, during, and after school when students are:

1. In school buildings or are on any school premises

2. At any school-sponsored activity, regardless of location

3. Walking to or from school or a school-sponsored activity

4. Traveling on school buses, other related vehicles, or any other vehicle used to transport students to and from school or a school-sponsored activity

5. Using school telecommunications networks, accounts or any other District service

6. Conducting themselves inappropriately and their presence may disrupt an orderly school environment and the educational process

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WELCOME
TO THE 2019/2020 SCHOOL YEAR!

On behalf of the Grand Rapids Board of Education and all our teachers, school leaders, and support staff, thank you for allowing us the privilege and opportunity to educate your child this year.

The Grand Rapids Public Schools’ Uniform Discipline Code for Student Conduct outlines the rules, procedures, and expectations for students and how issues including disruptive behavior, discipline, and school safety will be handled. The Uniform Discipline Code will be enforced in a fair, firm, and consistent manner.

The District has clear expectations and high standards for all students and adults to ensure there is a safe, healthy, and productive school culture that supports quality teaching and learning.

It’s important for students to recognize that they not only represent themselves and their family, but also the entire district. I expect our students to behave in a respectful and courteous manner when they are at school, attending after school activities, and out in the community.

I also want to remind you about the importance of attendance. We have seen positive momentum around good attendance, and I expect to continue that trend this year. Please be sure that your student is in school, on time, every day, ready to learn.

Thank you again for choosing Grand Rapids Public Schools. If you have any questions about the Uniform Discipline Code, please contact the Public Safety Department at 819-2100 or email communications@grps.org.

Sincerely,
Superintendent of Schools
INTRODUCTION

This Uniform Discipline Code for Student Conduct contains the rules and regulations necessary for maintaining a positive educational environment. The goal of discipline in schools is to assist students in learning and displaying self-discipline or control of their own behavior.

Attainment of this goal depends on the good judgment and compassion of teachers, understanding and leadership by administrators, and the support of all Parent(s)/Guardian(s) within the community. Its success is predicated on the belief that it will be openly communicated and implemented as a cooperative effort between Parent(s)/Guardian(s), students, and staff. The implementation and enforcement of the rules and regulations by the District will be fair, firm, and consistent!

In order to create a safe and orderly learning environment in our schools it is also important that we recognize it is a team effort. The team consists of Parent(s)/Guardian(s), school staff and students working together; creating relationships that will not only positively impact the school environment but improve student achievement as well. An active commitment to these suggestions contributes to each student’s success in school.

PARENTS & GUARDIANS

Some areas where Parent(s)/Guardian(s) can demonstrate their investment in this team is to:

• Assume responsibility for your student’s prompt and regular attendance
• Provide supervision, a consistent time and a place for your student to do his/her homework
• Talk with your student about appropriate behaviors at school and during school activities
• Ask your student about their School-Wide Positive Behavioral Intervention and Supports (PBIS) expectations and encourage them
• Address all issues and concerns with school staff in a respectful and professional manner
• Instill in your student respect for the rules and regulations that govern our schools
• Be consistent in assisting the school regarding any disciplinary concerns or issues relating to your student
• Attend all scheduled Parent(s)/Guardian(s)-teacher conferences.
• Visit the school regularly and follow school visitation procedures.
• Be an involved Parent(s)/Guardian(s) – volunteer regularly at your student’s school
• Set a good example and be a positive role model for your student
• Complete the volunteer application

SCHOOL STAFF RESPONSIBILITIES

• Provide an appropriate and stimulating learning climate
• Model and demonstrate the School-Wide Positive Behavioral Intervention and Supports (PBIS) expectations
• Address the academic, social and behavioral needs of the students.
• Inform students of school rules and regulations for academic and behavioral performance
• Possess knowledge of and consistently enforce the rules and regulations of the District
• Address all concerns presented by Parent(s)/Guardian(s) and students promptly and courteously without bias or prejudice
• Treat students in a reasonable, fair, courteous and consistent manner that upholds each student’s right regardless of sex, race, creed, color, ethnicity, or physical or mental disability
• Demonstrate respect toward all students and ensure they are treated respectfully by others
• Ensure that students are free from physical and verbal threats.
• Uphold professional ethics in relationships with students, Parent(s)/Guardian(s) and community
• Adhere to due process procedures

STUDENT RESPONSIBILITIES

• Attend school and all classes on a daily basis
• Come to class prepared, properly dressed, and on time
• Strive for academic achievement
• Assist in maintaining an academic environment conducive to learning by modeling the School-Wide Behavioral Intervention and Supports (PBIS) expectations
• Be knowledgeable of school rules and regulations and abide by them
• Respect the rights of all students, teachers, administrators, and other school staff
• Respect the property of all students, teachers, administrators, and other school staff
• Avoid carrying or possessing on school property, anything which violates the law, Uniform Discipline Code for Student Conduct or detracts from the educational process
• Refrain from unauthorized use of all electronic devices on school property

OUR MUTUAL GOAL IS STUDENT ACHIEVEMENT!

BY WORKING TOGETHER WE CAN CREATE THE POSITIVE CONDITIONS THAT SHALL CONTRIBUTE TO THAT ACHIEVEMENT.
OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY
DEFINITIONS

BOARD: Board in this document refers to the Grand Rapids Public Schools Board of Education.

CHILDREN’S PROTECTIVE SERVICES: It is the philosophy of the Board of Education that students must be afforded the utmost protection in all suspected cases of child abuse and neglect. Michigan law requires the reporting of child abuse and neglect by certain persons (called mandated reporters) and permits the reporting of child abuse and neglect by all persons. The Child Protection Law includes the legal requirements for reporting, investigating, and responding to child abuse and neglect. In instances when Children’s Protective Services representatives come to a school to visit a child, the District will cooperate fully in accordance with Michigan laws.

CORPORAL PUNISHMENT: Corporal punishment is defined as “the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.” Corporal punishment is not permitted in Grand Rapids Public Schools (See Board Policy 8320 at www.grps.org/about/boardpolicies).

DISTRICT: District in this document refers to the Grand Rapids Public School District.

GREA: GREA is an acronym, which refers to the Grand Rapids Education Association, otherwise known as the teacher’s union.

LAW ENFORCEMENT UNIT: The Grand Rapids Public School’s Department of Public Safety is designated as the official law enforcement unit of the District.

OCR: OCR is an acronym, which refers to the Office of Civil Rights. Mr. Larry Johnson is the District Civil Rights Compliance Officer. Also see Civil Rights Complaint Procedures on page 37 and Title IX Coordinator on Page 19.

SCHOOL OFFICIAL: A School Official is limited to only those persons as defined by the Family Educational Rights and Privacy Acts (FERPA). For detailed information and definitions of School Official see Family Educational Rights and Privacy Acts (FERPA) Notice of Rights for Elementary and Secondary Students of the GRPS, on page 14.

SERVICE ANIMAL: Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability; including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

TEACHER: Teacher is generally defined as the person in charge of, directing, supervising, or instructing a student activity; observing misbehavior and/or initiating disciplinary action.

OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY
ATHLETICS AND EXTRA-CURRICULAR OPPORTUNITIES

Extra-Curricular activities are a prescribed set of structured and supervised activities outside of the classroom (curricular) which can be before school or afterschool that include athletics and more.

In Grand Rapids Public Schools, we provide a variety of extra-curricular activities at each level (elementary, middle school and high school) that are accompanied by a defined understanding of expectations for participation. Students who wish to participate or who are participating in extra-curricular activities must understand that they must maintain, at all times, the condition of being in “good standings” or violating the previously mentioned categories are subjected to consequences and discipline that may include suspension from the activity (temporary or permanent) and/or complete removal from that activity. This standard applies for each division (elementary, middle school and high school).

ATHLETICS: Athletics is an integral part of the educational process in the Grand Rapids Public Schools.

- **High School (9-12):** Baseball, Basketball (boys/girls), Bowling (boys/girls), Competitive Cheer, Cross Country (boys/girls), Football, Golf (boys/girls), Hockey (boys/girls), Sideline Cheer, Soccer (boys/girls), Softball, Swimming (boys/girls), Tennis (boys/girls) Track (boys/girls), Volley Ball and Wrestling.
- **Middle School (6-8):** Baseball, Basketball (boys/girls), Bowling (Coed), Competitive Cheer, Cross Country (Coed), Football, Soccer (boys/girls), Softball, Swimming (Coed), Track (Coed), Volleyball and Wrestling.
- **Elementary (K-5):** Basketball (Coed), Cross Country (Coed), Jump Jam (Coed), Soccer (Coed), Swim Lessons (Coed), Track (Coed)

OTHER IMPORTANT COMPONENTS OF ATHLETICS FOR STUDENTS K-12:

- **Classroom Performance:** Students are expected to meet or exceed satisfactory academic performance in the classroom throughout the school year.
- **Attendance Performance:** Students are expected to maintain or exceed satisfactory attendance rates set by the school district, school building or classroom teacher.
- **Behavioral Performance:** Students are expected to refrain from any conduct that would be in violation of this handbook in part or whole in addition to school, classroom and/or athletic program rules.
- **Afterschool Academics:** Students are expected to participate, where required, in afterschool academic support provided by the school, athletic department and/or coaching staff.
- **Community Service:** Students are expected to fully engaged in the community service activities that may be required by the school, athletic department or athletic team.
- **Off Season:** Students are strongly recommended to participate in off-season athletic activities that include, continued academic support, physical conditioning, additional GRPS school sports teams, camps, clinics, workshops and the like for continued student-athlete development and preparation.

**Summer School:** Students who participate in athletics are expected to maintain “satisfactory” academic progress during the school year and should participate in summer school programming due to an unforeseen or unavoidable situation that impacted the attainment of a passing grade in a class, and it should not be used as a primary method to recovery credit or academic standing due to lack of effort during the regular school year.

**MHSA Transfer Rule:** Students must understand that transferring or changing schools for athletic purposes is a violation of the Michigan High School Athletic Association rules with harsh penalties from 90 to up to 180 days (one school year) of no interscholastic athletic participation that applies to high schools and we encourage the same and/or a similar standard for our middle schools and elementary schools.

**Undue Influence:** Undue Influence is the “illegal” practice (a MHSA violation) of convincing, persuading, encouraging, pressuring or the like of staff, coaches, parents, friends, boosters or the like from other schools in an attempt to get GRPS students to change schools for athletic purposes. This is often done through social contact with GRPS student-athletes and MUST be reported immediately when it occurs (please see any athletic director for more details).

**NCAA Eligibility Center:** Any student who has the desire and ability to play college sports should be aware of NCAA standards set forth for high school athletics regarding academic courses that the student must successfully complete with the highest grade possible for academic core courses (English, math, science and social studies) along with appropriate standardized test scores in accordance with the admission requirements of the college or university selected. Student must also be aware that online courses (such as E 20/20 and others) are not accepted by the NCAA for admission to college athletic programs (please work closely with your school counselor on these specific requirements beginning in 8th grade prior to high school).

**Uniform Discipline Code:** This handbook contains all of the basic student expectations for all K-12 Grand Rapids Public Schools students that includes all extra-curricular activities. Any student found to be in violation of this handbook, in part or whole, will be subjected to discipline under the Uniform Discipline Code and additional consequences may apply as is relates to athletic participation.

ADDITIONAL EXTRA-CURRICULAR ACTIVITIES: An extra-curricular activity is defined as a school-sponsored activity that extends beyond the instructional day (i.e. after school). Extra-curricular activities add to a student’s school experience and expands student learning.

**Extra-curricular activities offerings:** Band, Class Governing Boards, Debate Drama (Musicals and Plays), Forensics, Governing Boards, Honor Society, Mayor’s Youth Council, Newspaper, Production (Dance & Pep Troupes), ROTC (Color Guard, Drill Teams, Rangers, & Rifle Team)
School-Sponsored Events, Student Council, Talent Shows, and Yearbook.

Also see Off-Campus Events on page 49 and Athletics (interscholastic) sports offerings on this page.

NON-TRADITIONAL SCHOOL INVOLVEMENT: Students who attend CA Frost Environmental Science HS, City HS, Innovation Central HS, GR Montessori HS, Public Museum School, GR University Preparatory Academy HS and Southwest Community Campus HS are eligible to participate in athletics or extra-curricular activities at their attendance area high school (Ottawa Hills or Union) where standard eligibility requirements apply. Students who attend Alternative Educational programing are not eligible to participate in interscholastic athletics at their attendance area high school, but may participate in intramural athletic activities. Attendance and participation in extra-curricular activities for those students is determined by administration.

PARTICIPATION ELIGIBILITY:

- **MHSAA:** Students must have received credit for at least the equivalent of 66 percent of full class load potential for a full time student in the previous semester/trimester of enrollment, and must be currently passing the same on the transcript of the school they represent in competition (example: 4 out of 5, 4 out of 6, 6 out of 8).

- **GRPS PARTICIPATION ELIGIBILITY:** A commitment to academics and athletics is important and is demonstrated by student’s requirement to maintain a minimum 2.0 Grade Point Average (GPA) that was adopted by the Board of Education in 1985. Students who wish to participate in athletics or any extra-curricular activity must attain a 2.0 GPA for the marking period prior to the sports season or activity. If a student does not meet this requirement, their GPA is at least a 1.5, the student is granted a four (4) week probationary grace period to become eligible. During this grace period, the student’s Parent/Guardian is notified and the student must also maintain a school attendance record of eighty-five percent (85%) or better, demonstrate positive study habits, participate in after-school tutoring and academic support programs, and not have any negative behavior referrals. If these requirements are met, the student is allowed to participate in the sport or activity.

GRPS PRACTICE ELIGIBILITY: Practice eligibility is equal and identical to participation eligibility (see above paragraph). In order for a student to officially participate in after school practices, the practice eligibility standard applies.

GRADE POINT AVERAGE (GPA): Grade Point Averages (GPAs) are computed using all classes in which a student is enrolled as follows:

1. Summer school credits shall be averaged with the last semester grades of the previous year to determine eligibility
2. Early college grades are computed on the 5.0 grade scale and shall also be computed as part of the GPA.
3. Physical Education shall be counted only once
4. A withdrawn class (WE) or dropped class (DROP E) shall be given to a student who withdraws from, or drops a class after one (1) semester (please see your academic counselor)
5. The failing grade (E) received from a dropped class shall be averaged for eligibility purposes
6. An incomplete grade (I) shall be considered a failing grade (E) until the required coursework is completed. The GPA shall then be recomputed

A more detailed explanation of these policies as they apply to student-athletes is available from the Athletic Department.

A complete list of the interscholastic sports as well as the extra-curricular activities available to GRPS students can be found under Athletics and Extra-Curricular Opportunities in this section.

ATTENDANCE AND TARDINESS PROCEDURES: ELEMENTARY AND K-8 SCHOOL STUDENTS

Chronic absenteeism refers to students missing an extended period of school when both excused and unexcused absences are taken into account. Chronic absence also can be defined as missing 10 percent or more of the school year (equivalent to 18 days out of a 180 day school year).

The law in Michigan governing Compulsory Attendance (MCL 380.1561) requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. A child who was age eleven on or after December 1, 2009 or who was age eleven on or before that date and entered grade 6 in 2009 or later shall attend school from age six to eighteen.

Department of Human Services (DHS Policy) effective October 1, 2012 requires Michigan parents whose children don’t attend school will lose welfare cash benefits under a new state policy. Michigan Department of Human Services will require children ages 6-15 to attend school full time to keep family eligible for cash benefits. If a child doesn’t the entire family becomes ineligible. The DHS policy requires school attendance for children ages 16-17 and will not cut cash aid for the family if a student is truant.

The Grand Rapids Board of Education strongly supports a policy utilizing every resource available to involve students in an ongoing educational program on the basis of regular attendance in school.

Absences referred to in this policy are whole days of absence from school and are cumulative over the school year.

ATTENDANCE STANDARD: The school shall make regular contact with Parent(s)/Guardian(s) of students who have developed patterns of absenteeism. The school shall maintain accurate records of student attendance and shall document all contacts with Parent(s)/Guardian(s) regarding attendance problems.

DISTRICT PROCEDURES:

1. When a student has accumulated three (3) days of absence:
   a. The Principal (or designee) shall determine if the absences are legitimate.
ATTENDANCE AND TARDINESS PROCEDURES: COMPREHENSIVE MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS

GENERAL GUIDELINES: Students may not exceed twelve (12) total absences (excused, unexcused, and twenty-five-minutes tardy) per class per semester. The twelve (12) day maximum absences apply to each class and are not the total of all classes. Excused and unexcused absences are counted. Special situations as they occur will be dealt with on an individualized basis by the administration.

EXCUSED ABSENCES: Students are excused if Parent(s)/Guardian(s) contact the school Attendance Office before or during the first day of absence or within twenty-four (24) hours of the student’s return to school, and the reason provided is accepted by the School Principal. Absences may only be excused by the student’s parent/guardian. In extenuating circumstances, the parent/guardian may request consideration for excused absences after twenty-four (24) hours of the student’s return to school. Such requests may be granted at the principal’s discretion.

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EXAMPLES OF EXCUSED ABSENCES:

1. Approved non-school sponsored college visits (on or off campus);
2. Personal illness;
3. Pre-arranged excused absences for student participation in approved non-school competition and performance activities;
4. Approved family travel;
5. Medical appointments that cannot be scheduled outside of the school day;
6. Court-ordered appearances;
7. Death in the student’s immediate family, close friend, or relative;
8. Religious holidays;
9. Other reasons authorized by the Principal (or designee).

Absences due to school-related activities, homebound/hospitalization, suspension, or district authorized closures will not be counted towards the student’s total absences.

HOMEWORK FOR EXCUSED ABSENCES: Students with excused absences will be allowed to make-up assignments. It is the student’s responsibility to ask his/her teacher for the work he/she has missed. All missing work must be made up within the marking period in which the absence occurred. If there are extenuating circumstances, a student may be given additional time to complete the work at the Principal’s discretion.

EXAMPLES OF UNCOUNTED ABSENCES:

1. School-related absences (participation in district/state assessments, field trips);
2. School-guidance absences (participation in school-sponsored career & college visits, counseling appointments);
3. School athletics absences (participation in school athletics);
4. Homebound/hospitalized absences (with a doctor’s note);
5. Suspension (in-school or out-of-school);
6. District authorized closures (snow days, emergency closures).
EXAMPLES OF UNEXCUSED ABSENCES:
1. Arriving 26 minutes or later to a class, or more than 60 minutes for block schedule classes, unless there is a verifiable and unavoidable personal emergency;
2. Leaving school without advance written permission;
3. Skipping class;
4. Failure by Parent/Guardian to excuse an absence within twenty-four (24) hours of the student’s return to school;
5. Absences for reasons that are not accepted by the Principal (or designee).

ATTENDANCE CONSEQUENCES AND ADMINISTRATIVE PROCEDURES FOR UNEXCUSED ABSENCES:
1. When a student has accumulated six (6) days of absence:
   a. The Principal (or designee) shall determine if the absences are legitimate.
   b. If the Principal (or designee) has a concern about absences, a letter of concern shall be mailed to the student’s parent/guardian. The letter states the number of absences the student has accumulated and will inform the parent/guardian that missing twelve (12) days in a semester will result in a failing grade.
      – When a student accumulates 12 absences or more in a semester class the following will apply:
         • If a student passes the class AND earns a 70% or higher on the final exam, he/she will receive the grade and credit earned in the class
         • If a student passes a class and earns less than 70% on the final exam, he/she will receive an E for the class and will not earn credit.
         – The Principal or designee reserves the right, under extenuating circumstances, to modify this guideline.
   c. A log of this communication shall be recorded on the student’s record in the Student Information System.
2. When a student has accumulated ten (10) days of absence:
   a. A Legal Notice shall be mailed to the student’s parent/guardian, informing the parent/guardian of their legal obligations to ensure their student is in school.
   b. A log of this Legal Notice shall be recorded on the student’s record in the Student Information System.
3. When a student has accumulated fifteen (15) days of absence:
   a. The Principal (or designee) shall complete an Attendance Referral Form and it shall be delivered by a district official to GRPS Public Safety.
   b. The assigned GRPS Public Safety Officer and/or GRPS Police Department (GRPS) shall conduct a home-call/visit.
   c. During the home-call/visit, the GRPS Public Safety Officer and/or GRPD shall discuss with the Parent(s)/Guardian(s) the need for improved attendance, reasons for the truancy, and shall inquire about needed support services and future steps should attendance not improve.
   d. A log of the Home-Call/Visit shall be recorded on the student’s record in the Student Information System.

4. When a student has accumulated twenty (20) days of absence:
   a. The GRPS Public Safety Officer shall present all reports and documents to the Kent County Prosecutor’s Office/Grand Rapids City Attorney for possible prosecution.
   b. A log of this action shall be recorded on the student’s record in the Student Information System.
5. In extenuating circumstances, the Principal (or designee) reserves the right to excuse absences that would otherwise result in disciplinary action as outlined in 2-4 above.

TARDINESS/LATENESS
- If a student arrives late by 25 minutes or less to class, then the student is considered TARDY.
- If a student arrives late by 26 minutes or more to a traditional class, then the student is considered ABSENT.
- If a student arrives late by 26 to 60 minutes to a block schedule class, then the student is considered LATE ARRIVAL.
- If a student arrives late by 61 minutes or more to a block schedule class, then the student is considered ABSENT.
- If a student is tardy/late 1-4 times per class, the District will contact the parent(s)/guardian(s) to notify them that additional tardies/lateness may result in further disciplinary action. The teacher will keep a log of this communication.
- If a student is tardy 5-8 times per class, he/she will receive a detention starting with the 6th tardy and each subsequent tardy thereafter. The District will notify the parent(s)/guardian(s) of the subsequent tardies/lateness and the pending consequences.
- At the Principal’s discretion, if a student is tardy/late 9-12 times per class, starting with the 11th tardy/late and each subsequent tardy/late thereafter, he/she will be required to:
  - Attend the Intervention Room (when available);
  - Attend After School Detention;
  - Attend Friday School/Saturday School.

CONFERENCES
TEACHER-STUDENT CONFERENCE: Teachers shall talk to students regarding any concerns of misconduct. Students shall be informed of the expected behavior in class or on school property.

TEACHER-STUDENT-PARENT/GUARDIAN CONFERENCE: Teacher-Student-Parent/Guardian Conferences shall occur in person, by mail or by telephone. All parties involved should verbally agree upon acceptable student behavior. A copy of any conference results shall be maintained. For eighteen (18) year olds or other independent students, an Administrator-Student Conference may replace the Parent/Guardian conference.

TEACHER-STUDENT-PARENT/GUARDIAN-ADMINISTRATOR CONFERENCE: A formal conference shall be held to plan for needed corrective action, counseling, and referral to outside agencies or other appropriate action. A copy of the results shall be maintained. When a parent/guardian refuses to participate in a conference, the Principal (or designee) may proceed to impose student disciplinary action within the appropriate level of Acts of Misconduct/Disciplinary Action.

Also see Code of Conduct Grades K-5, page 38, Level II Disciplinary Action on page 38.
DISCLOSURE OF STUDENT DIRECTORY INFORMATION NOTICE
Board of Education Policy 8940

The Grand Rapids Public Schools designates Student Directory Information as the following student information:

- Name
- Picture
- Grade Level
- Academic awards, degrees and honors
- Information in relation to school sponsored activities, organizations, and athletics
- Major field of study

The Grand Rapids Public Schools shall disclose any of the information included in the above list of Student Directory Information without prior notice or written consent. This shall not occur only when students (eighteen (18) year olds or other independent students) or a minor student’s Parent/Guardian notifies the school the student is attending in writing that such information may not be disclosed (Opt-Out). To exercise this option a written notice must be mailed to the principal of the student’s school.

DISCLOSURE OF STUDENT DIRECTORY INFORMATION TO MILITARY RECRUITERS AND/OR MILITARY SERVICE ACADEMIES NOTICE
Section 9528 of the ESEA (20 U.S.C. 7908) and P.L. 107-110

Federal and state law requires all public school districts to make available Student Directory Information (names, addresses, telephone numbers and so on) of secondary school students to military recruiters and/or military service academies.

Student Directory Information shall be provided to the military recruiters and service academies upon request, unless the school receives a signed, written request not to disclose such information.

Students eighteen (18) years of age or older or other independent students, or a minor student’s Parent/Guardian may ask that the student’s personal information not be disclosed by submitting a signed, written request to their high school administrative office and Student Services.

For a complete list of Student Directory Information, see the Disclosure of Student Directory Information Notice above.

EQUAL OPPORTUNITY STUDENT GUIDANCE SERVICES
Board of Education Policy 8015

No High School student, on the basis of disability shall be denied guidance services by personnel designated by the District as qualified to provide such services. Generally, the District designates academic advisors and certified counselors to provide guidance services to its high school students. Students with disabilities shall have equal opportunity to those services. The District shall provide different or separate guidance services to students with disabilities only if such action is necessary and are to provide students with disabilities services that are as effective as those provided to students without disabilities.

PROCEDURES: Personnel designated by the District to provide guidance services shall be available to meet with all high school students to conduct a review of academic programming and career aspirations. Evidence of this activity shall be kept in a daily journal and shall be available for review at any time. Data journals, logs or similar records shall clearly show that students with disabilities are being served as effectively as students without disabilities.

All career and technical education programs follow the District policies of non-discrimination on the basis of the following: race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, ethnicity, religion, national origin, age, marital status, pregnancy, disability or veteran status in all activities and employment.

In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. Inquiries regarding non-discrimination policies should be directed to:

Mr. Larry Johnson, Civil Rights Compliance Officer
Grand Rapids Public Schools
1331 Franklin SE
PO Box 117
Grand Rapids, MI 49501-0117
JohnsonL@grps.org / (616) 819-2000

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACTS (FERPA) NOTICE OF RIGHTS FOR ELEMENTARY AND SECONDARY STUDENTS OF THE GRAND RAPIDS PUBLIC SCHOOLS
Board of Education Policy 8940-R-9-12

STUDENT EDUCATION RECORDS: The Family Educational Rights and Privacy Acts (FERPA) afford Parent(s)/Guardian(s) and eighteen (18) year olds or other independent students (eligible students) certain rights with respect to a student’s education records. They are:

1. The right to inspect and copy the student’s education records.
within forty-five (45) school days of the day the District receives a request for access. Parent(s)/Guardian(s) or students should submit to the school custodian of student records a written request that identifies the record(s) they wish to inspect. The custodian will arrange for access and notify the Parent(s)/Guardian(s) or eligible student of the time and place where the records may be inspected;

2. The right to request the amendment of a student’s education records that the Parent(s)/Guardian(s) or eligible student believes are inaccurate, misleading or an invasion of privacy. Parent(s)/Guardian(s) or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, or an invasion of privacy. They should write the School Principal or records custodian, clearly identify the part of the record they want changed, and specify the reason. The right to challenge school student records does not apply to: (1) academic grades of their child, and (2) references to expulsions or out-of-school/program suspensions, if the challenge is made at the time the student’s school student records are forwarded to another school to which the student is transferring. If the District decides not to amend the record as requested by the Parent(s)/Guardian(s) or eligible students the District will notify the Parent(s)/Guardian(s) or eligible student of the decision and advise him/her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent(s)/Guardian(s) or eligible student when notified of the right to a hearing;

3. The right to permit disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA or Michigan law authorizes disclosure without consent;

4. The right to be informed that, pursuant to federal law and state mandate, records of suspension or expulsion action against the student are considered to be a part of the “student record” and the District is required to transfer those records pertaining to suspension or expulsion to any public or private school in which the student has enrolled within thirty (30) days of the date of the request from the other school period;

5. The right to be informed that disclosure is permitted without consent to School Officials with legitimate educational or administrative interests. A School Official is defined as, and includes all of the following:

   • A person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel)
   • A person serving on the Board
   • A person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist)
   • The Parent(s)/Guardian(s) or student serving on an official committee, such as disciplinary or grievance committee, or assisting another School Official in performing his/her tasks

   Personally identifiable information shall also be provided to review teams in accordance with appropriate building protocol. These include (but are not limited to): a Student Success Team convened in a school building or Student Services. Teams may include individuals employed by community support agencies who provide professional services such as social, emotional, mental or physical health services to a student or a student’s family. However, these community support agencies shall only have access to limited information relevant to the specific services provided and limited to the specific students with whom they are involved.

   • A School Official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility;

6. The right to know that, upon request, the District discloses education records, including records of suspension or expulsion action against the student, without consent to officials of another school district in which a student has enrolled or intends to enroll as well as to person(s) specifically required or allowed by state or federal law;

7. The right to know that disclosure is also permitted without consent to: any person for research, statistical reporting, or planning, if no student or Parent(s)/Guardian(s) can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons;

8. The right to prohibit the release of Directory information concerning the Parent(s)/Guardian(s) child. Throughout the school year, the District may release Directory information regarding students, limited to:

   • Name
   • Picture
   • Grade level
   • Academic awards, degrees and honors
   • Information in relation to school sponsored activities, organizations and athletics
   • Major field of study

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
Washington DC 20202-4605

Any Parent(s)/Guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Principal (or designee) within thirty (30) days of the date of this notice. No Directory information will be released within this time period, unless the Parent(s)/Guardian(s) or eligible student are specifically informed otherwise.

Under no circumstances may parents photograph other students while on school property without the expressed written permission of the principal, the student’s Parent(s)/Guardian(s), or the Assistant Superintendent or Executive Director of Schools.
GRADING SYSTEM
Board of Education Policy 7560

GRADINGS K-12
The Grand Rapids Public Schools will provide a framework for grading that consistently and accurately reports achievement. All grades shall be based on evidence of knowledge and application of grade level and content expectations.

- All students and staff shall be consistently held to high expectations for student learning
- The District reserves the right to award partial credit in situations where mastery of content is not certain
- Grades shall be based on evidence of knowledge and use of the prescribed standards demonstrated through varied tasks and assessments over time
- Grades shall be fair and consistent and a measure of effective teaching and learning
- Grades shall provide communication regarding achievement
- Procedures for grading shall be supported, monitored, and supervised

GRADINGS 6-12
Grading procedures will be applied consistently. Schools will ensure school level processes, as approved by the school leadership team, for implementing the following procedures:

1. School staff will communicate course-specific grading procedures in writing to students and Parent(s)/Guardian(s) at the beginning of each semester;
2. Teachers will only assign homework that is related to the standards;
3. Extra credit can only be used when connected to the standards. If opportunities exist for extra credit, it shall be available to all students;
4. Teachers will assess student learning in a variety of ways over time within a grading period;
5. Grading processes, including weights and proportions, are listed in the syllabi and will be applied consistently within the content area. The processes will be communicated in advance and in writing to students and Parent(s)/Guardian(s);
6. In their feedback to students, teachers may use letters, numbers, or other symbols for individual tasks/assignments, but must also be descriptive in nature (e.g., what the student did well, what the student did not do well, and what the student could do to improve);
7. Percentages, not letter grades, are to be used to calculate semester (high school) and year-end grades (middle school). Percentages that Gradebook converts to are in parenthesis. Rubric scores are also translated to percentages;

<table>
<thead>
<tr>
<th>PERCENTAGES</th>
<th>CONTENT UNDERSTANDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%+</td>
<td>A+ (100%)</td>
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<tr>
<td>93-99%</td>
<td>A (96%)</td>
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<tr>
<td>90-92%</td>
<td>A- (91%)</td>
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<tr>
<td>87-89%</td>
<td>B+ (88%)</td>
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<td>83-86%</td>
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<td>80-82%</td>
<td>B- (81%)</td>
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<td>77-79%</td>
<td>C+ (78%)</td>
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<td>73-76%</td>
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<td>70-72%</td>
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8. Advanced Placement (AP) classes will follow the same grading scale, but final grades will be weighted as a factor of 1.25 when calculating Grade Point Average and used for valedictorian(s) status;
9. All grading procedures used by specialty programs that are distinctly different from District rating procedures shall be vetted and approved by the Superintendent or designee.
10. A calculated grade may not be lowered with the exception of documented cheating;
11. Due to multi-age design within our Montessori schools, letter grading starts in 7th grade Montessori classrooms.
12. When a teacher has evidence that a student demonstrates a higher level of performance than a calculated marking period grade indicates, the teacher, in consultation with and approved by the Principal, may change the grade. Properly documented evidence shall be recorded and secured in accordance with the Michigan Record Retention guidelines;
13. Final exam shall be administered for any course taken for middle school and high school. All students will follow the same schedule for each semester. The final exam/assessment should be made up of a sub-set of the material for that particular semester. If a quality exam cannot be completed during the exam period, the department may choose to use a multi-day or alternative plan (such as writing, projects, etc.). When creating multi-day exams, staff should take into consideration the exit date of graduating seniors. If an exam/assessment is not given in a non-core course, the teacher must have prior approval from the Principal by the interim period (approximately week six (6) for high school and week nine (9) for middle school);
14. Grading calculation for each semester shall be defined in the syllabus. Exams will be incorporated into the semester/end of the year grade with a 10% value. Final grades for a course will be calculated in the following manner: 90% online calculated grade and 10% from the final assessment. A zero (0) shall be given for an unexcused absence or for cheating;
15. Credit Awarding in High School: Credit shall be awarded each semester in one (1) of the following ways: it should be noted, that beginning school year 2008-2009 students receive credit 1.0 credit for a full-year course and .5 credit for a semester course (formerly 5.0 credits);
   A. Passing with a grade obtained and noted on the transcript;
   B. Incompletes (I) may be given for extenuating circumstances* and, in cases where the student, through effort, is showing progress and moving toward completion of the class. A student may make up missing common assessments/projects as listed in syllabus within one semester without grade penalty;
   1. Students shall:
      - Get approval from the Principal and teacher
      - Get list of common assessments and projects needed to complete
      - Make up work by the end of the next semester;
   2. The teacher shall:
      - Grade work
      - Complete grade change paperwork process.
   *Note: Extenuating circumstances may include, but are not limited to, family illness, death of a family member, accident, or family disruption.

16. Credit/No Credit (CR/NC): A student may take up to 1.0 credit (with the exception of seminar/advisory) in their high school career as credit/no credit (CR/NC). The student shall make application for CR/NC prior to the start date of the course. The teacher shall continue to award grades, and the student may request the letter grade in lieu of CR/NC at the end of the course if they choose. Beginning with the class of 2012, if the student accepts the CR/NC status, they shall not be considered for valedictory status. (Note: CR/NC is not part of the student’s GPA calculation.) *Refer to Board Policy 7113;

17. All teacher/school created assessments will be subject to the school administrator’s approval. The school’s administration is responsible for determining whether the assessment is aligned with the standards and pacing guide included as a part of the syllabus for each course. Upon request, assessments must be provided to the district curriculum department for review;

18. All assessments should have a scoring device that assures consistency. This must include a rubric where appropriate. When reassessment is offered, all students, regardless of the original grade, may be reassessed if they complete re-teaching and relearning activities as determined by the teacher. When a reassessment is given, the highest grade prevails;

19. Principals, department heads, and central office administration shall continually monitor and support staff with the appropriate use of the District’s online Gradebook;

20. Teachers will place assignments and grades in the District’s online Gradebook that are accessible to Parent(s)/Guardian(s) and students. Posting grades within two to three (2-3) days is a fair guideline for most assignments and grades;

21. Testing-out is a high secondary option for every course for students enrolled in the Grand Rapids Public Schools. Students need to be scheduled for the course and registered with the Curriculum Office. The testing-out window will be offered approximately two (2) weeks after the end of the school year. Testing-out documents may include a paper-pencil portion, but could also include labs, writing, performance, or other forms of assessments. Testing-out must be at 77% or higher of the common assessments. Testing-out earns credit and meets the graduation requirement, but is not a part of the GPA calculation. Testing-out is a full class option only.

**HOMEWORK POLICY**

*Board of Education Policy 7580*

**HOMEWORK POLICY:** Homework is defined as assignments completed outside of class time, but growing out of or related to classroom instruction. Homework is an important and valid part of the educational process and shall adhere to the following:

Homework shall:

1. Be planned and assigned for a specific learning outcome
2. Help students develop independent study habits
3. Promote growth in responsibility and self-direction in learning
4. Reinforce learning that has taken place in school according to the District’s and State’s prescribed curriculum
5. Promote a closer working relationship between home and school
6. Never be used as punishment
7. Never exceed a student’s capacity to complete work within a reasonable amount of time

The following guidelines shall apply with respect to homework in Grades K-12:

1. The amount of homework assigned shall be reasonable and varied by level of schooling
2. The purpose of homework shall be identified and articulated to students by teachers
   - **Homework as Process**
     - Homework assigned for practice shall be structured around content with which students have a high degree of familiarity. Students should be assigned an appropriate amount of homework to increase their skill.
     - Homework is often assigned for preparation and elaboration, and generally increases with their level of schooling. Preparatory homework provides opportunities for students to gain background information to be better prepared for classroom instruction.
   - **Homework as Performance**
     - Homework assignments that encourage students to pursue knowledge individually and imaginatively extend learning and may respond to needs for differentiation of interest or readiness. Homework as performance could be research papers, themes, essays, projects, etc.

3. The Parent(s)/Guardian(s) role in homework is to facilitate and support the activity and not solve the content problems for students. Depending upon the age of the student, Parent(s)/Guardian(s) assistance could range from helping with instructions, acquiring resources, helping children get...
organized, or conferring with their child on the purpose and understanding of the task

**Homework and Class Assignment Procedures:** Homework and class assignment procedures will be applied consistently within and among schools. Schools will develop school-level processes by implementing the following procedures:

1. Teachers will only assign homework and/or class assignments that are related to the curriculum.
2. Timely and meaningful feedback on homework and class assignments will be provided. Feedback may take a variety of forms as determined by the teacher.
3. Teachers will establish due dates and deadlines. Teachers are expected to separate the due date from the deadline in order to increase opportunities for students to complete assignments. However, there may be some expectations when the due date and deadline are the same. It is recognized that for daily homework assignments, the due date and the deadline may be the same to facilitate the teaching and learning process.

**Make-up Work**

1. Homework supports the mastery of standards; therefore, students should assume the responsibility of make-up work in all classes.
2. In cases of prolonged absences (three (3) or more days), the school shall be notified so that arrangements can be made to have assignments picked up by the Parent(s)/Guardian(s) or sibling(s).
3. Upon returning to school, students must make arrangements with the teacher regarding all make-up work.

**Requesting Make-up Work**

1. Make-up work should be requested through the school office or individual teacher for absences that are expected to last more than two (2) days.
2. Students and Parent(s)/Guardian(s) should plan to allow schools at least one (1) day of notice to prepare schoolwork for home use.
3. If the teacher is unable to send work home, he/she shall explain why and work with the student and family to provide make-up opportunities upon the student’s return.

**Protection of Pupil Rights Amendment (PPRA) Model Notice**

The Protection of Pupil Rights Amendment (PPRA) affords Parent(s)/Guardian(s) of minor students and eighteen (18) years olds or other independent students (eligible students) certain rights regarding the Grand Rapids Public Schools conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include:

1. The right to consent before students are required to submit to a survey if it is funded in whole or in part by a program of the U.S. Department of Education (ED) and concerns one (1) or more of the following protected areas (Protected Information Survey):
   - Political affiliations or beliefs of the student or student’s parent.
   - Mental or psychological problems of the student or student’s parent.
   - Sex behavior or attitudes.
   - Illegal, anti-social, self-incriminating, or demeaning behavior.
   - Critical appraisals of others with whom respondents have close family relationships.
   - Legally recognized privileged relationships, such as with lawyers, doctors or ministers.
   - Religious practices, affiliations or beliefs of the student or parents.
   - Income, other than as required by law, to determine program eligibility.
2. The right to receive notice and an opportunity to opt a student out of:
   - Any other Protected Information Survey, regardless of funding.
   - Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information of others.
   - 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.
3. The right to inspect, upon request and before administration or use:
   - Protected Information Surveys of students.
   - Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes.
   - Instructional material used as part of the educational curriculum.

Parents and eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Ave., S.W.
Washington, D.C. 20202-4605

**Retention**

Board of Education Policy 7600-R

The term retention, in regards to school, refers to repeating an academic year of school. Retention in school is also called grade retention, being held back, or repeating a grade.

Grade level and group assignments, including promotion and retention, shall be the responsibility of the Superintendent and shall be made in the best interests of the individual student subject to Parent(s)/Guardian(s) involvement in accordance with law. Students will normally progress annually from grade to grade. However, exceptions may be recommended when, in the judgment of the professional staff, and after consultation with Parent(s)/Guardian(s), such exceptions are in the best interests of the individual student involved and retention is indicated.

**Elementary and Middle School**

1. Recommendations for grade level placement shall be the responsibility of the building Principal, who shall consult with the Superintendent when in his/her judgment borderline cases might
create controversy between Parent(s)/Guardian(s) and the school,

2. Grade level placement in the elementary schools shall be based on the following criteria:
   - Academic achievement and ability as indicated by standardized test scores
   - Academic achievement and ability as observed by the classroom teacher(s) involved
   - Chronological age of student
   - Size and physical development of the student
   - Social maturity of the student
   - Emotional maturity of the student, and
   - Attitudes and reaction of Parent(s)/Guardian(s) and student
   - Documented interventions that include frequency of intervention, specific objections and results

3. Notification should be given to Parent(s)/Guardian(s) as soon as the teacher feels that retention may be recommended, and a conference held with the Parent(s)/Guardian(s) in order to prepare them for the possibility of retention and enlist their help in preparing the student. Nothing should be said at the conferences that would indicate to the Parent(s)/Guardian(s) that any decision regarding a recommendation for retention has already been made.

4. The final recommendation of retention shall be made to the Principal at least six (6) weeks before the end of the school year. Final approval must come through the appropriate Executive Director at least forty-five (45) days prior to the end of the school year. A retention plan indicating specific objectives, interventions, and targets should be in place prior to conference with the teacher and Parent(s)/Guardian(s). At that time, a conference should be scheduled with the Principal, teacher or teachers, and Parent(s)/Guardian(s) in attendance.

5. After the conference, the Principal, in consultation with the teacher, shall make the decision as to whether or not a final recommendation should be made to the Parent(s)/Guardian(s) that the student be retained.

6. A written statement of Parent(s)/Guardian(s) approval of the retention should be obtained if possible, and included in the student’s permanent record file. If the Parent(s)/Guardian(s) do not agree to retention and, as a result, the student is promoted, a statement signed by the Parent(s)/Guardian(s) so indicating the Parent(s)/Guardian(s) rejection of the District’s recommendation for retention should be placed in the student’s file.

7. Promotions from elementary to middle school or middle school to high school shall be determined by the sending Building Principal based upon credits earned/academic level achieved. A single failure will not necessarily require a recommendation for retention.

8. Though retention may be used at all grade levels, it is recommended that adjustments in a student’s placement be made as early as possible.

**SENIOR HIGH SCHOOL**

1. Senior high students are expected to make proper progress towards graduation in order to be promoted with their class. Minimum requirements for Grad Years 2015, 2016, 2017, and 2018 are as follows:
   - 4.5 credits for sophomore status
   - 10.0 credits for junior status
   - 16.0 credits for senior status
   - 22.0 credits to qualify for graduation

2. Potential failure of high school students should be called to the attention of the student and Parent(s)/Guardian(s) by mid-semester and an effort made to confer with the Parent(s)/Guardian(s) concerning the potential failure.

3. No student shall participate in commencement that has not completed all requirements for graduation.

4. Students obtaining the requirements will be issued an Academic Diploma.

**SCHOOL OFFICIAL**

A School Official is limited to only those persons as defined by the Family Educational Rights and Privacy Acts (FERPA). For detailed information and definitions of School Official see Family Educational Rights and Privacy Acts (FERPA) Notice of Rights for Elementary and Secondary Students of the GRPS, on page 14.

**STUDENT ATHLETES**

Student athletes who violate the Uniform Discipline Code may also be subject to discipline under the Student Athletic Code of Conduct available from the Athletic Department. Also see Athletics and Extra-Curricular Activities on page 10.

**STUDENT RECORD**

In accordance with Public Act 104 and Public Act 250, the District shall enter the fact of an expulsion in the cumulative record of a student who is expelled for physical assault and verbal assault of staff, verbal threat against a school, arson, Criminal Sexual Conduct and possession of a dangerous weapon.

**TITLE IX**

No person in the United States 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 receiving federal financial assistance.

Allegations of a violation of Title IX should be reported to the Title IX Coordinator and shall be promptly and thoroughly investigated. See page 37 (Civil Rights Complaints and Procedures) and page 54 (Sexual Harassment).

Mr. Kurt Johnson, *Title IX Compliance Coordinator*
Department of Athletics
Grand Rapids Public Schools
1331 Franklin SE, PO Box 117
Grand Rapids, MI 49501-0117
(616) 819-2010

**TRANSPORTATION ELIGIBILITY GUIDELINES**

To be eligible for transportation a student must live at least:

- 1.0 mile from neighborhood school for K-5, K-8 schools and Pre-K
- 1.5 miles from neighborhood middle school 6-8th
- 1.5 miles from school for 9th-12th and be eligible for free or reduced lunch

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A concussion is a type of traumatic brain injury that changes the way the brain normally works. 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 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. 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. Don’t hide it, report it. 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 should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. 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.
OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY
It is the obligation of the Grand Rapids Public Schools to maintain a safe and orderly learning environment and ensure that students reap the benefits of an education. In instances when a student’s behavior is impeding education, the Superintendent, building Principals or designee, or the Board appointed hearing officer may suspend, after interventions have been explored.

**BEHAVIORAL CONTRACT/CORRECTIVE PLAN**

Contract in this document refers to an agreement/plan of corrective action between student, Parent/Guardian, Teacher and/or Principal, as written or directed by the student, for the student approved by a teacher and or Principal. Also see Code of Conduct Grades K-5, Level II Disciplinary Action on page 38.

**MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

Multi-Tiered Systems of Support provides academic and behavioral interventions that are matched to students’ needs. It is based on the premise that all students can learn. Early intervention is essential, data must be used to make decisions and interventions must be evidence-based. MTSS includes Positive Behavioral Interventions and Supports (PBIS) to address behavioral needs and a variety of other interventions to address the academic needs of students. Also see Multi-Tiered Systems of Support (MTSS)/Positive Behavior Program below.

**MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)/POSITIVE BEHAVIOR PROGRAM:** Response to Intervention is comprised of four (4) main components that work together to improve student outcomes. The four (4) components are:

1. **Screening:** Staff conducts screening “tests” to identify or predict students who may be at risk for poor learning outcomes.
2. **Progress Monitoring:** Staff utilize progress monitoring to assess students’ academic performance, to quantify a student’s rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
3. **Data-based Decision-Making:** Staff use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).
4. **Multi-level Prevention System:** Multi-level prevention system includes three (3) levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of increased intensity for students who show minimal response to secondary prevention.

**OFFICE DISCIPLINE REFERRAL (ODR) FORM**

The Office Discipline Referral (ODR) Form is aligned with the Uniform Discipline Code for Student Conduct and assists schools in documenting Acts of Misconduct and attempts to identify patterns of behavior so schools can develop action plans that address why a student is misbehaving. Each school has developed their own ODR form and has differentiated major versus minor behaviors. Also see School-Wide Information Systems (SWIS).

**RESTORATIVE PRACTICE**

Restorative Practices utilizes a spectrum of processes, exercises and interactions that proactively build healthy relationships and a sense of community to prevent conflict, as well as and address conflict and wrongdoing to repair relationships and harm caused.

Restorative Practices teaches and practices many social-emotional skills, including but not limited to: communication, self-awareness, social awareness, empathy, naming and regulating emotions. Restorative Practices can be utilized to improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students.

Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior.

**RESTORATIVE PRACTICE CONFERENCE:** A facilitated conference may be offered by GRPS as an alternative to a student discipline hearing following certain incidents of student misconduct. Conference participants include: Facilitator, offending student, his/her Parent(s)/Guardian(s) and possible support persons, victim(s), his/her Parent(s)/Guardian(s) and possible support persons and school administrators. The group comes together to talk through the incident, express feelings and develop conditions which the offender is then held accountable. An opportunity is provided for students and staff to reconcile and repair the harm caused by the incident. Out-of-school/program suspension time for the particular offense is lessened while collaboration and reintegration is promoted. Conferences may be scheduled in the place of discipline hearings only when the following criterion has been met:

1. Student offense is a Board of Education violation and not a state law violation.
2. Offending student has admitted guilt and taken full responsibility for the offense.
3. Offender, victim(s), and all respective Parent(s)/Guardian(s) have given informed consent.
4. School administrators have granted permission for the option.

As Restorative Practice grows in GRPS, it will include student-led conflict resolution, peer mediation and involvement of the community. By including students in the planning, discussion and resolution of negative situations, we are trying to move towards a safer, healthier community.

**SCHOOL-WIDE INFORMATION SYSTEMS (SWIS)**

A confidential, web-based information system to collect, summarize and use student behavior data for decision making. SWIS provides school personnel with the information needed to be successful decision makers. SWIS aligns with the Positive Behavioral Interventions and Supports framework and provides the needed data for both universal screening as
well as progress monitoring. The data entered into SWIS is based on Office Discipline Referrals (ODRs) and can be sorted to provide schools with timely, accurate information, regarding behavioral issues and patterns. Also see Office Discipline Referral (ODR) Forms.

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behaviors, development of pro-social skills, and the use of data-based problem-solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. In effect, by teaching and encouraging positive student behavior (i.e. implementing PBIS), the “noise” of common but constant disruption that interrupts instruction and affects achievement is reduced. PBIS recognizes the need for universal supports for ALL students, targeted support for SOME students, and intensive supports for a FEW students.

School-Wide Positive Behavioral Interventions and Supports (PBIS) sets out clear behavioral expectations for both students and staff. Each building chooses three to five expectations (areas of focus) around which they determined what positive behavior looks like for each expectation. PBIS is grounded in the following:

1. Defining Behavior: This promotes the creation of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. The school PBIS teams have built a matrix (graph) listing the behavioral expectation in a horizontal row. There are labels above the behavioral expectations listing all the areas in the school where this behavior could be: 1) taught, 2) modeled, 3) practiced, and 4) observed. For example, in middle and high school the labels might include: 1) commons area, 2) cafeteria, 3) gymnasium, 4) bus, 5) hallway, 6) restroom, and 7) sidewalks.

2. Teaching Appropriate Behavioral Actions: During the first weeks of school, adults model the appropriate behavior, students emulate the new behavior before they rotate to the next learning station. Adults give feedback to students on their performance during the training, to alleviate any misrule they may begin. Expectations will be re-taught and re-modeled, progress continues to be monitored and feedback is continuously given.

3. Observing and Praising Appropriate Behavioral Actions: The building leadership team determines how they intend to “catch” students exhibiting appropriate behaviors. Students who are “caught” exhibiting appropriate behaviors are acknowledged and celebrated. The acknowledgment system includes a continuum of strategies, including positive teacher attention, tangible rewards, and school-wide celebrations.

4. Consequences/Follow-through: Research shows that PBIS works for 80% of all students in a given school (based on a criterion of the number of students who have one (1) or fewer office discipline referrals per month). Obviously, no intervention works across the board for all students; therefore, consequences aligned with school and District policy may be employed, but they will also be in line with the expectation the student failed to exhibit.

5. Data Collection: School-wide behavior data is readily available to the building team. Data is used to determine what is working in the building and what needs to be revisited.

STAFF INTERVENTION

Staff Intervention may be done by any staff member in consultation with their Principal (or designee) where it is believed intervention is appropriate. This may include (but is not limited to):

1. Referral to a counselor, social worker, school psychologist, Student Study Team, student assistance worker, social agency, police department, GRPS Public Safety, Kent County Department of Human Services, Kent County Prosecutor’s Office or Kent County Juvenile Court/Crisis Intervention Program;

2. Referral to an IEP Team to review the educational program of a student with Special Education needs;

3. Referral to a building Support Team for possible Section 504 Review;

4. Referral to the Wheel Team;

5. Referral to other tier-based interventions;

6. Confiscation of inappropriate personal property (cell phones, tape recorders, pagers and so on). Students shall be informed that the property impounded may or may not be returned to the student or Parent/Guardian;

7. Restitution for school property which has been damaged by the student.

ALTERNATIVES TO OUT-OF-SCHOOL SUSPENSION

- Saturday School
- After School Detention
- Lunch Detention
- Loss of Privileges

Parents and Guardians are encouraged to participate and support various alternatives to Out-of-School suspensions.

TEACHING EDUCATING AND MENTORING (T.E.A.M.) SCHOOL LIASON PROGRAM

The T.E.A.M. School Liaison Program is a school-based “law-related” education program taught by specially trained law enforcement officers. T.E.A.M. is a proactive effort to make schools and communities safer, promote responsible citizenship and encourage positive character traits. The goal of the Program is to unite educators, students and law enforcement to play an integral part in preventing crime and promoting a safe school community. For additional information contact the Grand Rapids Public School Office of Public Safety at (616) 819-2100.
OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY

STUDENT HANDBOOK

SPECIAL EDUCATION, SECTION 504 & SUPPORT SERVICES
CHILD FIND FOR SPECIAL EDUCATION SERVICES

Child Find and public awareness are provided to assure that the needs of students suspected of having a disability will be met. It is the responsibility of the district to identify persons between the ages of birth and 26 who are suspected of having a disability that may affect their educational performance.

In order to meet the requirements as set forth, Grand Rapids Public Schools has a designated person to conduct Child Find responsibilities who can assist with:

- Identifying students Birth to 3 years of age suspected of having a disability
- Identifying students 3 to 26 years of age suspected of having a disability
- Guiding families to the appropriate educational services within the district
- Finding additional information to assist families with children who have educational needs

If you suspect your child may have a disability, you may reach us directly at: (616) 819-3514.

SPECIAL EDUCATION AND SECTION 504 POLICIES

Special Education and Section 504 are both civil rights provisions under the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), respectively.

Special Education is specially designed instruction, support, and services provided to students with an identified disability that requires individually designed instructional services or programs to meet their unique learning needs. The purpose of special education is to enable students to make progress in the general education curriculum by being provided a free appropriate public education (FAPE).

Parents/Guardians who have a concern about their child’s progress in school, suspect that their child may have a disability or may need Special Education services should contact their building principal in writing to request interventions as designed by the building student success team, or a special education evaluation.

Any student suspected of having a disability shall be evaluated by a Multidisciplinary Evaluation Team as defined in the Michigan Administrative Rules for Special Education (MARSE) at R 340.1701b (b). In addition to the requirements in R 340.1705 to R 340.1717, the Multidisciplinary Evaluation Team shall do the following:

1. Complete a full and individual evaluation.
2. Make a recommendation of eligibility and prepare a written report to be presented to the Individualized Education Program Team by the designated Multidisciplinary Evaluation Team member who can explain the instructional implication of evaluation results. The report shall include information needed by the Individualized Education Program Team to determine all of the following:
   - Eligibility
   - A student’s present level of academic achievement and functional performance
   - The educational needs of the student

Special Education personnel who are authorized to conduct evaluations of students suspected of having a disability may provide consultation to general education personnel for the purpose of prevention and intervention.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is a written plan for a student with a disability who requires special education programs and/or services to make progress in the general education curriculum.

HOMEBOUND AND HOSPITALIZED SERVICES

Homebound and Hospitalized services are provided to eligible students unable to attend school because of a medical condition certified by the attending physician, physician assistant, or a hospital that requires the student to be homebound or hospitalized for a period longer than (5) consecutive days. Students eligible for Special Education services receive a minimum of two (2) non-consecutive hours of instruction per week. Students eligible for Special Education services receive a minimum of two (2) non-consecutive hours of instruction per week. Homebound Services shall be initiated within 15 school days after verification of a medical condition; Hospitalized Services shall be initiated when determined feasible for additional information on services for students with IEPs. Please see Michigan Administrative Rules for Special Education at R340.1746.

STUDENT ACCOMMODATIONS/SECTION 504 POLICY

Parents/Guardians who suspect their child may have a physical or mental impairment that substantially limits one (1) or more major life activities and who may need accommodations and/or services under Section 504 should contact their building principal to request a Section 504 evaluation.

This referral may be initiated by a Parent/Guardian, teacher or other certified school employee.

To be eligible under Section 504, the student’s physical or mental impairment must substantially limit one or more major life activities. Major Life Activities Include, but are not limited to:

- Caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, sleeping, lifting, standing, bending, reading, concentrating, thinking, communicating, working and operating major bodily functions.

SECTION 504
The Grand Rapids Public Schools complies with Section 504 of the Rehabilitation Act, which, among other things, prohibits discrimination against covered persons on the basis of disability. This nondiscrimination obligation under Section 504 applies to: admission, access to, or participation in, services provided to students or employment in, District programs and activities.

Students who have, or are suspected of having, a physical or mental impairment that substantially limits one (1) or more major life activities and who may need accommodations and/or services under Section 504 should be referred for a 504 Evaluation.

Parent(s)/Guardian(s) who suspect that their student may have a disability may put their concerns in writing to their Principal (or designee) to request an evaluation or interventions as designed by the building Student Success Team.

Student may be considered eligible under Section 504, even though they do not require services, pursuant to the federal law, individuals with Disabilities Education Act (IDEA)

Students may qualify for services under Section 504 or IDEA, if they meet the eligibility requirements of the State of Michigan and Federal Government.

The Board has designated a Section 504 Coordinator/Compliance Officer to coordinate the District’s efforts to comply with the Section 504 and to investigate and attempt to resolve grievances regarding alleged violations of Section 504 and this policy. A copy of Section 504 and its implementing regulations may be obtained from the Section 504 Coordinator/Compliance Officer. Parent(s)/Guardian(s) may contact Student Services by calling 616-819-2150 for further information.

Any Parent/Guardian, who suspects student may have a disability that requires accommodation or other services should contact their Principal (or designee) in writing to request complaint procedures.

**SERVICE ANIMALS**

*Board Policy 8930 and 8930R*

Individuals with disabilities, including students, employees and visitors may be accompanied by service animals in District facilities and vehicles, on District grounds and at District functions. A student with a disability or employee with a disability may voluntarily submit a request to be accompanied by a service animal by contacting the building principal, or supervisor of Human Resources, but is not required to do so.

“Service Animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

The works or tasks performed by a Service Animal must be directly related to the individual’s disability. However the handler of the Service Animal may not necessarily be the individual with a disability. Examples of work tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Providing non-violent protection or rescue work
- Pulling a wheelchair
- Assisting an individual during a seizure
- Alerting individuals to the presence of allergens
- Retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The animal’s provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

In determining whether the Service Animal poses a “direct threat” to the health or safety of others, the District will make an individualized assessment, based on reasonable judgement that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services will mitigate the risk.

If it is not readily apparent that the animal is trained to do work or perform tasks for the individual with a disability, the owner or handler of the animal may only be asked the two following questions before the animal is allowed in a District Facility, on District grounds, at District functions or in a District vehicle: Whether the animal is required because of a disability; and, The type of work or task the animal has been trained to perform. Staff cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the service animal, or ask that the Service Animal demonstrate its ability to perform the work or task.

**504 PLANS AND INDIVIDUALIZED EDUCATION PLANS:** A student with a disability may be accompanied by a service animal regardless of whether the Service Animal is written in to a 504 Plan or IEP, subject to any conditions or limitations established by applicable law.

Where the animal does not meet the definition of Service Animal, the IEP or Section 504 team should consider whether the Service Animal is nevertheless necessary for the student to receive free and public education (F.A.P.E.). Where the team determines the service animal is necessary for the student to receive FAPE, the team would include in the IEP or Section 504 plan its determination of how the Service Animal is necessary for the student to receive FAPE. In instances where the team determines that a Service Animal does not meet the definition of Service Animal but is otherwise necessary for the student to receive a FAPE the team can limit the settings in which the student could be assisted by the Service Animal. A student with a Service Animal who does not have a 504 Plan may request that such a plan be developed.
CARE AND SUPERVISION OF SERVICE ANIMAL: Animals shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the Service Animal’s safe, effective performance of work or tasks, in which case the Service Animal must be otherwise under the handler’s control (e.g., voice control, signals or other effective means). The handler must be in full control of the Animal at all times. The care and supervision of the Animal is solely the responsibility of the handler. The owner/handler of a Service Animal shall be solely responsible for:

- Supervision and care of the Animal, including any feeding, exercising, walking to relieve, clean up and the cost of stain removal, if required; and
- Except as provided in Board policy or rules, harnessing, leashing or tethering the animal. The District is not responsible for the care and supervision of a Service Animal.

CONFLICTING DISABILITIES: Individuals with disabilities that are adversely impacted by Service Animals should contact the building Principal/Supervisor or human Resources. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. (Certain individuals with animal danger allergies or fear of dogs may qualify as individuals with disabilities.) The building Principal/Administrator or Human Resources shall strive to facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of the disabled individuals involved. However, the conflict shall not be resolved by prohibiting the student or employee from bringing a Service Animal on campus.

EXPULSION OF SERVICE ANIMAL: The District may exclude a Service Animal from District facilities, vehicles, grounds or functions under the following circumstances:

- The Animal is out of control, and the Animal’s handler does not take effective action to control it;
- The Animal is not housebroken;
- For any other reason permitted by law.

If the District excludes a Service Animal, it shall provide the individual with a disability the opportunity to participate in the service, program or activity without the Service Animal on the premises. Allergies and fear of dogs are not valid reasons for denying access to students, employees or visitors using Service Animals. When a person is allergic to dog dander and a person who uses a Service Animal must spend time in the same room or facility, they both should be accommodated by assigning them, to the extent possible, to different classes or different locations within the room or facility.

COMPLAINT PROCEDURES: A student with a Service Animal who believes the District has discriminated against him or her on the basis of a disability by excluding the Service Animal should file a complaint with the Civil Rights Compliance Officer or may file a complaint with appropriate agencies.

Mr. Larry Johnson, Civil Rights Compliance Officer
Grand Rapids Public Schools
1331 Franklin SE
PO Box 117
Grand Rapids, MI 49501-0117
JohnsonL@grps.org | (616) 819-2000

A Parent/Guardian or member of the public who believes the District discriminated against him or her on the basis of a disability by excluding the Service Animal may file a complaint with the Civil Rights Compliance Officer or the Assistant Superintendent of Human Resources or designee or may file a complaint with appropriate agencies.

LIABILITY: The owner or the handler of a Service Animal or a Service Animal-in-Training is liable for any and all damages to property or injuries to persons caused by the Service Animal or Service Animal-in-Training must also indemnify, defend and hold harmless the District from and against any and all claims, actions, suits, judgements and demands brought by any property arising on account of, or in connection with, any activity of or damage or injury caused by the Service Animal or Service Animal-in-Training.

TTY USERS
Persons who are deaf or hard of hearing and would like to telephone the District may call Michigan Relay Service for assistance at 1-800-649-3777.

LANGUAGE TRANSLATION/INTERPRETATION SERVICES
Translation and Interpretation services for all conferences, meetings, hearings, etcetera, are available by contacting the ELL department (616)819-7266 or email HendersC@grps.org.
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ARSON, PA 250

Arson refers to burning of a school building or burning on school grounds. Michigan Public Act 250 (passed in 1995) prohibits arson (as well as Criminal Sexual Conduct and possession of a dangerous weapon) and requires permanent expulsion from all Michigan public schools of students who commit an act of arson on any GRPS property or off-campus location during school-sponsored activities.

Per this state law, students in Grades K-5 who commit an act of arson shall be permanently expelled and shall not be reinstated before the expiration of ten (10) school days after the date of the expulsion.

Per this state law, students in Grades 6-12 who commit an act of arson shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled students shall be advised of the process, timeline and their right to petition for reinstatement. Also see Public Act 250 on page 50, Due Process item 7 on page 44, and Special Education and Section 504 Policies on page 28.

ATTENDANCE AND TARDINESS PROCEDURES: ELEMENTARY AND K-8TH GRADE SCHOOLS

Chronic absenteeism refers to students missing an extended period of school when both excused and unexcused absences are taken into account. Chronic absence also can be defined as missing 10 percent or more of the school year (equivalent to 17 days out of a 174 day school year).

The law in Michigan governing Compulsory Attendance (MCL 380.1561) requires a parent, legal guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. A child who was age eleven on or after December 1, 2009 or who was age eleven on or before that date and entered grade 6 in 2009 or later shall attend school from age six to eighteen.

Department of Human Services (DHS Policy) effective October 1, 2012 requires Michigan parents whose children don’t attend school will lose welfare cash benefits under a new state policy. Michigan department of Humans Services will require children ages 6-15 to attend school full time to keep family eligible for cash benefits. If a child doesn’t the entire family becomes ineligible. The DHS policy requires school attendance for children ages 16-17 and will not cut cash aid for the family if a student is truant.

The Grand Rapids Board of Education strongly supports a policy utilizing every resource available to involve students in an ongoing educational program on the basis of regular attendance in school.

Absences referred to in this policy are whole days of absence from school and are cumulative over the school year.

ATTENDANCE STANDARD: The school shall make regular contact with Parent(s)/Guardian(s) of students who have developed patterns of absenteeism. The school shall maintain accurate records of student attendance and shall document all contacts with Parent(s)/Guardian(s) regarding attendance problems.

DISTRICT PROCEDURES:

1. When a student has accumulated three (3) days of absence:
   a. The Principal (or designee) shall determine if the absences are legitimate.
   b. If the Principal (or designee) has a concern about absences, a letter of concern shall be mailed to the student’s parent/guardian.
   c. A log of this communication shall be recorded on the student’s record in the Student Information System.

2. When a student has accumulated eight (8) days of absence:
   a. A Legal Notice shall be mailed to the student’s parent/guardian, informing the parent/guardian of their legal obligations to ensure their student is in school.
   b. A log of this Legal Notice shall be recorded on the student’s record in the Student Information System.

3. When a student has accumulated fifteen (15) days of absence:
   a. The Principal (or designee) shall complete a Security Officer Home Visit Form and it shall be delivered by a district official to GRPS Public Safety.
   b. The assigned GRPS Public Safety Officer and/or Grand Rapids Police Department (GRPD) shall conduct a home-call/visit.
   c. During the home-call/visit, the GRPS Public Safety Officer and/or GRPD shall discuss with the Parent(s)/Guardian(s) the need for improved attendance, reasons for the truancy; and shall inquire about needed support services and future steps should attendance not improve.
   d. A log of the Home-Call/Visit shall be recorded on the student’s record in the Student Information System.

4. When a student has accumulated twenty (20) days of absence:
   a. The GRPS Public Safety Officer shall present all reports and documents, including the Delinquency Petition, to the Kent County Prosecutor’s Office/Grand Rapids City Attorney for possible prosecution.
   b. A log of this action shall be recorded on the student’s record in the Student Information System.

5. In extenuating circumstances, the Principal (or designee) reserves the right to excuse absences that would otherwise result in disciplinary action as outlined in 2-4 above.

EXCUSED ABSENCES: Absences shall be excused by the Principal (or designee) for the reasons indicated below: Absences for any other reason shall be considered unexcused.

1. Serious illness of a family member
2. Death in the immediate family
3. Illness/injury or quarantine of the student
4. Dental or medical services
5. Appearance in Juvenile Court
6. Observance of a holiday or ceremony of his/her religion
7. Family emergencies
8. Weather related absences “snow days” excused at district level
9. Reasons authorized by the Principal or designee

TARDINESS/LATE ARRIVALS/EARLY DEPARTURES:

- If a student arrives late or leaves early by 35 minutes or less in the am/pm, then the student is considered TARDY.
If a student arrives late by 36 to 90 minutes in the am, then the student is considered LATE ARRIVAL.
If a student leaves early by 36 to 90 minutes in the pm, then the student is considered EARLY DEPARTURE.
If a student arrives late or leaves early by 91 minutes or more in the am/pm, then the student is considered ABSENT.

Students riding a bus shall not be considered tardy if the bus is late.

The Principal and staff shall handle chronic tardiness. Tardiness may be excused for other reasons that the Principal considers appropriate.

**ATTENDANCE AND TARDINESS PROCEDURES: COMPREHENSIVE MIDDLE SCHOOL & HIGH SCHOOL STUDENTS**

**ATTENDANCE POLICY:** Attendance at school is an important part of the learning process. It helps students develop habits that prepare them to be reliable citizens, dependable employees, professionals, and business owners. Attendance at school, in accordance with this policy, is an important part of earning credit in any course.

Department of Human Services (DHS Policy) effective October 1, 2012 requires Michigan parents whose children don’t attend school will lose welfare cash benefits under a new state policy. Michigan Department of Human Services will require children ages 6-15 to attend school full time to keep family eligible for cash benefits. If a child doesn’t the entire family becomes ineligible. The DHS policy requires school attendance for children ages 16-17 and will not cut cash aid for the family if a student is truant.

**GENERAL GUIDELINES:** Students may not exceed twelve (12) total absences (excused, unexcused, and twenty-five-minutes tardy) per class per semester. The twelve (12) day maximum absences apply to each class and are not the total of all classes. Excused and unexcused absences are counted. Special situations as they occur will be dealt with on an individualized basis by the administration.

**EXCUSED ABSENCES:** Students are excused if Parent(s)/Guardian(s) contact the school Attendance Office before or during the first day of absence or within twenty-four (24) hours of the student’s return to school, and the reason provided is accepted by the School Principal. Absences may only be excused by the student’s parent/guardian. In extenuating circumstances, the parent/guardian may request consideration for excused absences after twenty-four (24) hours of the student’s return to school. Such requests may be granted at the principal’s discretion.

**EXAMPLES OF EXCUSED ABSENCES:**
1. Approved non-school sponsored college visits (on or off campus);
2. Personal illness;
3. Pre-arranged excused absences for student participation in approved non-school competition and performance activities;
4. Approved family travel;
5. Medical appointments that cannot be scheduled outside of the school day;
6. Court-ordered appearances;
7. Death in the student’s immediate family, close friend, or relative;
8. Religious holidays;
9. Other reasons as authorized by the Principal (or designee).

**HOMEWORK FOR EXCUSED ABSENCES:** Students with excused absences will be allowed to make-up assignments. It is the student’s responsibility to ask his/her teacher for the work he/she has missed. All missing work must be made up within the marking period in which the absence occurred. If there are extenuating circumstances, a student may be given additional time to complete the work at the principal’s discretion.

**EXAMPLES OF UNCOUNTED ABSENCES:**
1. School-related absences (participation in district/state assessments, field trips);
2. School-guidance absences (participation in school-sponsored career & college visits, counseling appointments);
3. School athletics absences (participation in school athletics);
4. Homebound/hospitalized absences (with a doctor’s note);
5. Suspension (in-school or out-of-school);
6. District authorized closures (snow days, emergency closures).

**EXAMPLES OF UNEXCUSED ABSENCES:**
1. Arriving 26 minutes or later to a class, or more than 60 minutes for block schedule classes, unless there is a verifiable and unavoidable personal emergency;
2. Leaving school without advance written permission;
3. Skipping class;
4. Failure by Parent/Guardian to excuse an absence within twenty-four (24) hours of the student’s return to school;
5. Absences for reasons that are not accepted by the Principal (or designee).

**ATTENDANCE CONSEQUENCES AND ADMINISTRATIVE PROCEDURES FOR UNEXCUSED ABSENCES:**
1. When a student has accumulated six (6) days of absence:
   a. The Principal (or designee) shall determine if the absences are legitimate.
   b. If the Principal (or designee) has a concern about absences, a letter of concern shall be mailed to the student’s parent/guardian. The letter state the number of absences the student has accumulated and will inform the parent/guardian that missing twelve (12) days in a semester will result in a failing grade.
      – When a student accumulates 12 absences or more in a semester class the following will apply:
        • If a student passes the class AND earns a 70% or higher on the final exam he/she receives the grade and credit earned in the class
        • If a student passes a class and earns less than 70% on the final exam, he/she will receive an E for the class and will not earn credit.
      – The Principal or designee reserves the right, under extenuating circumstances, to modify this guideline.
   c. A log of this communication shall be recorded on the student’s record in the Student Information System.
2. When a student has accumulated ten (10) days of absence:
   a. A Legal Notice shall be mailed to the student’s parent/guardian, informing the parent/guardian of their legal obligations to ensure their student is in school.
b. A log of this Legal Notice shall be recorded on the student’s record in the Student Information System.
3. When a student has accumulated fifteen (15) days of absence:
   a. The Principal (or designee) shall complete a Security Officer Home Visit Form and it shall be delivered by a district official to GRPS Public Safety;
   b. The assigned GRPS Public Safety Officer and/or Grand Rapids Police Department (GRPS) shall conduct a home-call/visit.
   c. During the home-call/visit, the GRPS Public Safety Officer and/or GRPD shall discuss with the Parent(s)/Guardian(s) the need for improved attendance, reasons for the truancy, and shall inquire about needed support services and future steps should attendance not improve.
   d. A log of the Home-CalVisit shall be recorded on the student’s record in the Student Information System.
4. When a student has accumulated twenty (20) days of absence:
   a. The GRPS Public Safety Officer shall present all reports and documents, including the Delinquency Petition, to the Kent County Prosecutor’s Office/Grand Rapids City Attorney for possible prosecution.
   b. A log of this action shall be recorded on the student’s record in the Student Information System.
5. In extenuating circumstances, the Principal (or designee) reserves the right to excuse absences that would otherwise result in disciplinary action as outlined in 2-4 above.

TARDINESS/LATENESS:
- If a student arrives late by 25 minutes or less to class, then the student is considered TARDY.
- If a student arrives late by 26 minutes or more to a traditional class, then the student is considered ABSENT.
- If a student arrives late by 26 to 60 minutes to a block schedule class, then the student is considered LATE ARRIVAL.
- If a student arrives late by 61 minutes or more to a block schedule class, then the student is considered ABSENT.
- If a student is tardy/late 1-4 times per class, the District will contact the parent(s)/guardian(s) to notify them that additional tardies/lateness may result in further disciplinary action. The teacher will keep a log of this communication.
- If a student is tardy 5-8 times per class, he/she will receive a detention starting with the 6th tardy and each subsequent tardy thereafter. The District will notify the parent(s)/guardian(s) of the subsequent tardies/lateness and the pending consequences.
- At the Principal’s discretion, if a student is tardy/late 9-12 times per class, starting with the 11th tardy/late and each subsequent tardy/late thereafter, he/she may be required to:
  - Attend the Intervention Room (when available);
  - Attend After School Detention;
  - Attend Friday School/Saturday School.

BULLYING (POLICY AND PROCEDURES)
Board of Education Policy 8260

The Board of Education believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, the District strives to provide a safe and nurturing environment for all of its students. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers.

BULLYING IS PROHIBITED: Bullying of a student, whether by other students, staff, visitors, Board members, parents, guests, contractors, vendors, or volunteers, is prohibited. All pupils are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus.

DEFINITION OF BULLYING: Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:
1. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils
2. Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress
3. Having an actual and substantial detrimental effect on a pupil’s physical or mental health
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school

Bullying is prohibited at school. “At school” is defined as on school premises, at school-sponsored activities or events, on a school bus or other school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. “Telecommunications access device” and “telecommunications service provider” mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying that does not occur “at school,” as defined above, including bullying that occurs over the Internet (cyber-bullying), that causes a substantial disruption to the educational environment as described in 1-4 above may be subject to disciplinary action in accordance with this policy and applicable law.

REPORTING AND INVESTIGATING REPORTS OF BULLYING: Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student to a teacher, a counselor, a building principal, an assistant principal, or other staff member. Staff members shall report any reports made by students or situations that they believe to be bullying behavior directed toward a student to the building principal or assistant principal. Complaints against administrators shall be reported to the Superintendent. Complaints against the Superintendent shall be reported to the Board President.

Retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying is prohibited. Retaliation shall be considered a serious violation of Board policy, independent of whether a report is substantiated. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations about bullying is prohibited. Retaliation and making intentionally false accusations about bullying may result in disciplinary action up to and including expulsion.
All complaints about bullying that may violate this policy shall be promptly investigated and documented. The building principal or assistant principal is responsible for the investigation. If the investigation results in a finding that an instance of bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for students, up to and including discharge for employees, and up to and including exclusion for parents, guests, volunteers, and contractors, and removal from any officer position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, notification will be provided to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying. Each school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including discipline and referrals. The Superintendent shall provide a report of all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the Board of Education on an annual basis.

The Superintendent is the school official responsible for ensuring that this policy is implemented.

**CIVIL RIGHTS VIOLATION (COMPLAINT PROCEDURES)**

*Board of Education Policy 8010-8018*

The Board prohibits discrimination of the basis of race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, religion, national origin, age, marital status, disability, pregnancy or veteran status by School Board members, employees, other students, vendors, contractors or other persons doing business with the District. Allegations of discrimination based on race, height, weight, color, religion, national origin, age, marital status, disability or veteran status shall be reported to the Civil Rights Officer:

Mr. Larry Johnson, Office of Public Safety and School Security
Grand Rapids Public Schools
1331 Franklin St. SE PO Box 117
Grand Rapids, MI 49501-0117
JohnsonL@grps.org | (616) 819-2000

Allegations of discrimination based on sex, sexual orientation, gender, gender identity and expression and pregnancy shall be reported to the Title IX Coordinator:

Mr. Kurt Johnson, Title IX Compliance Coordinator
Grand Rapids Public Schools
1331 Franklin St. SE PO Box 117
Grand Rapids, MI 49501-0117
JohnsonK@grps.org | (616) 819-2010

Students, their Parent(s)/Guardian(s), and/or anyone else acting on their behalf have the right to file a complaint directly with the Michigan Department of Civil Rights, The Office for Civil Rights, U.S. Department of Education or the Ethics Hotline at https://reportanissue.com/grps/welcome.php, or call 1-800-345-7377 (The Hotline will take anonymous complaints).

The complainant shall share the details of the discrimination or harassment experienced. The complainant shall be asked to complete a copy of the District Discrimination/Harassment Complaint form. See Page 54 for the process used for complaints of sexual harassment and sex based discrimination.

The District (or designees) shall investigate allegations of improper conduct. All complaints, interviews and investigations shall be processed in a manner which protects all individuals to the extent reasonably possible. The District shall make every effort to prevent public disclosure of the names of the parties involved, except to the extent necessary to carry out the investigation and/or eliminate discrimination, harassment and improper conduct.

The District, students, and/or employees who are alleged perpetrators of discrimination, sexual harassment or sexual misconduct shall be entitled to due process. Subject to the rights of students or employees, the District shall make efforts to keep complainants advised of the progress of the investigation and of any decision it reaches concerning the situation.

If any of the involved parties have questions concerning the progress of the investigation or actions taken by the District to remediate any discrimination, that may have occurred, contact Mr. Larry Johnson, Civil Rights Compliance Officer or Mr. Kurt Johnson, Title IX Coordinator.

**FOLLOW-THROUGH AT CONCLUSION OF INVESTIGATION:** If it is concluded that the allegations have merit, action will be taken to remediate the situation. The District shall follow its procedures to attempt to prevent a reoccurrence of discrimination and/or improper conduct.

Retaliation by anyone against an individual, who has reported discrimination or improper conduct, is strictly forbidden. If the complainant believes that anyone is retaliating against them in any way, they must immediately notify their Principal (or designee) and/or the Civil Rights Compliance Officer, or the Title IX Coordinator.

**ADMINISTRATOR/STAFF RESPONSIBILITIES:** Any administrator or staff member who observes or receives a complaint of discrimination or harassment must do the following:

1. Immediately report such activity to their immediate supervisor and the District OCR or Title IX Coordinator.
2. Cooperate in the investigation and enforcement of Board policy and laws as requested.

**APPLICATION OF UNIFORM DISCIPLINE CODE FOR STUDENT CONDUCT**

The student code of conduct outlined in this handbook applies before, during, and after school when students are:

1. In school buildings or are on any school premises
2. At any school-sponsored activity, regardless of location
3. Walking to or from school or a school-sponsored activity
4. Traveling on school buses, other related vehicles, or any other vehicle used to transport students to and from school or a school-sponsored activity
5. Using school telecommunications networks, accounts or any other District service
These acts of misconduct include those student behaviors which are generally described as mildly disruptive, committed without malice, not purposely disrespectful, but which disrupt the orderly educational process in the classroom or on school grounds. This level includes (but is not limited to) the following:

- Disruptive behavior
- Failure to carry out directions, follow classroom or school guidelines
- Falsifying information (signing homework and so on)
- Improper dress (bare feet, wearing hats, immodest dress, sagging pants, inappropriate logos/advertisements/language on apparel and so on), Dress Code Violation
- Inappropriate internet or computer use, including (but not limited to): accessing inappropriate sites, publishing or producing material not related to a school or class assignment, creating offensive but inappropriate images on the student’s screen or the screens of others
- Littering
- Posting/distributing or possessing unauthorized materials
- Running or making excessive noise in the hall or building
- Unacceptable physical contact (kissing, rough play and so on)
- Unauthorized use of an electronic device (first offense)

**LEVEL I DISCIPLINARY ACTION:** All Level I Acts of Misconduct are handled (resolved) on the spot in the classroom, hall, lunchroom, playground and other school areas by attending staff. Parent/Guardian contact shall be made at the discretion of the teacher or Principal. Continued Level I Acts of Misconduct may be treated as Level II Acts of Misconduct following Parent/Guardian contact and Teacher-Principal agreement.

Note: Documentation is not required and is at the teacher’s discretion unless Level I Acts of Misconduct are moved to a Level II. Students who demonstrate repeated Level I acts of misconduct may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.

**LEVEL II ACTS OF MISCONDUCT:** These acts of misconduct include those student behaviors which are generally described as deliberate and which disrupt the orderly educational process in the classroom or on school grounds. This level includes (but is not limited to) the following:

- Continuation of unmodified Level I Acts of Misconduct
- Cheating (obtaining information in violation of classroom rules, altering grades and so on)
- Creating or displaying profane, obscene, indecent, immoral, or offensive language, gestures, or materials (using racial or ethnic slurs, biased language, illustrations or behavior and so on)
- Disrespect for rightful authority
- Failure to cooperate with school personnel (leaving the classroom or grounds without permission and so on)
- Harassment or verbal abuse of other students (creating a hostile environment)
- Hitting, pushing or intentionally hurting other students
- Inappropriate internet or computer use, including (but not limited to): generating an expense of up to fifty dollars ($50), publishing offensive material on the internet or the GRPS internal network, creating offensive images or defamation of an individual or group
- Throwing objects (snowballs, stones, food and so on)

Note: A student charged with four (4) of the same Level II Acts of Misconduct shall be suspended. A student charged with four (4) different Level II Acts of Misconduct can be suspended at the discretion of the Principal.

**LEVEL II DISCIPLINARY ACTION:** Disciplinary action for Level II Acts of Misconduct may include the following:

- **First Violation**
  1. Teacher completes Conduct Report or Office Discipline Referral (ODR).
  2. Student writes, dictates or discusses a Corrective Plan.
  3. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian.
  4. Teacher or Principal may contact Parent/Guardian.

- **Second Violation**
  1. Teacher completes Conduct Report or Office Discipline Referral (ODR).
  2. Student writes, dictates or discusses a Corrective Plan.
  3. Student could receive a Time-Out period.
  4. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian.
  5. It is essential that teacher or Principal contact Parent/Guardian.

- **Third Violation**
  1. Teacher completes Conduct Report.
  2. Student writes, dictates or discusses a Corrective Plan.
  3. Student could receive a Time-Out period.
  4. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian.
  5. Teacher-Student-Parent/Guardian-Administrator Conference is mandatory and scheduled immediately. A Contract is optional at this meeting. Parent/Guardian is informed of Fourth Violation consequences should violations continue to occur. Parent(s)/Guardian(s) who do not attend the conference shall be notified, in writing, of potential Fourth Violation consequences.

- **Fourth Violation**
  1. Principal completes Suspension Notice.
  2. Principal contacts Parent/Guardian (phone call or home-call/visit) regarding suspension before it is implemented.
3. Out-of-school/program Suspension is implemented. Length of suspension generally not to exceed three (3) school days but is at the discretion of the Principal. Severe circumstances may warrant suspension for a longer period of time but is not to exceed five (5) school days. A student suspended from school is not allowed to attend school or any school-related activity for the period of the suspension. The student shall be assigned homework during the period of suspension for completion and submission to the classroom teacher on the day of readmission.

4. Parent/Guardian-Student-Principal Conference is required with each Out-of-school/program Suspension.

Notes: A student returning from Out-of-school/program Suspension and repeating the same or similar behavior shall go to Level I, II, or III Disciplinary Action at the discretion of the Principal. Students who demonstrate repeated Level II acts of misconduct may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a functional behavior assessment.

A Conduct Report can be removed after January 1, and this action may also be repeated after April 1, at the discretion of the Principal, giving the student an opportunity for a fresh start.

LEVEL III ACTS OF MISCONDUCT: These acts of misconduct include those student behaviors, which are generally described as seriously disruptive and in clear defiance of authority. These student behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:

- Possession or delivery of controlled substances (Public Act 250)
- Possession or delivery of illegal or dangerous firearms (Public Act 250)
- Possession, concealment, threat, attempted use or use of a weapon or look-alike weapon including (but not limited to): straight-edge razor, pepper spray, chemical mace, OC spray, bb gun (air soft gun and so on)
- Possession of a firearm (Public Act 250)
- Possession or distribution of pornographic material as defined by the Supreme Court
- Possession or lighting of fireworks (gas-ejecting device, and so on)
- Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs)
- Racial or ethnic harassment (creating a hostile environment)
- Serious fight
- Sexual misconduct, harassment or inappropriate sexual activity (creating a hostile environment)
- Smoking, possession or use of chewing tobacco or other tobacco products
- Theft
- Threat with a dangerous weapon (Public Act 250)
- Unauthorized possession, use, delivery of prescribed drug or other intoxicant, lawful or unlawful
- Unauthorized use of an electronic device (repeated offense)
- Vandalism, destruction of property or graffiti
- Verbal assault of staff/verbal threat of serious bodily injury to staff
- Extortion or robbery
- False activation of a fire alarm
- Gambling (playing games for money and so on)
- Gross Indecency/Indecent Exposure
- Inappropriate internet or computer use, including (but not limited to): generating an expense over fifty dollars ($50), modifying GPRS programmatic files or web pages without authorization, creating a web page without authorization, using another person’s password or account, unauthorized disclosure of test questions, sexual harassment, spreading confidential information, causing a computer or network to crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or harass students or staff
- Possession, concealment, threat, attempted use or use of a weapon or look-alike weapon including (but not limited to): knife with a blade three (3) inches or less in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, bb gun (air soft gun and so on)
- Possession of a firearm (Public Act 250)
- Possession or distribution of pornographic material as defined by the Supreme Court
- Possession or lighting of fireworks (gas-ejecting device, and so on)
- Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs)
- Racial or ethnic harassment (creating a hostile environment)
- Serious fight
- Sexual misconduct, harassment or inappropriate sexual activity (creating a hostile environment)
- Smoking, possession or use of chewing tobacco or other tobacco products
- Theft
- Threat with a dangerous weapon (Public Act 250)
- Unauthorized possession, use, delivery of prescribed drug or other intoxicant, lawful or unlawful
- Unauthorized use of an electronic device (repeated offense)
- Vandalism, destruction of property or graffiti
- Verbal assault of staff/verbal threat of serious bodily injury to staff

LEVEL III DISCIPLINARY ACTION: Disciplinary action for Level III Acts of Misconduct may include the following:

- Short-term Suspension (10 School Days or less)
- Long-term Suspension (more than 10 School Days)
- Disciplinary Reassignment
- Expulsion
- Police Contact or Arrest

Note: Students who demonstrate repeated Level III acts of misconduct may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.

CODE OF CONDUCT, ACTS OF MISCONDUCT (GRADES 6-12)

It is necessary for students and Parent(s)/Guardian(s) to understand that deviations from expected behavior may result in disciplinary action. Disciplinary action in Levels I through V shall occur in response to student misbehavior as the administrator recommends. The Principal (or designee) is responsible for recommending all disciplinary action, including In-school and Out-of-school/program Suspension. In each situation, the question of whether or not an act of misconduct occurred that warrants disciplinary action shall be determined administratively, by a building administrator or a hearing officer.

The behaviors listed below are not all inclusive. Other student conduct may result in disciplinary action when in the judgment of an administrator the student’s conduct is unsafe, disruptive or interferes with the educational process. Note: The District reserves the right to recommend more severe discipline based on the nature of the violation.

LEVEL I ACTS OF MISCONDUCT: These acts of misconduct include those student behaviors which are generally described as mildly disruptive, committed without malice, not purposefully disrespectful, but which disrupt the orderly educational process in the classroom or on
school grounds. This level includes (but is not limited to) the following:
- Failure to carry out directions, follow classroom and/or school guidelines
- Improper dress (wearing hats, bare feet, immodest/extreme/exhibitionist dress, sagging pants, inappropriate logos/advertisements/language on apparel, gang apparel and so on), Dress Code Violation
- Inappropriate internet or computer use, including (but not limited to): accessing inappropriate sites, publishing or producing material not related to a school or class assignment, creating offensive but inappropriate images on the student’s screen or the screens of others
- Littering
- Not in possession of ID
- Running and/or making excessive noise in the hall or building
- Unacceptable physical contact (kissing, petting, rough play and so on)
- Unauthorized use of electronic device (first offense)

LEVEL I DISCIPLINARY ACTION: Disciplinary action for Level I Acts of Misconduct may include the following:

First Violation
  Minimum
  - Staff Intervention
  - Teacher-Student Conference
  - School Detention

Maximum
  - Teacher-Student-Parent/Guardian-Counselor Conference

Repeated/Flagrant Violations
  Minimum
  - Teacher-Student-Parent/Guardian-Counselor Conference

Maximum
  - Staff Intervention
  - In-school Suspension

Note: Students who demonstrate repeated Level I acts of misconduct may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.

LEVEL II ACTS OF MISCONDUCT: These acts of misconduct include those behaviors which are generally described as seriously disruptive and in clear defiance of authority. These student behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:
- Continuation of unmodified Level II Acts of Misconduct
- Disrespect for rightful authority (refusing to show an ID and so on)
- Disruptive behavior or any behavior which interferes with the educational process
- Forgery/falsifying information, making false report, giving false information that may compromise student and staff safety
- Gambling (playing games for money and so on)
- Hostile actions (including inciting a fight or other disruptive behavior)
- Inappropriate internet or computer use, including (but not limited to): modifying GRPS programmatic files or web pages without authorization, creating a web page without authorization, using another person’s password or account, unauthorized disclosure of test questions
- Interfering with school authorities and programs through behavior including (but not limited to): walk-outs, boycotts, sit-ins, trespassing
- Profane, obscene, indecent, immoral or offensive language, gestures or material, or including gestures, racial or ethnic slurs, or biased language, illustrations or behavior (creating a hostile environment)
- Smoking or possession of chewing tobacco or other tobacco products
- Truancy (failing to attend class without a valid excuse)

LEVEL II DISCIPLINARY ACTION: Disciplinary action for Level II Acts of Misconduct may include the following:

First Violation
  Minimum
  - Staff Intervention
  - Teacher-Student-Parent/Guardian-Counselor Conference
  - School Detention

Maximum
  - Staff Intervention
  - Teacher-Student-Parent/Guardian-Conference.
  - In-school Suspension

Repeated/Flagrant Violations
  Minimum
  - Out-of-school/program Suspension (1-3 School Days)

Maximum
  - Disciplinary Reassignment

Note: Students who demonstrate repeated Level II acts of misconduct may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.

LEVEL III ACTS OF MISCONDUCT: These acts of misconduct include those behaviors which are generally described as seriously disruptive and in clear defiance of authority. These student behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:
- Continuation of unmodified Level II Acts of Misconduct
- Disrespect for rightful authority (refusing to show an ID and so on)
- Disruptive behavior or any behavior which interferes with the educational process
- Forgery/falsifying information, making false report, giving false information that may compromise student and staff safety
- Gambling (playing games for money and so on)
- Hostile actions (including inciting a fight or other disruptive behavior)
- Inappropriate internet or computer use, including (but not limited to): modifying GRPS programmatic files or web pages without authorization, creating a web page without authorization, using another person’s password or account, unauthorized disclosure of test questions
- Interfering with school authorities and programs through behavior including (but not limited to): walk-outs, boycotts, sit-ins, trespassing
- Profane, obscene, indecent, immoral or offensive language, gestures or material, or including gestures, racial or ethnic slurs, or biased language, illustrations or behavior (creating a hostile environment)
- Smoking or possession of chewing tobacco or other tobacco products
- Truancy (failing to attend class without a valid excuse)
• Vandalism (graffiti, tagging and so on) generating an expense less than one-hundred dollars ($100)

LEVEL III DISCIPLINARY ACTION: Disciplinary action for Level III Acts of Misconduct may include the following:

First Violation
Minimum
- Staff Intervention
- In-School Suspension

Maximum
- Staff Intervention
- Out-of-school/program Suspension (1-3 School Days)

Repeated/Flagrant Violations
Minimum
- Out-of-school/program Suspension (1-3 School Days)

Maximum
- Disciplinary Reassignment
- Out-of-school/program Suspension (6-10 School Days)

Truancy
Minimum
- Teacher-Student-Parent/Guardian-Administrator Conference
- Referral to Family Support Specialist
- In-school Suspension

Maximum
- Disciplinary Reassignment
- Referral to Children’s Protective Services (CPS) and/or 61st District Court
- In-school Suspension

LEVEL IV ACTS OF MISCONDUCT: These acts of misconduct include those student behaviors which very seriously disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:

- Concealment, unauthorized distribution, sale, trade or possession with intent to distribute, sell or trade any items of value including (but not limited to): article of clothing, candy, cell phone, cell phone chip, CD, DVD, tapes, electronic device, jewelry, or any other item identified as inappropriate by a building administrator
- Continuation of unmodified Level III Acts of Misconduct
- Fighting
- Inappropriate internet or computer use, including (but not limited to): generating an expense under one-hundred dollars ($100), sexual harassment, spreading confidential information
- Making a false report of sexual harassment (creating a hostile environment)
- Possession or lighting of fireworks (gas-ejecting device, and so on).
- Possession or distribution of pornographic materials as defined by the Supreme Court, including possession or distribution of pornographic material through electronic form
- Possession or sale of stolen property
- Racial or ethnic harassment (creating a hostile environment)
- Sexual harassment
- Theft under one-hundred dollars ($100)
- Unauthorized use of an electronic device (repeated offense)
- Use of force, intimidation or coercion
- Vandalism generating an expense under one-hundred dollars ($100)

LEVEL IV DISCIPLINARY ACTION: Disciplinary action for Level IV Acts of Misconduct may include the following:

First Violation
Minimum
- Staff Intervention
- Out-of-school/program Suspension (1-5 School Days)

Maximum
- Agency Referral
- Police Contact
- Out-of-school/program Suspension (10 or More School Days)

Repeated/Flagrant Violations
Minimum
- Out-of-school/program Suspension (6-10 School Days)

Maximum
- Out-of-school/program Suspension (10 or More School Days)
- Disciplinary Reassignment
- Expulsion
- Police Contact

LEVEL V ACTS OF MISCONDUCT: These acts of misconduct include those student behaviors which very seriously disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:

- Any continued behavior which is disruptive to the process of education
- Arson (Public Act 250)
- Bomb threat or similar threat directed against a school building, school property or school-related event (Public Act 104)
- Bullying or verbal threat to students
- Burglary, extortion or robbery
- Criminal Sexual Conduct (CSC) (Public Act 250)
- False activation of a fire alarm
- Force, intimidation, coercion or participation in gang-like activity
- Gang-related activity and/or gang-related characteristics including (but not limited to): gang apparel, colors, jewelry, notebooks, gang symbols, hand signs that denote gang affiliation, displaying gang signs, weapons, depicting gang affiliation on Bebo, My Space, Facebook and all other social internet sites
- Gross Indecency/Indecent Exposure
- Illegal behavior or criminal conduct
- Inappropriate internet or computer use, including (but not limited to): generating an expense of one-hundred dollars ($100) or more, causing a computer or network crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or to harass students or staff
- Physical assault of staff (Public Act 104)
- Physical assault of student (Public Act 451)
- Possession, concealment, or use of an explosive device, any gas-ejecting device, fireworks, or any substance or device which can be used as an explosive device and so on.
Possession, concealment, threat, attempted use, or use of a dangerous weapon (Public Act 250)
Possession, concealment, threat, attempted use, or use of a weapon or look-alike weapon including (but not limited to): knife with a blade less than three (3) inches in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, air soft gun, bb gun and so on
Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs) *(See Note below)
Possession, delivery, sale or use of unauthorized prescribed drug or other intoxicant (including but not limited to electronic cigarettes) lawful, or unlawful
Possession, use or distribution of sexual pictures or other sexual devices
Sexual misconduct or inappropriate sexual activity (including the taking of, possession of, and distribution of any inappropriate pictures)
Theft over one-hundred dollars ($100)
Vandalism generating an expense over one-hundred dollars ($100) or criminal damage to property
Verbal assault/verbal threat of serious bodily injury of staff (Public Act 104)

*Note: On the First (1st) offense of a student found to be in possession of alcohol, illegal or dangerous drugs (without the intent to sell or deliver) or other substances masquerading as illegal controlled drugs (including synthetic drugs) will be referred by the school administrator to participate in a substance abuse/prevention program. If the behavior or violation continues, that student will be subject to an out-of-school suspension.

LEVEL V DISCIPLINARY ACTION: Disciplinary action for Level V Acts of Misconduct may include the following:

Minimum
- Staff Intervention
- Disciplinary Reassignment
- Out-of-school/program Suspension (6-10 School Days)
Maximum
- Long-Term Suspension (more than 10 School Days)
- Expulsion
- Police Contact or Arrest

CRIMINAL SEXUAL CONDUCT, PA 250
Criminal Sexual Conduct refers to sexual assault in the First, Second, Third or Fourth Degree and carries felony or misdemeanor charges. Michigan Public Act 250 (passed in 1995) prohibits Criminal Sexual Conduct (as well as arson and possession of a dangerous weapon) and requires permanent expulsion from all Michigan public schools, of students who commit such an act on any GRPS property or off-campus location during school-sponsored events. Also see Due Process on page 44.

Michigan law defines Criminal Sexual Conduct in the following manner:

FIRST DEGREE: Sexual penetration with another person and any of the following:
- Victim is under the age of thirteen (13).
- Victim is ages thirteen to fifteen (13-15), a member of the same household, related by blood or marriage, or perpetrator is in a position of authority and uses authority to coerce victim.

Perpetrator is involved in committing another felony.
Perpetrator is aided or abetted by one (1) or more other persons and either knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless; or uses force or coercion.
Perpetrator uses force or coercion, including (but not limited to) actual application of physical force or violence; threat to use force or violence; or threat to retaliate in the future against victim or any other person.
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Perpetrator uses force or coercion, including (but not limited to) actual application of physical force or violence; threat to use force or violence; or threat to retaliate in the future against victim or any other person.

SECOND DEGREE: Sexual contact (intentional touching of intimate parts or the clothing covering intimate parts) and any one (1) of the circumstances listed for First Degree.

THIRD DEGREE: Sexual penetration with another person and any one (1) of the following:
- Victim is ages thirteen to fifteen (13-15).
- Victim is related by blood or marriage.
- Perpetrator uses force or coercion.
- Perpetrator knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless.

FOURTH DEGREE: Sexual contact and any one (1) of the following:
- Victim is ages thirteen to fifteen (13-15) and perpetrator is five (5) or more years older.
- Victim is related by blood or marriage.
- Perpetrator uses force or coercion, including (but not limited to) actual application of physical force or violence; threat to use force or violence; threat to retaliate in the future against victim or any other person; use of concealment or element of surprise.
- Perpetrator knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless.

Per this state law, students in Grades K-5 who commit an act of Criminal Sexual Conduct shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of the expulsion.

Per this state law, students in Grades 6-12 who commit an act of Criminal Sexual Conduct shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of the expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled students shall be advised of the process, timeline and their right to petition for reinstatement. Note: The Grand Rapids Public Schools shall follow state guidelines as it relates to charges of Criminal Sexual Conduct and student interviews by Children’s Protective Services/Department of Human Services. Also see Public Act 250 on page 50, Due Process Item 7 on page 44, and Special Education and Section 504 Policies on page 28.
DANGEROUS WEAPON, PA 250
A dangerous weapon is defined by state and federal law as: a firearm, gun, shotgun, revolver, handgun, pistol, dagger, dirk (a dagger of the Scottish Highlands), stiletto, knife with a blade greater than three (3) inches in length (end of blade to handle), pocket knife opened by mechanical device, taser, iron bar, brass knuckles, device designed to convert to a form of incendiary explosive, poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter (1/4) ounce, or mine.

Michigan Public Act 250 (passed in 1995) prohibits dangerous weapons (as well as arson and Criminal Sexual Conduct) and requires the mandatory expulsion from all Michigan public schools, of students found to be in possession of a dangerous weapon on any GRPS property or off-campus location during school-sponsored activities.

Per this state law, students in Grades K-5 who possess a firearm, or threaten another person with a dangerous weapon, shall be permanently expelled and shall not be reinstated before the expiration of ninety (90) school days after the date of expulsion.

Per this state law, students in Grades 6-12 who violate any part of Public Act 250, shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled students shall be advised of the process, timeline and their right to petition for reinstatement. Also see Public Act 250 on page 50, Due Process item 7 on page 44, and Special Education and Section 504 Policies on page 28.

A student found to be in possession of a dangerous weapon shall be given an opportunity to provide clear and convincing evidence of at least one (1) of the following:

1. Student did not possess the object for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
2. Student did not know that he/she was in possession of the weapon.
3. Student did not know or have reason to know that the object was a dangerous weapon.
4. Student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school administrators or police authorities.
5. There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon in not justified if both of the following are met:
   • The school board or its designee determines in writing at least 1 of the factors listed in the subsection (items 1-4) has been established in a clear and convincing manner
   • The student has not history of suspension or expulsion

DRESS CODE AND SCHOOL UNIFORM POLICY

STUDENT APPEARANCE AND SCHOOL UNIFORM POLICY 8240-R: All students shall wear clothing that is appropriate for the weather and school activities while attending school or school-sponsored events. At all times, students’ dress or grooming must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety and decency. Clothing may not:

1. Interfere with a student’s ability to learn or engage in school activities or be disruptive to the education environment;
2. Present a hazard to the student or others (students, Parent(s)/Guardian(s), staff and school visitors);
3. Interfere with schoolwork or create disorder;
4. Be vulgar or obscene, promote unlawful activities, or be clearly associated with gang activities and be disruptive to the educational process, such as gang colors. Buildings that prohibit clothing or attire based on gang activity or rock groups shall maintain a list of prohibited clothing or attire and shall demonstrate that such clothing or attire has been, or is reasonably likely to be, disruptive;
5. Depict language in reference to substance use or in reference to any individual that has passed (such as Rest in Peace, RIP and so on);
6. Cause excessive wear or damage to school property or the property of others in the school community;
7. Be revealing. This includes sagging pants that expose undergarments (underwear and/or shorts), low-cut tops that expose cleavage, tank tops with thin (“spaghetti”) straps, and shorts more than 2” above the knee.

No headscarves (except for religious purposes), doo rags, pajamas, or slippers (house shoes) may be worn at any time.

SCHOOL UNIFORMS DISTRICT-WIDE:

• **Bottoms:** Navy blue, tan/khaki, or black pants must be worn. Pants made of denim or jean material are prohibited. Leggings may not be worn as bottoms unless they are under a skirt, jumper, skirt, or dress;

• **Skirts, Jumpers, Skorts Or Dresses:** Students may wear navy blue, tan, or black skirts, jumpers, skorts or dresses. Said attire must not be shorter than the height at which the middle finger meets the thigh when the hands are at the student’s side. Shirts must be worn beneath jumpers. Tights, leggings, or nylons may be worn beneath said attire. Skirts, jumpers, skorts, or dresses made of denim material are prohibited;

• **Shorts:** Navy blue, tan/khaki, or black shorts may be worn. Shorts made of denim or jean material are prohibited. Said attire must not be shorter than the height at which the middle finger meets the thigh when the hands are at the student’s side;

• **Shirts:** Light blue, navy blue, white, red, or black collared shirts must be worn. Orange shirts are intended to be worn by Ottawa Hills feeder schools, however students wearing orange shirts at other schools will be considered to be in compliance with the uniform policy. Shirts must be plain, collared polos or dress shirts. They may be short or long sleeve. Long-sleeved t-shirts may be worn underneath uniform shirts;

• **Sweatshirts, Sweaters, Pullovers:** No hoodies may be worn.
Crewneck sweatshirts may be worn ONLY with uniform shirts. Sweatshirts, track-jackets (without a hood) and fleece jackets (without a hood) of acceptable uniform color may be worn;

- **Shoes:** Footwear must comply with the District policy;
- **Tights and Leggings:** These items may be worn ONLY under skirts, shorts, skorts, dresses or jumpers.

**HIGH SCHOOL UNIFORM POLICY:** High school students will follow the same uniform policy as Elementary, K-8 and Middle School students with some exceptions and/or additional options:

- **CA Frost Environmental Science Middle/High School**
  - As an additional color option for shirts, green is permissible
  - School logos/school related attire may be worn
  - Athletes may wear game day gear on game days
- **City High/Middle School**
  - Spirit wear from the approved list, including logo wear, in orange, royal blue, black or gray
  - Additional options for pants/bottoms include gray and dark brown
  - Athletes may wear game day gear on game days
- **Grand Rapids Learning Center**
  - Exempt from policy due to location on GRCC Campus
- **Grand Rapids Montessori High School**
  - Spirit wear in maroon, gray or black
  - Hoodies are not permitted
- **Innovation Central High School**
  - Spirit wear includes any shirt with the school or district logo
  - Athletes may wear jerseys on game days
  - JROTC is permitted to wear uniform on JROTC Uniform Wednesday
  - Hoodies are not permitted
- **Ottawa Hills High School**
  - Spirit wear must be orange or black with the school logo
  - Prefer students to wear orange, white or black shirts
  - Athletes may wear game day gear on game days
  - JROTC is permitted to wear uniform
  - Hoodies with school logos are permitted
- **Public Museum High School**
  - As an additional color option for shirts, yellow is permissible
  - School logos/school-related attire may be worn
  - Athletes may wear game day gear on game days
- **Southeast Career Pathways**
  - Will continue with current dress code policy.
- **Union High School**
  - Spirit wear must be red, black, white or gray and is only permissible with appropriate uniform bottoms as outlined in the Uniform Discipline Policy
  - Athletes may wear game day gear on game days
  - JROTC is permitted to wear uniform
  - Hoodies with school logos are permitted
- **University Preparatory Academy**
  - Will continue with current dress code policy.

Grand Rapids Public Schools will strive to achieve full compliance through the use of positive reinforcement measures. However, the following will occur in the instance of non-compliance with the District’s Uniform Policy:

- **First Occurrence of Non-Compliance:** A letter of non-compliance will be sent home with the student and must be signed by the Parent(s)/Guardian(s) and returned to the building the following morning.
- **Second Occurrence of Non-Compliance:** The student will receive a detention and/or loss of privileges and a meeting or phone conference with the Parent(s)/Guardian(s) will be scheduled.
- **Third Occurrence of Non-Compliance:** The Parent(s)/Guardian(s) will be contacted and the student may be suspended.

The building administrators will make the final determination of whether a student has violated the Dress Code and/or is not complying with the School Uniform Policy.

**DUE PROCESS**

**OUT-OF-SCHOOL/PROGRAM SUSPENSION, 1-10 SCHOOL DAYS:**

1. A teacher may remove a student from class to a place designated by administration when the grossness of an offense, the persistence of misbehavior or the disruptive effect of a violation makes the continued presence of the student a detriment to the learning environment.
2. When appropriate, teachers (or other involved staff) shall first inform the student of his/her misconduct. In the event of subsequent acts of misconduct, the teacher (or other involved staff) shall either inform the student’s Parent/Guardian or make a counselor referral. Specific steps are outlined in the Behavioral Referral Form. The Parent/Guardian shall be informed whenever disciplinary problems exist.
3. At such time as the teacher (or other involved staff) concludes that they are to take other disciplinary measures within the guidelines, they may refer the student to the Principal (or designee).
4. Students shall not be released from school by any Principal, Assistant Principal, Dean of Student Accountability, Teacher, Attendance Officer or School Secretary without verified Parent(s)/Guardian(s) notification.
5. In the event a Principal deems it necessary, a student may be sent home during school hours. In the case of a minor student, if a Parent/Guardian is not able to pick up the student at school, or the Principal (or designee) is unable to accompany the student home, the student shall be retained in the school building until dismissal time, unless the Parent/Guardian directs otherwise. Records shall be maintained of the circumstances under which the student is sent home.
6. At such time as the Principal (or designee) determines that out-of-school/program suspension is an appropriate action, he/she shall inform the student orally or in writing of the charges and evidence and provide the student with an opportunity to present his/her version.
7. The Principal (or designee) shall inform the Parent/Guardian of the minor student of the charges, the rationale for the suspension, and the length of the suspension. Communication shall be by phone, home-call/visit, or written notification. Written documentation regarding the phone contact or home-call/visit and a copy of the written notification shall be maintained.
8. The Parent/Guardian shall also receive a copy of the Suspension Notice from the Principal (or designee) in person or through the mail, and a copy shall be placed in the student’s file. The Parent/Guardian of a student with Special Education services shall also receive a copy of the Special Education Parent Handbook with
Appropriate procedures are as follows:

and Special Education and Section 504 Policies on page 28.

SUSPENSION APPEAL PROCESS:

The student and Parent/Guardian of a minor student shall be informed of the right and means to appeal certain suspension decisions. For suspension from one to five (1-5) school days, the decision of the Principal is final. The aggrieved student or Parent/Guardian of a minor student may request an administrative review of suspension from six to ten (6-10) school days. The request must be made within three (3) school days of the decision being reviewed and shall be directed to the appropriate administrator as follows:

**LONG-TERM SUSPENSION/EXPULSION, MORE THAN 10 SCHOOL DAYS:** Except in emergency situations (health or safety), appropriate procedures must be followed to place students on long-term suspension or expulsion for more than ten (10) school days. According to federal law, these procedures do not apply to students eligible for special education or Section 504 services, or to students the District knows or has reason to know, should be evaluated for special education eligibility.

**Suspension Appeal Process:** Decisions of the Hearing Officer may be appealed if the expulsion is ninety (90) school days or more. Appeal rights will be described in writing when an expulsion of ninety (90) school days or more is issued. Also see Public Act 250 on page 50, Due Process item 7 on page 44, and Special Education and Section 504 Policies on page 28.

Appropriate procedures are as follows:

- Factors to Consider Before Suspension or Expulsion:
  - The student’s age;
  - The student’s disciplinary history;
  - Whether the student has a disability;
  - The seriousness of the behavior;
  - Whether the violation or behavior threatened the safety of any student or staff member;
  - Whether Restorative Practices will be used to address the violation or behavior; and
  - Whether a lesser intervention would properly address the violation or behavior.

1. **Investigation of Alleged Violations and Recommendation:**

   The appropriate building or program administrator conducts an investigation regarding alleged violations of Board of Education Policy 8300, Uniform Discipline Code for Student Conduct. If after investigation the administrator decides that a recommendation for long-term suspension or expulsion (more than ten (10) school days) is warranted, the administrator shall notify the student and the Parent/Guardian in writing of:
   
   **a.** The charges against the student
   **b.** The recommended disciplinary action
   **c.** Their right to a hearing before an impartial Hearing Officer

   The administrator issues this written notice as soon as possible, but no later than two (2) school days after the infraction. A copy of this notice is also sent by fax to Student Services. The student is temporarily suspended pending the hearing process.

   *Note: According to BOE Policy 8350 Students seven (7) years old or younger, and students who have not had any prior suspensions during the current school year, may not be recommended for expulsion (unless in violation of any Public Act) or long-term suspension.

2. **Notice of Hearing:** After receiving an administrator’s recommendation for long-term suspension or expulsion, Student Services issues a written notification of hearing to the student and Parent(s)/Guardian(s). Any notice of a proposal to suspend long-term shall state the time, date, and place that the student will be afforded an opportunity for a formal hearing, and the hearing shall be held no later than ten (10) school days after the date of the notice. A copy of this policy and administrative procedures shall accompany the notice. The hearing is then conducted as described in Item 5 below. At the time of the hearing, a public notice of the hearing is posted on the front of the GRPS Administrative Office/Rev. Lyman S. Parks, Sr. building as required by the Open Meetings Act, Public Act 267.

3. **Hearing Officer:** A Hearing Officer is designated by Student Services, or the Superintendent (or designee). The Hearing Officer may not have been involved in the investigation of the charges.

4. **Student Advocate:** When a District student faces possible long-term suspension or expulsion a Student Advocate is appointed by the Superintendent (or designee). The advocate assists the student and Parent/Guardian, upon request. A Student Advocate is not appointed if a Parent Advocate or attorney is involved in the matter. If a Student Advocate is assigned, he/she is considered a School Official with a legitimate interest in having access to the student’s education record.

5. **Hearing Procedures:**

   **Purpose:** The Purpose of the hearing is to determine:
   - Whether the student did or did not do what the charges claim
   - Whether the disciplinary action recommended by the school shall be imposed or whether some other type of discipline shall be imposed

   **Open/Closed Meeting:** Eighteen (18) year olds or other independent students or a Parent/Guardian of a minor student may request to have the hearing held in an Open Meeting (so that others can observe and/or obtain full disclosure of the hearing), or a Closed Meeting (private, so that others cannot observe and/or obtain disclosure of hearing, only the hearing decision) pursuant to the Open Meetings Act. Per this state law, at the point the Hearing Officer delivers a decision the hearing must return
6. Right of Appeal: The Hearing Officer advises the student and Parent/Guardian of their right to appeal when appropriate (if the suspension or expulsion is ninety (90) school days or more). The student remains suspended while any appeals are processed.

7. Procedures Applicable to Special Education and Section 504 Students: Unless modified by an Individual Education Plan (IEP), a student with a disability is expected to follow the same rules as general education students and is subject to the same discipline procedures, as long as the discipline does not exceed ten (10) school days of suspension.

SPECIAL EDUCATION: Before a student with Special Education services may be suspended or expelled for more than ten (10) school days, an Individual Education Program Team (IEP Team) shall be convened to conduct a manifestation determination. The manifestation determination must be held within ten (10) school days of the first day of school suspension. The IEP Team does not determine discipline, but shall review all relevant information in the student’s file, including the student’s IEP, any teacher observations and any relevant information provided by the Parent/Guardian to determine:

1. If the conduct in question was caused by or had a direct and substantive relationship to the student’s disability
2. If the conduct in question was the direct result of the District’s failure to implement the IEP

If the answer to either a or b above is yes, the misconduct shall be determined to be a manifestation of the student’s disability. If the IEP Team determines that the conduct was a manifestation of the student’s disability, they shall:

1. Conduct a Functional Behavioral Assessment (FBA), and implement a Behavioral Intervention Plan (BIP) for the student unless a FBA and BIP have been done prior to the misconduct.
2. If a BIP has already been developed, review the BIP and modify it, as necessary to address the behavior, and return the student to the placement from which the student was removed, unless the IEP Team (Parent(s)/Guardian(s) and the District) agrees to a change of placement as part of the modification of the BIP.

If the IEP Team determines that the conduct was not a manifestation of the student’s disability, the student may be disciplined according to school policy. If the discipline results in a suspension or expulsion for more than ten (10) school days the District shall provide educational services to be determined at an IEP Team meeting.

In cases where a student with Special Education services is found to be in possession of a dangerous weapon, drugs, or inflicts serious bodily injury to another individual, the District may unilaterally place the student in an interim alternate educational setting (IAES). For purposes of unilateral IAES, the federal definitions of drugs, weapons, and serious bodily injury must be followed. This can be for a period of up to forty-five (45) school days while the IEP team determines if the behavior was a manifestation of the student’s disability and/or plans for an alternate placement.

SECTION 504 PLAN: Similarly, before a student with a Section 504 Plan may be suspended or expelled for more than (10) ten school days, a building Support Team must be convened to conduct a manifestation determination. Again, the manifestation determination must be held within ten (10) school days of the first day of suspension. The Support Team does not determine discipline, but shall review all relevant information in the student’s file and give consideration to the following questions:

1. Was the 504 Plan appropriate given the conduct in question?
2. Was the 504 Plan implemented?
3. Did the student’s disability impair the student’s ability to...
understand the impact and consequences of his /her behavior?

4. Did the student’s disability impair the student’s ability to control his/her behavior?

If the Support Team determines that the conduct was a manifestation of the student’s disability:

1. The student is returned to the placement from which he/she was removed.
2. The team reviews the student’s Accommodation Checklist.

If the Support Team determines that the conduct was not a manifestation of the student’s disability, the student may be disciplined according to school policy.

DUE PROCESS RIGHTS

School administrators are charged with maintaining an atmosphere in each school building, which is good for learning. Sometimes it becomes necessary to suspend individual students from school who disrupt the learning atmosphere. When suspending or expelling any student, administrators shall guarantee that each student has certain due process rights. Information regarding these rights is provided to the student at the time of disciplinary action. Also see Due Process on page 44.

ELECTRONIC DEVICES

Electronic devices, such as cell phones, iPods, iPads, tablets, camera cell phones, tape or CD players, video games, laser pointers, BlackBerrys, radios, pagers/beepers, Walkie Talkies (long/short range), portable CB radios, portable “HAM” radios, portable police scanning devices, and so on) and their earphone attachments are not permitted to be used in the classroom, unless for instructional purposes, during the school day. If seen or heard in a classroom or instructional setting, these devices will be confiscated and the consequences may include, but are not limited to:

- Not being able to retrieve the device from an administrator until the end of the school day
- The student’s Parent(s)/Guardian(s) may have to pick up the device from the Department of Public Safety at District Administrative Offices
- The device may be confiscated until the end of the school year
- A meeting with the student, Parent(s)/Guardian(s), and administrator
- The student being placed on Social Probation such as loss of participation in extra-curricular activities and/or school-sponsored events

The school prohibits the use of any video device in or near any restroom, locker room, or other location where individuals have a reasonable expectation of privacy. Taking or transmitting images or messages during testing in any location is also prohibited. Note: At the discretion of building administrators, certain electronic devices may be allowed for the sole purposes of educational instruction.

ELECTRONIC DEVICE POLICY:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POLICY</th>
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<tbody>
<tr>
<td>GRADES K-5</td>
<td>Electronic Devices ARE NOT permitted to be used, or in a student’s possession at any time during school hours.</td>
</tr>
<tr>
<td>GRADES 6-8</td>
<td>Electronic Devices are permitted to be used Before and After School ONLY. During the School Day, to include After-School Activities, Electronic Devices ARE NOT to be used. If a student is in possession of an Electronic Device, that Device must be turned off and stored.</td>
</tr>
<tr>
<td>GRADES 9-12</td>
<td>Electronic Devices are permitted to be used at the teacher’s approval during instructional time for instructional purposes. Other permitted times of use and possession will be determined by School Administrator.</td>
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CONFISCATION OF ELECTRONIC DEVICES:

Electronic Devices that are not retrieved from the Department of Public Safety by August 1st will no longer be eligible to be returned to the Parent/Guardian.

- **First Offense:** The first time an electronic device is confiscated, the device shall be sent to the Department of Public Safety at the District Administrative Offices/Rev. Lyman S. Parks, Sr. located at 1331 Franklin St., SE, and the Parent/Guardian shall be contacted. The device shall be returned to the Parent/Guardian, a report shall be written and the incident documented with the Department of Public Safety and school security office.

- **Second and Repeated Offenses:** The second and all subsequent times an electronic device is confiscated, the device shall be sent to the Department of Public Safety and the Parent/Guardian shall be contacted. The device shall be returned to the Parent/Guardian after payment of a twenty-dollar ($20) administrative fee. A report shall be written and the incident documented with the Department of Public Safety and school security office.

DISCIPLINARY ACTION:

The possession and/or use of electronic devices are considered a Level I Act of Misconduct for a first offense for students in Grades K-12. Any second or subsequent violation of the Electronic Device Policy may result in the implementation of Level II or Level III Disciplinary Action for students in Grades K-5; and Level IV Disciplinary Action for students in Grades 6-12. Building administrators reserve the right to recommend more severe discipline based on the nature of the violation.

At the discretion of building administrators, certain electronic devices may be allowed, to aid in instructional presentations. Also see Acts of Misconduct and Disciplinary Action, Grades K-5, on page 38, and Grades 6-12, on page 39.
EXPULSION
The term expulsion refers to the removal of a student from school for a period of sixty (60) or more school days as mandated by state law. In the case of an expulsion, a student may only be readmitted to the District through formal action of the District or as permitted by state law. For mandatory expulsion, also see Public Acts/State Laws on page 50.

GANG ACTIVITY POLICY
Board of Education Policy 8245-R

The Board of Education does not tolerate any gang or gang-like activity within the Grand Rapids Public Schools. The Board considers gang or gang-like activity to constitute gross disobedience, which shall result in a lengthy suspension and/or expulsion of a student.

Gang activity means any activity by a group of two (2) or more, or by an individual student on behalf of a group, whose purpose includes (but is not limited to):
1. The commission of one (1) or more illegal acts in violation of the Uniform Discipline Code and/or Board policies
2. The information of a group to defend its members (by use of physical force, threats or intimidation) against a perceived threat by another group of known gang; where the group or gang is identifiable by name, sign, clothing, symbol and other conduct as described in the numbered paragraphs below

Students are also prohibited from engaging in any gang-like activity which is defined as any conduct engaged in by a student:
1. On behalf of any gang or group intending to function as a gang or formed for the purpose described above
2. To perpetuate the existence of any gang or gang-like group
3. To affect the common purpose and design of any gang or gang-like group
4. To represent, encourage, promote or advance a gang affiliation, loyalty or membership in such gang or gang-like group, in any way while on school property or while attending a school-sponsored event

These regulations and the Uniform Discipline Code also apply to any gang or gang-like activity on or off-school property which:
1. Has the effect of disrupting the educational environment
2. Is detrimental to the normal functioning of the school and/or of school activities
3. Jeopardizes the safety or emotional well-being of any student, staff member or the District’s community at school

Any student who is found to engage in gang or gang-like activity, or who disrupts the school environment, facilitates the illegal or disruptive acts of a gang or gang-like group within school or on school property or whose continued presence creates a reasonable likelihood of harm to any District student or staff member as a result of affiliation or activity with a gang, gang-like group or group formed for the purposes described above, is subject to discipline, suspension, expulsion, arrest or referral to law enforcement authorities.

All students are assured access to due process hearing procedures and appeal rights outlined in Board rules and regulations.

Student conduct, as described below, may also be the basis for discipline under these regulations.

The Board believes that the presence of gang members and gang or gang-like activities (as described above) in or outside of school causes a substantial disruption of the educational environment and materially interferes with learning and school activities. Students on or about school property or at any school activity or school-sponsored event shall not:

1. Wear, possess, use, distribute, display or sell any overt gang paraphernalia, such as clothing, jewelry, emblem, badge, symbol, color, sign or any other thing which are known to be evidence of membership or affiliation with any gang, or membership of affiliation in any gang-like group or other group as described above; Note: Students who wear clothing or accessories that display affiliation with gang-like groups, gangs, criminally motivated organizations or other groups as defined above may be subject to discipline in accordance with the terms of the Uniform Discipline Code.
2. Commit any act, or use any language, either verbal or non-verbal (gestures, handshakes and so on) known to show membership in or affiliation with any gang, gang-like group or other group as defined above;
3. Use any language or commit any act to promote, encourage or advance the interest of any gang or gang-like activity, including (but not limited to):
   a. Soliciting others for membership in any gangs or gang-like groups or other groups as defined here
   b. Intimidating or threatening any person as a result of gang affiliation or gang-like activity or other activities described in this regulation
   c. Committing any other illegal act or violation of District policies
   d. Inciting other students to act with physical violence on or off-school property, to engage in criminal activity on or off-school property, or to engage in any conduct in violation of the Uniform Discipline Code and/or Board policies
   e. Acting or recruiting with use of intimidation, tagging or marking, assault, battery, theft, trespassing or extortion, performed by or on behalf of a gang member, gang-like group, or other group as defined on the previous page; or any such acts intended to further a common criminal objective, or to retaliate for conduct viewed as hostile to a particular gang, gang-like group or other group as defined above;
   Note: Frequent association with known gang members or gang-like organizations, in or out of school, is one (1) factor considered in determining whether a student is engaged in a gang or gang-like activity.

Because gang activity, by its nature, is often subtle or covert, gang activity or affiliation can be implied from the character of a student’s acts as well as the circumstances surrounding any misconduct. As a result, one (1) or more of the following shall be considered evidence of gang affiliation, conduct, gang-like activity or conduct in support of a group as defined on the previous page:

1. Website or internet postings describing or reasonably implying the student's membership, affiliation or participation in a gang,
gang-like group or activities or activities of a group as defined on the previous page;

2. Any form of internet communication depicting the student making gang gestures or displaying other overt gang paraphernalia or gang-like affiliation;

3. Displays on school assignments or objects, such as notebooks or lockers, of gang names, symbols, paraphernalia, street names, a.k.a. (also known as) monikers, and so on. Any gang graffiti on District premises shall be quietly removed, washed down, or painted over as soon as discovered. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors. Graffiti shall be photographed before it is removed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against offenders;

4. Posting threats on internet blogs or otherwise making verbal or written threats in any manner against a District student or staff member, to promote, advertise or encourage gang activity or affiliation, or on behalf of a gang-like group or other group as defined on the previous page, which is disruptive to the educational environment, or is reasonably likely to create anxiety, fear, or other disruption of a student’s educational experience or significantly disturb the health, safety or emotional well-being of a staff member;

5. Possessing, selling or otherwise promoting in any way, lyrics or songs that specifically threaten or encourage physical violence against known gangs or known gang members, or support criminal gang activities.

Note: Intent can be implied from the nature of character of a student’s acts, on or off-school property, as well as the entirety of the circumstances surrounding any misconduct or violation of the Uniform Discipline Code.

HARASSMENT

Conduct that is sufficiently severe, persistent, or pervasive, limits a student’s ability to participate in, or benefit from, an education program or activity, or the conduct creates a hostile or abusive educational environment. Also see Hostile Environment Harassment (Student-to-Student Harassment) on page 54.

OFF-CAMPUS EVENTS

Students at school-sponsored, off-campus events and activities shall be governed by District rules and regulations and are subject to the authority of Schools Officials. Any conduct that adversely affects the school climate and has a direct and immediate adverse effect on the discipline or general welfare of the school, and/or its students is prohibited, on as well as off-school property. Failure to obey the rules and regulations or failure to obey the lawful instructions of School Officials shall result in loss of eligibility to attend school-sponsored, off-campus events or activities and may result in suspension and/or other disciplinary measures as outlined in the Uniform Discipline Code. Also see Code of Conduct Grades K-5, Level II Disciplinary Action on page 38.

PHYSICAL ASSAULT, PA 104 AND PA 451

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence. This includes the use of an incendiary device to cause harm or injury, such as a thrown firecracker and so on. Michigan Public Act 104 (passed in 1999) prohibits physical assault of a District employee, volunteer, or contractor; and Michigan Public Act 451 (passed in 1976) prohibits physical assault of another student. Also see Due Process on page 44.

Per this state law, students in Grades 6-12 who physically assault a District employee, volunteer, or contractor at school, on school grounds, or at a school-sponsored event, shall be permanently expelled.

Per this state law, students in Grades 6-12 who physically assault another student on any GRPS property, while traveling to or from school, or on any off-campus location during school-sponsored activities shall be suspended or expelled for up to one-hundred-and-eighty (180) school days.

Per federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled students shall be advised of the process, timeline and their right to petition for reinstatement. Also see Public Act 104 on page 50, Public Act 451 on page 50, Due Process item 7 on page 44, and Special Education and Section 504 Policies on page 28.

POLICE ARREST

When a complaint is filed with the police, the building administrator, or Executive Director of Public Safety (or designee) shall swear out the complaint if student arrest is warranted.

POLICE CONTACT WITH STUDENTS

- Immediate Parent/Guardian Notification if student is a suspect: If a student is a suspect in a crime committed either on or off-campus and it is necessary to involve the police, the Parent/Guardian shall be contacted before any questioning occurs. However, administrators are not required to wait until the arrival of the Parent/Guardian before allowing the questioning of the student.

- If a student is arrested on school grounds, building administrators (or designees) shall make contact with the Parent/Guardian of the arrested student, after the police have removed the student from the building. A student arrested by the police from a school building and later released by the police may return to the building for the remainder of the day at the discretion of building administrators (or designees).

- Prompt Parent/Guardian Notification if student is a victim, witness or complainant: A police officer may interview a student if the student is a victim, witness or complainant of a crime committed at school (on school premises, in a school vehicle or at school-sponsored activities). When possible School Officials shall promptly notify the Parent/Guardian before, or at the time of, the interview by law enforcement. If unable to reach the Parent/Guardian before or during the law enforcement interview, notice should be given as soon as practicable, in most cases, not later than the end of the school day in which the interview occurs.
POLICE NOTIFICATION

The results of a school-related investigation including any and all written reports, statements and video recordings taken by a School Official may be shared with the local police if it is determined that a criminal violation has occurred or to aid in a criminal investigation. A GRPS Public Safety Officer, following any incident of student misconduct, completes an Incident Report. The report is filed with the Grand Rapids Police Department (GRPD) and maintained by the District. Building administrators have the discretion to sign a complaint for offenses that do not warrant arrest. In the event that police must be contacted, Board of Education Policy 8130 & 8140 is followed.

Michigan schools are mandated to report twenty-four (24) categories of student misconduct to appropriate law enforcement agencies as follows:
- Armed Student or Hostage
- Suspected Armed Student
- Arson
- Bomb Threat
- Bomb Threat Call Checklist
- Bullying
- Bus Incident and Bus Accident
- Death or Homicide
- Drive-by-Shooting
- Drug Possession or Sale
- Drug Use or Overdose
- Explosion
- Intruder
- Larceny (theft)
- Minor in Possession of Alcohol or Tobacco products
- Physical Assault
- Robbery or Extortion
- Sexual Assault (Criminal Sexual Conduct)
- Suicide Attempt
- Suicide Threat
- Trespassers (could include parents)
- Unauthorized Removal of Student
- Vandalism or Destruction of Property
- Weapon on School Property

PUBLIC ACTS/STATE LAWS

Michigan law mandates student expulsion from all Michigan public schools for certain acts of student misconduct.
- Public Act 103, Snap Suspension: In accordance with this state law, students may be suspended from a subject, class, or activity for up to one (1) full class period. Also see Suspensions on page 55.
- Public Act 104, Physical and Verbal Assault of Staff: In accordance with this state law, students in Grades 6-12 who physically assault school personnel shall be expelled permanently; or who verbally assault school personnel shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Physical Assault on page 49 and Verbal Assault on page 56.
- Public Act 104, Verbal Threat against School: In accordance with this state law, students in Grades 6-12 who make a bomb threat or similar threat directed against a school building, school property or a school-related event shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Verbal Assault on page 56.
- Public Act 250, Weapons, Arson, or Criminal Sexual Conduct: In accordance with this state law, students who violate PA 250, in the form of possession of a dangerous weapon, committing arson, or Criminal Sexual Conduct, shall be expelled permanently. Students in Grades K-5 who possess a firearm, or threaten another person with a dangerous weapon, shall be permanently expelled for at least ninety (90) school days. Students in Grades 6-12 who violate any part of PA 250 shall be expelled permanently. As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Also see Arson on page 34, Criminal Sexual Conduct on page 42, and Dangerous Weapon on page 43.
- Public Act 451, Physical Assault of Student: In accordance with this state law, students in Grades 6-12 who physically assault another student shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Physical Assault on page 46.
- Also Refer to Due Process item 7 on page 44 and Special Education and Section 504 Policies on page 28.

REFERRAL OF EXPELLED STUDENTS

Per state mandate, within three (3) days after a student is expelled the District shall notify the appropriate county department of social services or county community mental health agency. Eighteen (18) year olds, emancipated minors or a minor student’s Parent(s)/Guardian(s), shall be notified of the referral.

REINSTATMENT

Students placed on long-term suspension or expelled (for more than ten (10) school days) from any public school in Michigan for reasons described in this policy shall not be enrolled in any Grand Rapids Public School unless the student is eligible to return to school and the District approves. Also see Reinstatement of Suspended and Expelled Students on the next page.

REINSTATMENT OF SUSPENDED AND EXPELLED STUDENTS

Students suspended or expelled for more than ten (10) school days by the Grand Rapids Public Schools or other public school shall not be enrolled in any Grand Rapids Public School unless the student is eligible to return to school and the District approves.

REINSTATMENT FOLLOWING VIOLATIONS OTHER THAN STATE LAW:

Students suspended/expelled for more than ten (10) school days for any reason described in this policy, other than violations of state law, are eligible for reinstatement depending on their grade level and the duration of the suspension/expulsion.

Procedures for reinstatement are as follows:

1. Conditions for reinstatement shall be identified at the student discipline hearing and a written copy mailed to the student and Parent(s)/Guardian(s). Conditions may include (but are not limited to):
   - Anger Management Program
   - Behavioral Contract
   - Community Service
   - Counseling or therapy with a licensed professional counselor or agency
PROCEDURES FOR REINSTATEMENT ARE AS FOLLOWS:

1. Conditions for reinstatement shall be identified at the discipline hearing and a written copy mailed to the student and Parent/Guardian. Conditions are similar to those identified in item number 1 of reinstatement procedures following violations other than state law.

2. Eligible students and a minor student's Parent/Guardian shall complete a Petition for School Reinstatement and file it with Student Services when the:
   - Student has documentation showing that all of his/her identified conditions have been met

3. For consideration of reinstatement, eligible students and a minor student's Parent(s)/Guardian(s) are to participate in a Reinstatement Meeting at Student Services. During this meeting, the Request for School Reinstatement is reviewed along with documentation confirming that all conditions have been met.

4. Consideration for a student's reinstatement shall include the following factors:
   - Extent to which reinstatement would create a risk of harm to students or school personnel
   - Extent to which reinstatement would create individual or District liability
   - Age and maturity of the student
   - Student's school record before the suspension/expulsion
   - Student's attitude concerning the incident that gave rise to the suspension/expulsion
   - Student's behavior after the suspension/expulsion and the prospects for remediation
   - Degree of cooperation and support student receives from his/her Parent/Guardian, including meeting the conditions of reinstatement.

REINSTATEMENT FOLLOWING STATE LAW VIOLATIONS:

Students expelled for violations of state law, may be reinstated when they are eligible to return to school and the Board approves. Eligible students and the Parent(s)/Guardian(s) of a minor student may file a Petition for Reinstatement with Student Services.

Students in Grades K-5 expelled for possession of a firearm or making a threat with a dangerous weapon (Public Act 250) may petition for reinstatement any time after sixty (60) school days, but shall not be reinstated before the expiration of ninety (90) school days of the date of expulsion.

Students in Grades K-5 expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon may petition for reinstatement at any time, but shall not be reinstated before the expiration of ten (10) school days after the date of expulsion.

Students in Grades 6-12 expelled for possession of a dangerous weapon; committing arson in a school building or on school grounds; or committing Criminal Sexual Conduct in a school building or on school grounds (Public Act 250), and physical assault of staff (PA 104) may petition for reinstatement any time after one-hundred-and-fifty (150) school days, but shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

RESTORATIVE PRACTICE CONFERENCE

A facilitated conference may be offered by GRPS as an alternative to a student discipline hearing following certain incidents of student misconduct. Conference participants include: Facilitator, offending student, his/her Parent(s)/Guardian(s) and possible support persons, victim(s), his/her Parent(s)/Guardian(s) and possible support persons and school administrators. The group comes together to talk through the incident, express feelings and develop conditions which the offender is then held accountable. An opportunity is provided for students and staff to reconcile and repair the harm caused by the incident. Out-of-school/program suspension time for the particular offense is lessened while collaboration and reintegration is promoted. Conferences may be scheduled in the place of discipline hearings only when the following
criterion has been met:
1. Student offense is a Board of Education violation and not a state law violation
2. Offending student has admitted guilt and taken full responsibility for the offense
3. Offender, victim(s) and all respective Parent(s)/Guardian(s) have given informed consent
4. School administrators have granted permission for the option.

SCHOOL BUS CONDUCT
Students who use transportation service provided by GRPS (including school buses and The RAPID) are considered to be in school and in an extended classroom. Students are therefore subject to all rules, rights and responsibilities of the Uniform Discipline Code, in addition to the specific rules for health and safety while on the bus. Acts of Misconduct, as listed in Level III for Grades K-5, on page 38, and Levels IV and V for Grades 6-12, on page 39 are considered as seriously disruptive and will result in maximum disciplinary action.

SCHOOL BUS CONDUCT POLICY
The Grand Rapids Public Schools recognizes the drivers of school buses (including The Rapid) to be in authority with regard to student behavior in or about the vehicle which he/she operates. The responsibility of safely transporting students to and from school is very important. Bus drivers have to safely navigate through traffic, drive in inclement weather conditions, and keep their eyes on the students at all times. This is a challenging job!

The behavior of the student on and around the bus directly affects their safety and the safety of others. School rules and regulations apply at all times: when students are riding a school bus to and from school, riding to and from school-sponsored activities, as well as waiting at bus stops. Students who use transportation services provided by GRPS are considered to be in school and in an extended classroom. Students are therefore subject to all rules, rights and responsibilities of the Uniform Discipline Code for Student Conduct, in addition to the specific rules for health and safety while on the bus. Misbehavior on a bus is distracting to driving and interferes with the safety of all students. Acts of Misconduct, as listed in Level III for Grades K-5, on page 38, and Levels IV and V for Grades 6-12, on page 39 are considered as seriously disruptive and will result in maximum disciplinary action.

STUDENT BEHAVIOR RULES:
1. Follow all rules outlined in the District's Uniform Discipline Code.
2. Respect and respond to all directives from the bus driver.
3. Enter and exit the bus in an orderly fashion.
4. Remain seated while bus is in motion.
5. Keep hands, head, and feet inside the bus.
6. No horseplay, i.e. wrestling, pushing, loud/inappropriate volume, and so on.
7. No throwing of objects inside or outside the bus.
8. No inappropriate language.
9. No inappropriate touching or sexual activity.

10. No weapons, alcohol, or drugs (real or synthetic) including tobacco.
11. No physical or verbal altercations or assault.
12. No damage or defacing of the bus.

A student’s right to school bus transportation is a privilege, dependent on good behavior. In cases where a student seriously or continuously misbehaves, Parent(s)/Guardian(s) will be notified by the School Principal, or designee, of the school. Transportation privileges will be revoked if in the opinion of the School Principal, or designee, such action is necessary for the general safety and well-being of every student.

CONSEQUENCES FOR VIOLATIONS:
The bus driver is to refer all violations to the School Principal and the following disciplinary action is taken:
- 1st and 2nd Violation: School Principal (or designee), conferences with student and Parent/Guardian is notified
- 3rd Violation: Student suspended from the bus for three to five (3-5) school days and Parent/Guardian is notified
- 4th Violation: Student suspended from the bus for an extended period of time until an agreement can be reached between Parent/Guardian, School Principal, Dean Transportation Supervisor and student
- Serious offenses receive disciplinary measures, up to and including expulsion from school.

PARENT(S)/GUARDIAN(S) RESPONSIBILITIES:
- Read and discuss with your child(ren) the responsibilities, safety concerns, behavior rules and violation consequences covered by the District’s Uniform Discipline Code.
- Inform your child(ren) of the location of bus stop pick-up and drop-off times.
- See that your child(ren) arrives at the bus stop in a timely fashion and conducts themselves appropriately at bus stops and on school buses.
- Support School Officials in their efforts to operate a safe and efficient transportation system.

Important: Parent(s)/guardian(s) are responsible for providing transportation for their student to attend school during suspension from the bus. This is not a suspension from class. If the student does not attend school during a bus suspension, the absence is unexcused.

DRIVER RESPONSIBILITIES:
- Operate the bus safely at all times.
- Be on the bus to supervise daily boarding and de-boarding of students.
- During orientation or within the first week of school discuss safety, evacuation procedures and guidelines regarding student conduct on GRPS school buses with students.
- After the first verbal warning to the student, write a referral for any subsequent violations. Give a copy to Dean Transportation Supervisor or designee.
- If necessary assign seats and maintain a current seating chart; Give a copy to the School Principal and a copy to the transportation department to keep in the route book.
- Call Dispatcher for any needed assistance or emergencies and
immediately report to Supervisor. For example: when a fight is imminent, when a fight breaks out, suspected sexual misconduct, safety of bus driver, and so on.

SCHOOL PRINCIPAL RESPONSIBILITIES:
• Inform Parent(s)/Guardian(s) and students of school bus rules and consequences of violations.
• Meet with drivers at the beginning of each school year and as needed throughout the year to discuss loading procedures, safety concerns, discipline procedures, and so on.
• Be present or appoint a designated representative to be present during all arrival and departure times.
• Maintain in the school office current schedules and rider information of all buses assigned to your school.
• Investigate all complaints and referrals and communicate in writing (via email) responses to Dean Transportation Supervisor regarding all referrals.
• Confer with students, Parent(s)/Guardian(s) and bus driver when appropriate.

SCHOOL OFFICIAL
A School Official is limited to only those persons as defined by the Family Educational Rights and Privacy Acts (FERPA). For detailed information and definitions of School Official see Family Educational Rights and Privacy Acts (FERPA) Notice of Rights for Elementary and Secondary Students of the GRPS on page 14.

SCHOOL SURVEILLANCE
The Grand Rapids Public Schools authorizes the use of surveillance cameras on school buses and on District property to ensure the health, welfare and safety of all students, employees and visitors; and to safeguard District facilities, vehicles and equipment.

Surveillance cameras may be used in locations as deemed appropriate by the Superintendent of Schools (or designee) or Executive Director of Public Safety (or designee) but shall not be used in locations where there is a reasonable expectation of privacy.

The District shall notify students, Parent(s)/Guardian(s) and employees through handbooks, information guides, and/or other means of communication that surveillance may occur on school buses and on District property. Students or employees in violation of Board policies, administrative directives, school rules or law shall be subject to appropriate disciplinary action. Illegal activities of students, employees or others shall be referred to appropriate law enforcement.

Students or employees who vandalize, damage, disable or render inoperable surveillance cameras and/or equipment shall be responsible for such losses, damages and costs, and shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Video, and/or audio recordings may become a part of a student’s educational record or an employee’s personnel file. Video, and/or audio recording may also be used in a criminal investigation when such images may aid in the investigation. No video or audio recording shall be released to any student, Parent/Guardian or employee. Video recordings may be released to third parties or applicants in conformance with the provisions contained in the Freedom of Information Act, Public Act 442.

The District shall comply with all applicable state and federal laws related to recording, maintaining and retaining video recordings. Only the District or school administrators, public safety/security officers and members of the police shall have access to video monitors while they are in operation. Records should be viewed on a need to know basis only, in such a manner as to avoid public viewing.

*Parents will not be allowed to view video.

SEARCHES
At all times the District reserves the right to conduct random searches of student desks, lockers and automobiles on District property or at District-sponsored events. These searches may be conducted without notice and without individualized suspicion. A student’s failure to cooperate or permit searches and seizures by the District is subject to disciplinary action at the school or District’s discretion.
• Automobile Inspections: Student vehicles on school property may be inspected or searched by building administrators or security personnel when there is reasonable suspicion to justify a search. Any student who refuses to permit the search of a vehicle on school property shall forfeit the right to park on school property, without further hearing or appeal. Students may also be disciplined or expelled for denying access when there is reasonable suspicion.
• Breath Test: The District may authorize the use of a portable Breathalyzer when there is reasonable suspicion or belief that a student is under the influence of alcohol. The District also reserves the right to utilize such a device at any school-sponsored event, either on or off-campus. Failure to submit to a request to be tested may result in disciplinary action. Police will be notified of students who appear to be under the influence of alcohol or drugs. A Parent/Guardian will be contacted immediately and must pick-up the student from school and/or school-sponsored event.
• Canine and Other Searches: The District may use trained canines and other detection equipment to search for contraband, illegal or unauthorized drugs, synthetic drugs, alcohol or weapons. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by School Officials.
• Desk and Storage Area Searches: A desk or other storage area provided by the District for student use, as well as the contents, may be searched by administrators or security personnel when there is reasonable suspicion to justify a search. Students may be disciplined or expelled for interfering with a search.
• Locker Searches: Student lockers are school property and remain at all times under the control of the District. Students are expected to assume full responsibility for the security of their lockers and their contents. A Principal (or designee) may search a student’s locker and contents at any time with or without notice, without student consent and without a search warrant. In the course of a search, the student’s privacy rights shall be respected regarding any item that is not illegal or against school policy. However, the school may search such items if there is reasonable individualized
The District reserves the right to use walk-through or hand-held metal detectors with students on a random, unannounced basis. Failure to submit to a sweep may result in disciplinary action.

**Personal Search of Student:** A student's personal effects (purse, book bag, athletic bag, backpack and so on) may be searched whenever a School Official has reasonable suspicion that a student is in possession of illegal or unauthorized material or evidence in violation of the Uniform Discipline Code. If a search yields illegal or contraband materials the District shall notify police as appropriate. Also see Police Notification on page 50.

**Video or Other Cameras:** The District reserves the right to videotape student activities and behavior on buses and in common areas within school buildings, with or without specific advance notice. Also see School Surveillance on page 53.

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**SEXUAL HARASSMENT**

Sexual harassment is defined as making sexual advances, engaging in improper physical contact or unwanted physical contact of a sexual nature, making improper, offensive or unwanted sexual comments, or otherwise creating an intimidating, hostile or offensive educational learning environment. All students and all District employees are expected to conduct themselves with respect for the dignity of others.

Sexual harassment of students by other students, by employees or Board members of GRPS is prohibited and is contrary to the commitment of the Board to provide a stable learning environment. GRPS will not tolerate any sexual harassment of students. Sexual harassment of a District employee, volunteer or contractor by any student at school or at a school-sponsored event is also prohibited. It is the policy of the District that all contact between students, teachers and other adult employees of the District is in keeping with respect for the individual, professional and conducive to creating a stable learning environment.

**HOSTILE ENVIRONMENT HARASSMENT (STUDENT-TO-STUDENT HARASSMENT):** Office for Civil Rights (OCR) has found that a form of harassment known as Hostile Environment Harassment exists where conduct that is sufficiently severe, persistent or pervasive, limits a student’s ability to participate in, or benefit from, an education program or activity, or the conduct creates a hostile or abusive educational environment.

OCR has identified a number of factors that must be taken into consideration in determining the existence of severe persistent or pervasive conduct. These include the:

- Degree to which the conduct affected one (1) or more students
- Observable impact on students
- Impact on other students
- Type, frequency and duration of the conduct
- Identity of, and relationship between, the harasser and the target.
- Number of harassers
- Relative ages of the harassers and the target
- Size of the school and the location of the incident
- Other factors, including non-sexual incidents

OCR has said that a school is liable for sexual harassment when:

- A hostile environment exists.
- The school knows or should have known.
- The school fails to take immediate and appropriate action.

**COMPLAINT PROCEDURES:** If students, their Parent(s)/Guardian(s), or anyone else on their behalf believe they have been subjected to discriminatory harassment, including but not limited to harassment related to the student’s sex, sexual orientation, gender, gender identity and expression, or pregnancy by school district elected officials, employees, other students, vendors, contractors or other persons doing business with the District, it should be immediately reported to the building Principal, guidance counselor, or Title IX Coordinator or, in the case of a Board Member, to the Superintendent or Title IX Coordinator:

Mr. Kurt Johnson,  **Title IX Compliance Coordinator**
Department of Athletics
Grand Rapids Public Schools
1331 Franklin SE. PO Box 117
Grand Rapids, MI 49501-0117
Phone: (616) 819-2010

Students, their Parent(s)/Guardian(s), and/or anyone else acting on their behalf have the right to file a complaint directly with the Michigan Department of Civil Rights, The Office for Civil Rights, U.S. Department of Education or the Ethics Hotline at https://reportanissue.com/grps/welcome.php, or call 1-800-345-7377 (The Hotline will take anonymous complaints).

1. All such reports shall be handled by the District. See Civil Rights Complaint Procedures on page 37.
2. All such reports shall be handled discreetly to maintain confidentiality if possible. However, it should be understood that confidentiality may not be possible in order to conduct a thorough investigation. Also the District required by law to report suspected child abuse to the Department of Human Services (DHS).

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**SILENT OBSERVER**

Any student aware of gang activity or other activity in violation of this regulation is encouraged to contact Silent Observer at 774-2345. The caller’s identity shall be fully protected and a monetary reward may be available depending on the specificity of the information provided.

The District strongly supports the Silent Observer Fast 50 Program and shall allow the use of a telephone for the purpose of anonymously calling in a tip regarding crimes affecting the school environment.
TEXT-A-TIP INFORMATION
Text TIP138 plus your message to CRIMES (274637)

The Keyword TIP138 must appear on the first line of your text message in order to reach Silent Observer. You will then receive an automatic text message reply that will contain your confidential ID number. Silent Observer will be able to send text messages back to you without knowing your cell phone number to ask questions or gather more information.

STUDENT PARKING PROCEDURES
The privilege of parking on Grand Rapids Public School property requires a parking sticker, which may be purchased from the Department of Public Safety and school security. Any student who plans to park a vehicle on GRPS property must follow all of the District rules related to student parking as follows:

1. All cars driven on campus are to be registered.
2. A fifteen dollar ($15) annual parking fee is to be paid for each vehicle registered.
3. All vehicles, which are parked on GRPS property, are to be issued a parking sticker by September 15 of each school year. The sticker is valid through the entire school year, September through June.
4. Parking stickers are to be displayed in the front lower passenger side of the vehicle’s windshield or displayed from the rear view mirror facing outwards, so it can easily be read.
5. A ten dollar ($10) replacement fee shall be charged for lost or damaged stickers.
6. Intentional removal of a parking sticker or unregistered vehicles found parked on GRPS property shall result in a parking ticket for unauthorized parking. **NO WARNINGS** are given for a vehicle that is on the campus and not registered. The cost of the parking ticket, determined by the GRPS Parking Enforcement, and is to be paid to the Grand Rapids Public Schools/Department of Public Safety.
7. Parking stickers are not to be switched with other students or transferred to any other vehicle.
8. Students are to park in their designated parking areas and are to occupy one (1) parking space only. Parking in areas designated for staff or visitors shall result in a parking ticket.
9. Improperly or illegally parked cars may be ticketed, booted, and/or towed.
10. Once a ticket is turned over to the GRPS Department of Public Safety, it cannot be voided by any employee of the Grand Rapids Public Schools.
11. Students are to vacate their cars upon arrival at school and are to remain out of their cars and the parking lot throughout the school day. Students are to not use their car as a locker.
12. Student drivers are to leave school grounds during the school day only with a pass.
13. Students who leave school grounds without a pass, or permission, during the school day are subject to suspension of their parking privileges and/or further discipline. The suspension period is determined by the building administrator (or designee).
14. Any car entering or leaving school premises may be stopped and checked by a school administrator (or designee). Failure to stop a vehicle may result in disciplinary action.
15. GRPS School Officials reserve the right to enforce the District’s policy on Automobile Inspections if necessary. Vehicles parked on school property are subject to search at any time by School Officials if there is reasonable suspicion of any activity that interferes with the educational process and/or violates any policies in the Student Policy Handbook. Also see Searches: Automobile Inspections on page 53.

16. Speed limits and the rules of safe driving are to be adhered to at all times. Citations for unsafe driving may be issued and may result in revocation of all driving and parking privileges on GRPS property.
17. Careless or reckless driving that creates a potential hazard or danger results in the loss of driving privileges.
18. GRPS is not responsible for any stolen or damaged vehicles parked on District property.
19. Violations of GRPS Student Parking Procedures subject students to the consequences of the District’s Uniform Discipline Code.

STUDENT RECORD
In accordance with Public Act 104 and Public Act 250, the District shall enter the fact of an expulsion in the cumulative record of a student who is expelled for physical assault and verbal assault of staff, verbal threat against a school, arson, Criminal Sexual Conduct and possession of a dangerous weapon.

SUSPENDED/EXPelled STUDENTS ON SCHOOL PROPERTY
A suspended or expelled student shall not attend driver’s training or participate in any athletic event (weight training, team practice, and so on) or any other activity that takes place on school property whether it is, or is not, sponsored by the Grand Rapids Public Schools. Any student found to be present on any Grand Rapids Public School property during any period of suspension or expulsion shall be subject to arrest for trespassing.

SUSPENSIONS

IN-SCHOOL SUSPENSION: A Time-Out Center, or other in-school program, provides an alternative to out-of-school suspension for students who might ordinarily be suspended from school, or for those who are experiencing behavioral difficulties in one (1) or more classes. All privileges are suspended; no classes are attended. Students are placed in a room designed for corrective purposes and are supervised while completing assignments. They receive full credit for assignments completed, including tests and exams. Also see Interventions and Supports (IPS) on page 24.

LONG-TERM SUSPENSION: This refers to an out-of-school/program suspension for more than ten (10) school days, and shall not exceed fifty-nine (59) school days. Suspension of more than ten (10) consecutive school days shall follow the procedures described in Board policy. Suspension of students with Special Education needs or Section 504 Accommodations, are subject to the applicable statutory procedures mandated by federal law.

OUT-OF-SCHOOL/PROGRAM SUSPENSION: When applicable, a student may be suspended out-of-school/program until such time a conference can be initiated between the Principal (or designee), the student, and the Parent(s)/Guardian(s) of a minor student, and other professional resource personnel where warranted. In this case, a student may be suspended from school/program for one (1) hour up to a maximum of ten (10) school days.

In the event of student misconduct a student may be placed on out-of-
school/program suspension for up to ten (10) school days for any act of misconduct. The length of the suspension is determined by building administrators and is dependent on the severity of the misconduct. A student suspended from school is not allowed to attend school or any school activity or school-sponsored activity for the period of the suspension. Students may be considered as trespassing and subject to arrest if present on any school property during the period of suspension.

In the event a student is suspended from his/her base school and is involved in the Kent Career/Technical Center (KC/TC) or similar program, the Principal (or designee) shall determine, based upon the seriousness of the infraction, whether the student should continue in KC/TC, or similar programs, during the period of suspension. If students commit a Level I, II, or III infraction, the Principal (or designee) may elect to have students continue in KC/TC or similar programs. For Level IV and V infractions, students shall be suspended from all school programs, including KC/TC.

SHORT-TERM SUSPENSION: This refers to an out-of-school/program suspension of ten (10) school days or less. A student is entitled to minimal due process protections, including oral or written notice of the accusation(s), what disciplinary measures are being proposed, and an opportunity to respond.

SNAP SUSPENSION, PA 103: Classroom teachers may suspend a student from the teacher’s subject, class, or activity for up to one (1) full day of that particular class period for the following acts of misconduct:

1. Physical aggression towards self, or others, which in the reasonable judgment of the teacher creates an unsafe classroom environment
2. Profane or vulgar comments (oral or written) toward classroom teachers, other District employees, or students, during class time or a school-sponsored activity
3. Inappropriate physical contact of a sexual nature during class time or during a school-sponsored activity
4. Possession of a weapon or dangerous weapon

When a teacher suspends a student pursuant to this act, the teacher shall immediately notify the Principal (or designee) and send the student to the Principal with a written statement of the reason for the suspension. The teacher shall be responsible for appropriate supervision of the student while in route to the Principal. The Principal shall determine if the student is permitted to attend extra-curricular activities, if any, or classes taught by other teachers, or recommend additional days of suspension. A Parent-Teacher Conference shall follow the suspension as soon as possible and may include a school counselor, school psychologist, or school social worker. The Principal (or designee) shall attend at the request of the teacher or Parent/Guardian or when the Principal deems it appropriate. A student may return that school day to the class, subject, or activity from which suspended, with the approval of the teacher and the Principal. Teachers may continue to remove students from class pursuant to the applicable provisions of the Master Agreement between the Board and the GREA, except where prohibited by state law. Also see Public Act 103 on page 50.

TEMPORARY SUSPENSION: When an incident occurs that is in violation of the Uniform Discipline Code and information is still being gathered to determine who may have committed the offense; a student may be placed on temporary suspension. The student shall remain on temporary suspension until such time as building administrators or the Executive Director of Public Safety (or designee) has conducted an initial investigation to determine whether or not additional investigation is warranted. While on temporary suspension, schoolwork shall be provided to the student. If as a result of the preliminary investigation the student is not charged with a violation, the student may return to school and all days of absence shall be counted as excused. If on the other hand, the investigation results in charges of misconduct the days of temporary suspension shall remain as days of suspension on the student’s attendance record. Note: If a student receives special education services, contact the Special Education Supervisor prior to considering a temporary suspension of a student with a disability as these days count as days of removal.

SUSPENSION APPEAL PROCESS
Eighteen (18) year olds or other independent students, or a minor student’s Parent(s)/Guardian(s), have the right to appeal certain suspension and expulsion decisions:

- **Out-of-School/Program Suspension, 1-5 School Days:**
  Decision of the Principal (or designee) is final and may not be appealed.
- **Out-of-School/Program Suspension, 6-10 School Days:**
  Decision may be appealed. The aggrieved student or Parent(s)/Guardian(s) may request an administrative review of the suspension. The request must be made within three (3) school days of the decision and is to be directed to the appropriate administrator, as follows:
  a. To the Principal for the suspension decision of an Assistant Principal or Dean of Student Accountability
  b. To the Supervisor of Student Services for the suspension
- **Out-of-School/Program Suspension/Expulsion, more than 10 School Days:** Decisions of the Hearing Officer may be appealed if the suspension or expulsion is ninety (90) days or more. Appeal rights will be described in writing when a long-term suspension or expulsion on ninety (90) days or more is issued.

Also see Due Process on page 44, and Due Process Rights on page 47.

VERBAL ASSAULT, PA 104
VERBAL ASSAULT IS DEFINED AS:

1. Making a bomb threat or similar threat directed against a school building, school property, or a school-related event
2. Making a verbal threat of serious bodily injury directly to or at a District employee, volunteer, or contractor, which threat creates a well-founded apprehension that the student has the apparent ability and means to immediately, or in the immediate future, inflict serious bodily injury on the District employee, volunteer, or contractor if the student is not prevented from doing so
3. All Threats will be reported to Law Enforcement Officials and students shall be subject to criminal prosecution.

Michigan Public Act 104 (passed in 1999) prohibits verbal threat against a school and verbal threat/assault of staff. Students in Grades 6-12 who make a verbal threat against a school; or commit an act of verbal threat/assault against a District employee, volunteer or contractor on any GRPS property or off-
campus location during school-sponsored events, shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. These students shall be advised of the process, timelines and their right to request reinstatement. Also see Public Act 104 on 50, Due Process item 7 on page 44, and Special Education and Section 504 Policies on page 28.

**WALKERS**

Students who walk to and from school are expected to observe school rules and demonstrate appropriate behavior. Therefore, the consequences for Acts of Misconduct and Disciplinary Action outlined in the Uniform Discipline Code shall be consistently enforced.

**WEAPONS VIOLATION**

The Grand Rapids Public Schools prohibits the possession of any type of weapon or look-alike weapon on school property or at any school-sponsored event. All weapons are prohibited in addition to the dangerous weapons defined by state and federal law in Public Act 250 (page 50). Disciplinary action shall be taken should a student possess or use any type of weapon or look-alike weapon including (but not limited to): knife with a blade three (3) inches or less in length (end of blade to handle), box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, air soft gun, or bb gun.

**LOOK-ALIKE WEAPON**: A look-alike weapon is defined as any item, device or object that is:

1. Designed for other purposes but resembles an actual weapon
2. Designed for other purposes but is used as a weapon
3. Used in such a way as to lead a person to believe that the item is an actual weapon

Look-alike weapons include (but are not limited to): a belt, comb, pencil, file, a pair of scissors, smoke bomb, air soft gun and BB gun. When a look-alike weapon is used to commit an actual crime or violate school policy, the item, device or object may be considered as an actual weapon.

**MICHIGAN REVISED SCHOOL POLICY**

The Grand Rapids Public Schools complies with the State of Michigan Revised School Code regarding dangerous weapons and other unsafe and severe disruptive student behavior. Under state law, students may be permanently expelled from Grand Rapids Public Schools and all Michigan public schools. Also see Special Education and Section 504 Policies on page 28, Due Process item 7 on page 44, Expulsion on page 48, and Public Acts/State Laws on page 50.

In addition the District shall adhere to the State of Michigan Revised School Policy. For more information please refer to the State of Michigan Revised School Code Section 380.1311.
OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY
COMMUNICABLE DISEASES, HEALTH CONCERNS, IMMUNIZATION REQUIREMENTS, MEDICATION AND HEALTH TREATMENT POLICY
Board of Education Policy 8510

COMMUNICABLE DISEASES: According to Grand Rapids Public Schools Communicable Disease Policy, Rules # 5141.2, parents will be informed to keep children home when they are ill. Students who have symptoms of communicable disease will be excluded from school. These symptoms include:

- Abdominal cramps or pain
- Chills
- Cough that disturbs normal activity
- Diarrhea- more than 3 stools in 24 hours
- Fever- above 101 degrees F
- Shortness of breath
- Sores on skin with pus or liquid drainage
- Stiff back or neck
- Unexplained complaints of sore throat
- Unexplained rash or blisters
- Unexplained tiredness that prevents normal activity
- Vomiting- 2 or more times in 24 hours
- Wheezing

Students who have unexplained symptoms of communicable diseases may be excluded from school. Parent(s)/Guardian(s) should keep their student home from school until they do not have symptoms or present a statement from a licensed healthcare provider that the student is not contagious and may return to school. Students and Parent(s)/Guardian(s) who have questions or concerns are directed to contact their school nurse.

HEALTH CONCERNS: All Parent(s)/Guardian(s) are asked to complete the health information section during online enrollment. This will inform the school when students have a health condition such as diabetes, asthma, seizures, etc. The school nurse will create a plan for students with health conditions while they are in school. In the event of a medical emergency the school shall call the Medical Emergency Response Team (MERT) and/or the school nurse. They shall administer first aid and call 9-1-1 if needed. Parent(s)/Guardian(s) shall be notified of medical emergencies as soon as possible. If unable to reach a Parent/Guardian, school staff shall contact emergency contacts listed in Synergy. Parent(s)/Guardian(s) are responsible for providing the school with up-to-date contact information for themselves and all emergency contacts.

IMMUNIZATION REQUIREMENTS: Any student who is not up-to-date with immunization requirements shall be excluded from school until required immunizations have been administered. School personnel shall cooperate with public health officials in completing and coordinating all immunization data, waivers and exclusions.

IMMUNIZATION WAIVERS: A student is only exempt from the immunization requirements if the Parent/Guardian or responsible adult presents a written and signed waiver to administrators at the student’s school, indicating their objections to immunizations based on religious, medical or other factors. In accordance with the 2015 Michigan Immunization Waiver Law, waiver forms for non-medical waivers can only be obtained by scheduling an appointment with the health department in the student’s county of residence, and no other waiver forms will be accepted. A waiver filed for medical reasons must be accompanied by a physician statement verifying a specific immunization is, or may be, detrimental to the student’s health. Such written certification must be placed in the student’s cumulative record/folder (CA 60) and a copy shall be forwarded to the Kent County Health Department, if the Parent/Guardian consents to GRPS sharing student identifiable information with the local health department.

<table>
<thead>
<tr>
<th>VACCINE**</th>
<th>BIRTH - 1 MONTH</th>
<th>2 MONTHS - 3 MONTHS</th>
<th>4 MONTHS - 5 MONTHS</th>
<th>6 MONTHS - 15 MONTHS</th>
<th>16 MONTHS - 18 MONTHS</th>
<th>19 MONTHS - 4 YEARS</th>
<th>5 YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>None</td>
<td>1 dose DTaP</td>
<td>2 doses DTaP</td>
<td>3 doses DTaP</td>
<td>4 doses DTaP</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Pneumococcal Conjugate (PCV7 and/or PCV13)</td>
<td>None</td>
<td>1 dose</td>
<td>2 doses</td>
<td>3 doses</td>
<td>4 doses OR age appropriate complete series</td>
<td>1 dose on or after 24 mo. OR age appropriate complete series</td>
<td>None</td>
</tr>
<tr>
<td>H. influenzae type b</td>
<td>None</td>
<td>1 dose</td>
<td>2 doses</td>
<td>1 dose on or after 15 months of age OR age appropriate complete series</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polio</td>
<td>None</td>
<td>1 dose</td>
<td>2 doses</td>
<td>2 doses</td>
<td>3 doses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measles,* Mumps,* Rubella*</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>1 dose on or after 12 months of age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hepatitis B*</td>
<td>None†</td>
<td>1 dose</td>
<td>2 doses</td>
<td>2 doses</td>
<td>3 doses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varicella* (Chickenpox)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>1 dose on or after 12 months of age OR current lab immunity OR reliable history of disease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED CHILDHOOD IMMUNIZATIONS FOR MICHIGAN SCHOOL SETTINGS

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings. To best protect students from all preventable diseases, healthcare providers in Michigan should follow the 2014 Recommended Immunization Schedule at www.cdc.gov/vaccines or www.michigan.gov/immunize.

ENTRY REQUIREMENTS FOR ALL PUBLIC & NON-PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>VACCINE**</th>
<th>AGES 4-6 YEARS</th>
<th>AGES 7-18 YEARS Including all 7th grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus, Pertussis</td>
<td>4 doses DTP or DTaP; one dose must be on or after 4 years of age.</td>
<td>4 doses D and T or 3 doses Td if #1 given on or after 7 years of age.</td>
</tr>
<tr>
<td>Polio</td>
<td>4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required.</td>
<td>3 doses.</td>
</tr>
<tr>
<td>Measles,* Mumps,* Rubella*</td>
<td>2 doses on or after 12 months of age.</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B*</td>
<td>3 doses.</td>
<td>1 dose for children 11 years of age or older upon entry into 7th grade or higher.</td>
</tr>
<tr>
<td>Meningococcal****</td>
<td>None.</td>
<td></td>
</tr>
<tr>
<td>Varicella* (Chickenpox)</td>
<td>2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease.</td>
<td></td>
</tr>
</tbody>
</table>

* Current laboratory evidence of immunity is acceptable instead of immunization with antigen.
** All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.
*** Tdap is required at 11 years of age or older regardless of grade.
**** Meningococcal is not assessed in MCIR/SIRS if the child is 11 years of age and in a grade lower than 6th grade.
† Hepatitis B may be administered as early as birth.

MEDIATION AND HEALTH TREATMENT POLICY

Board of Education Policy 8670

SCHOOL-ADMINISTERED MEDICATION AND HEALTH TREATMENT: Parent(s)/Guardian(s) are urged to give medication and provide medical treatment at home and on a schedule other than school hours if possible. Medication includes prescription and non-prescription medication, homeopathic remedy, herbal remedy, vitamin and/or mineral supplements that may be taken by any route. If it is necessary that medication and/or treatment be provided during school hours, the following regulations must be followed:

1. A Medication and Treatment Consent Form must be signed by the parent/guardian and the physician. A Medication and Treatment Consent form can be found on page 71 or by contacting the school nurse.
2. Any changes in medication dose, route, schedule or discontinuation of medication must be communicated to the school nurse and a new Medication/Treatment Consent Form must be completed.
3. Medication must be brought to school in the original pharmacy container with the original label. Label must include the name of the student, the name of the medication, the name of the prescriber, the dose, time to be given, route and expiration date.
4. Medical treatment supplies shall be provided for school use for each student by Parent/Guardian as needed;
5. Medication must be picked up within three (3) days after the end of the school year or it shall be discarded;
6. Medication/Treatment Consent Forms must be renewed annually.

SELF-ADMINISTERED MEDICATION AND HEALTH TREATMENT: Self-administration/possession of medication is allowed in compliance with the rules of the GRPS medication policy. Students may be allowed to carry inhalers, Epi-pens, insulin, and glucagon, if they comply with the rules of the policy. Medication/Treatment Consent for Self-Administration form can be found on page 73.
CONCUSSION AWARENESS
EDUCATIONAL MATERIAL ACKNOWLEDGMENT FORM

By my name and signature below, I acknowledge in accordance with Public Acts 342 and 343 of 2012 that I have received and reviewed the Concussion Fact Sheet for Parent(s)/Guardian(s) and/or the Concussion Fact Sheet for Students provided by:

________________________________________________________
Sponsoring Organization

________________________________________________________
Participant Name Printed

________________________________________________________
Participant Signature

________________________________________________________
Parent or Guardian Name Printed

________________________________________________________
Parent or Guardian Signature

________________________________________________________
Date

________________________________________________________
Date

Also see Understanding Concussions on page 20 for additional information.
Asbestos is a general name for a group of naturally occurring minerals composed of small fibers. These fibers are very strong and resistant to heat and chemicals. The mere presence of asbestos in a building does not mean that the health of the building occupants is endangered. When left intact and undisturbed, asbestos-containing materials do not pose a health risk to building occupants. There is, however, potential for exposure when the material becomes damaged or disturbed. Because of these problems associated with asbestos exposure, the Asbestos Hazard Emergency Act, or AHERA emphasizes that asbestos in school buildings must appropriately managed.

The Grand Rapids Public Schools has an asbestos management plan that addresses contact persons, training, inspections, areas containing asbestos. Any person may review the management plan at the Grand Rapids Public School’s Facilities Management Department, 900 Union, Grand Rapids, Michigan 49503, during regular business hours (8:00 am to 4:00 pm). Plans may also be found on the district’s website at www.grps.org/(put the exact link) Alternatively, any person may request a copy of the plan by writing the Grand Rapids Public Schools Facilities Management Department, 900 Union, Grand Rapids, Michigan 49503. There is a cost involved in reproducing the document of approximately 10 cents per page. The Grand Rapids Public Schools will send a copy out of the management plan within 5 business days of receiving the request.
INTEGRATED PEST MANAGEMENT (IPM) ADVISORY

DEAR PARENT(S)/GUARDIAN(S):

Grand Rapids Public Schools has adopted an Integrated Pest Management (IPM) program. Inherent with this are the District’s efforts to reduce pesticide use as much as possible.

While it may occasionally be necessary to apply a pesticide, these will only be used as a last resort. This program does not rely on routine pesticide applications to resolve problems. We use various techniques such as habitat alteration, sanitation, mechanical means, exclusion, and so on to prevent pests from becoming a problem.

As required by Michigan law, you will receive advance notice of the application of a pesticide (insecticide, fungicide, or herbicide) other than bait or gel formations at your child’s school, the school grounds, or buildings. This advance notice of the application will be given forty-eight (48) hours before the application. The law requires us to do this notification by using two (2) methods. The first method required by law is the posting at the primary entrances to your child’s school. The entrances that will be posted are those entrances that have a sidewalk that leads directly to a parking lot. The second method we are going to use is the posting in a common area located by the main office of the school. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be promptly notified following any such application.

Parent(s)/Guardian(s) are also entitled to receive this notice by first-class United States mail postmarked at least three (3) days before the application. If you would like to be notified by mail, please contact the Operations Department at the following number: (616) 819-3010. Please give the Operations Department secretary your name, mailing address, and what school your child attends.

You may review our IPM program or pesticide application records for your child’s school by calling or e-mailing Brian Cornish, the District’s Supervisor of Grounds, at phone number (616) 819-3010, or e-mail address cornishb@grps.org. This number or e-mail may also be used when school is not in regular session.

Sincerely,

Fred Myers
Manager of Facilities
INTERNET AND DISTRICT-WIDE AREA COMPUTER NETWORK ACCEPTABLE USE POLICY

ACCEPTABLE USE: The Grand Rapids Public Schools (GRPS) has made electronic technology available to its students. The use of this technology by students is a privilege and must fall within acceptable use as outlined in the rules. The District reserves the right to log internet use and to monitor electronic mail space utilization by users. This means that there should be no expectation of privacy from the District’s monitoring of student use of computer systems. The District shall, at its discretion, review the sites and programs accessed by individual students, as well as the messages sent or received by individual students. Such monitoring shall be conducted without notice.

DISTRICT EQUIPMENT:
- Equipment: Includes (but is not limited to): computers, drives, printers, scanners, networks, video and audio recorders, cameras, photocopiers, telephones, modems and other related technological resources
- Software: Includes (but is not limited to): computer software, print and non-print resources
- Networks: Include (but are not limited to): all voice, video and data systems, including the District’s internal network and the internet

DISTRICT RIGHTS AND RESPONSIBILITIES:
1. GRPS is responsible for the management of the structure, hardware and software that the District uses to allow access to information technologies for educational purposes. These include:
   - Assigning and removing user accounts on the network(s)
   - Maintaining and repairing equipment that comprises the network(s)
   - Selecting software that the network will support
   - Defining the rights and responsibilities of users
   - Providing resources that support the mission of the District
   - Providing training opportunities on the use, care and application of information technology, including training in new technologies, software and media as they are acquired and put into District use;
2. The District does not take responsibility for the content of resources accessed or located by users of technology. The District does not take responsibility for action taken by users of technology that does not support the purposes of the GRPS.
3. The District shall periodically make determinations on whether specific uses of the internet and/or District network are consistent with the Acceptable Use Policy.

PROHIBITED STUDENT ACTIVITY: Students are prohibited from:
1. Using technology available through GRPS for personal or private business, for product advertisement or political lobbying or for incurring financial commitments on the internet
2. Using technology to disrupt the activity of others, to harass or discriminate against others, to gain unauthorized access to computer systems or programs or to plant any type of virus in any computer system or program
3. Using profanity, obscenity, discriminatory language, vulgarities and other inappropriate language or graphics
4. Revealing any personal, confidential or private information about other individuals such as home addresses, phone numbers and so on
5. Communicating that they are someone else, that they are representing someone else or that they are representing GRPS
6. Using someone else’s account number or password or allowing someone else to use their account number or password
7. Using the system to obtain or to disseminate pornography as it is defined by the Supreme Court
8. Ordering or making a commitment to pay for any goods or services without proper authorization
9. Using technology to do anything unlawful, including violating any federal or state copyright or unfair trade laws
10. Conducting any activity that exposes the District to litigation or expenses
11. Violating any libel or slander laws

RESPONSE TO VIOLATIONS: Response by the school and/or District to activities in violation of the prohibitions and/or student responsibilities outlined in this policy shall be in accordance with the Uniform Discipline Code. See Acts of Misconduct and Disciplinary Action Grades K-5 on page 38 and Grades 6-12 on page 39.

STUDENT-DEVELOPED SUBJECT MATTER: Student-Developed Subject Matter means subject matter conceived or developed by a student during the student’s use of GRPS systems, where such subject matter pertains or could pertain directly or indirectly to the then current educational activities of GRPS. Whether subject matter falls within the scope of Student-Developed Subject Matter shall be independent of whether the student’s contribution to the development is alone or in collaboration with others. Student-Developed Subject Matter includes (but is not limited to): writings, designs, software and other materials and concepts which may be subject to proprietary rights protection.

DISCLOSURE AND ASSIGNMENT TO GRPS: Students shall promptly disclose to GRPS all Student-Developed Subject Matter, and all Student-Developed Subject Matter shall become and remain the exclusive property of GRPS. To the extent that any proprietary rights (including copyright rights) vest in the student as a result of the development of the Student-Developed Subject Matter, the student shall, without compensation, formally assign to GRPS all proprietary rights to the Student-Developed Subject Matter, and execute any documents considered necessary by the GRPS to perfect its proprietary rights therein. The GRPS shall pay all expenses relating to the perfection of such proprietary rights. The election of whether or not to file formal applications for proprietary rights protection for the Student-Developed Subject Matter, and the manner of preparation and prosecution of the same shall be solely within the discretion of the GRPS.

STUDENT RIGHTS AND RESPONSIBILITIES: Student Users of District equipment have the right to:
1. Use all authorized hardware and software, when available, for which they have received training to facilitate learning and enhance educational information exchange
2. Access information from outside resources which facilitates learning and enhances educational information exchange
3. Access direct networks and the internet to retrieve information, facilitate learning and enhance educational information exchange.

**STUDENT USERS OF DISTRICT EQUIPMENT ARE RESPONSIBLE FOR:**

1. Utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the educational mission of the District and the school

2. Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords

3. Keeping all inappropriate materials, inappropriate text files, or files dangerous to the integrity of the school’s network, equipment and software from entering the school via the internet

4. Keeping hardware and software from being removed from school premises without prior consent

5. Maintaining the integrity of the e-mail system and making only those e-mail contacts which facilitate learning and enhance information exchange

6. Keeping all food and drink away from computers, printers and so on

7. Adhering to all copyright guidelines and avoiding plagiarism

8. Adhering to the rules (including network etiquette) established for the use of hardware, software, labs and networks in the school and through remote access

The Acceptable Use Policy, Internet and District-Wide Computer Network Agreement and Permission Form can be found on 69.
DEAR PARENT/GUARDIAN:
All students shall receive orientation to the Uniform Discipline Code at school. It would be most helpful if you know and understand our school rules so that we may work cooperatively in improving our educational program.

As the Parent/Guardian of this student, I have read the Uniform Discipline Code and the Grand Rapids Public Schools Internet and District-Wide Area Computer Network Acceptable Use Policy (page 66) regarding use of computers and related equipment. I have discussed appropriate use of the internet and the rights and responsibilities outlined in the District’s Acceptable Use Policy with my student. I understand that student access is intended for educational purposes and that the Grand Rapids Public Schools has taken precautions to eliminate access to controversial and inappropriate materials. I shall not hold the Grand Rapids Public Schools responsible for materials acquired via the Internet/Network. I agree to indemnify, and hold the District harmless, for any monetary liabilities or obligations incurred by the student identified below through his/her unauthorized activity while using the District's computer systems. I accept full responsibility for supervision if and when my student accesses a Grand Rapids Public Schools home page/web site while not in a school setting. I hereby give permission for my student’s use of this resource.

STATEMENT OF CONSENT
Please sign and return this form to school so that we know you are aware of the Uniform Discipline Code for Student Conduct and the Internet and District-Wide Area Computer Network Acceptable Use Policy contained in the Student Policy Handbook and have received a written copy of both.

Parent/Guardian Name (printed)  
Signature of Parent/Guardian  
Date

Student Name (printed)  
Signature of Student  
Date
**MEDICATION/TREATMENT CONSENT FORM**

**Student Name**

**Birth Date**

**School Year**

**Diagnosis/Condition**

### CONSENT FOR ADMINISTRATION OF HEALTH TREATMENT AND/OR MEDICATION AT SCHOOL

- Parents are urged to provide health treatments and give medication at home and on a schedule other than school hours if possible. If it is necessary that treatments and/or medication be provided during school hours, these regulations must be followed. Please Note: “Medication” refers to any prescription, non-prescription, homeopathic, herbal, vitamin, or mineral preparation.
- Health treatments and medications must be prescribed in writing by a physician or other licensed health care provider and must be renewed at least annually. Providers complete Part 1 below and must sign form—Part 2 and fax written instructions to school.
- All medication, prescription and non-prescription, must be brought to school in the original pharmacy container with a current label showing the name of the student, medication, strength, dosage, and time(s) to be given. Only the parent/guardian or other responsible adult or the pharmacy may deliver the medicine to school. Students are not allowed to bring their own medication to school.
- Health treatment supplies will be provided for school use for each student by parent/guardian as needed.
- Parent/guardian written permission is required to administer treatments and medications at school as directed by physician/licensed health care provider, including permission to contact provider as necessary. Parent must sign below—Part 2.

### PART I: PHYSICIAN/HEALTH CARE PROVIDER INSTRUCTIONS

<table>
<thead>
<tr>
<th>TREATMENT/MEDICATION</th>
<th>STRENGTH</th>
<th>DOSAGE/ROUTE</th>
<th>TIME(S)/FREQUENCY</th>
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</thead>
<tbody>
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<td>Home</td>
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<td></td>
<td>School</td>
</tr>
</tbody>
</table>

Recommendations, Special Considerations, Side Effects, Precautions, Allergies:

Please check if additional treatments/medications are needed.

### PART 2: AUTHORIZATION SIGNATURES

The following signatures serve as written authorization for permission to administer health treatment and/or medication as directed at school. Authorization includes permission for school personnel and health care provider to contact each other if needed. Medication and Treatment information is kept confidential but it may be shared with appropriate staff for emergency care.

**Physician/Provider:**

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
<th>Phone</th>
<th>Fax</th>
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</thead>
</table>

**Parent/Guardian:**

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
</table>
**MEDICATION/TREATMENT CONSENT FORM FOR SELF-ADMINISTRATION**

**Student Name**

**Birth Date**

**School Year**

**Diagnosis/Condition**

**CONSENT FOR ADMINISTRATION OF HEALTH TREATMENT AND/OR MEDICATION AT SCHOOL**

- Parents are urged to provide health treatments and give medication at home and on a schedule other than school hours if possible. If it is necessary that treatments and/or medication be provided during school hours, these regulations must be followed. Please Note: “Medication” refers to any prescription, non-prescription, homeopathic, herbal, vitamin, or mineral preparation.
- Self-administration provisions are for high school students only with the exception of inhalers, epipens, insulin and glucagon.
- Health treatments and medications must be prescribed in writing by a physician or other licensed health care provider and must be renewed at least annually. Providers complete Part 1 below and must sign form—Part 2 and fax written instructions to school.
- All medication, prescription and non-prescription, must be brought to school in the original pharmacy container only with a current label showing the name of the student, medication, strength, dosage, and time(s) to be given. Metered dose inhalers must have a label attached to the container.
- Health treatment supplies will be provided for school use for each student by parent/guardian as needed.
- Parent/guardian written permission is required to administer treatments and medications at school as directed by physician/licensed health care provider, including permission to contact provider as necessary. Parent must sign below—Part 2.
- Any misuse of medication by a student, including selling or giving away the medication, that violates Grand Rapids Public Schools policies will result in revocation of self-administration privileges and may result in a referral to law enforcement officials. Please see the student handbook for Grand Rapids Public Schools policies regarding medication at school.

**PART I: PHYSICIAN/HEALTH CARE PROVIDER INSTRUCTIONS**

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Recommendations, Special Considerations, Side Effects, Precautions, Allergies:

**PART 2: AUTHORIZATION SIGNATURES**

The following signatures serve as written authorization for permission for student to self-administer health treatment and/or medication as directed at school. Authorization includes permission for school personnel and health care provider to contact each other if needed. Medication and Treatment information is kept confidential but it may be shared with appropriate staff for emergency care. Please Note: School personnel will not supervise the medication administration or have responsibility in the process. Parent will be notified of any observed violation of the above guidelines.

**Physician/Provider:**

Print Name

Signature

Date

Phone

Fax

**Parent/Guardian:**

Print Name

Signature

Date

Phone

Fax
DEAR PARENT/GUARDIAN:

Grand Rapids Public Schools see the education process as much more than Reading, Writing, and Arithmetic. Exposure to our culture through field trips and outings is an integral part of developing our children into responsible, well-adjusted adults. However, provisions in the State law make these outings very difficult.

The law requires students to be transported by school bus in almost every situation. Unfortunately, this makes outings, which involve only a few students at a time, impractical due to the expense.

However, the State does allow schools to use standard automobiles to transport students, provided the parents have given consent. Therefore, we ask that you read and sign the following statement so that these educational field trips may continue.

Please rest assured that the school does NOT take the safety of your child lightly, and that precautions will be taken to protect your child’s safety, including the mandatory use of seat belts and booster seats where required by law. Should you have any questions or concerns, please feel free to contact the school’s Risk Management Office at 819-2045.

STATEMENT OF CONSENT

I agree to allow my child to be transported to and from school, and school related activities, in automobiles that may be owned by the school, or by an employee or volunteer. I understand that these vehicles are not school buses, and as such, are not in compliance with all current regulations for school buses. I feel that the additional risk of transporting my child in a car, as opposed to a bus, is acceptable as it allows my child educational enrichment beyond the classroom environment.

Student Name (printed)

Parent/Guardian Name (printed)

Signature of Parent/Guardian    Date
# FAMILY RESOURCES

## Domestic Violence
- **Safe Haven**: 452.6664
- **YWCA**: 459.7062

## Law Violations
- **Emergencies**: 911
- **Grand Rapids Police**: 456.3400
- **Kent County Sheriff**: 632.6100
  *Dispatch/non-emergencies*

## Mental Health
- **Network 180 Access Center**: 336.3909

## Protective Services
- **Children’s Assessment Center**: 336.5160
  *Sexual Abuse Issues*
- **Children’s Protective Services**: 855.444.3911
  *24-hour phone line for child abuse and neglect*

## Substance Abuse
- **Network 180 Access Center**: 336.3909

## Other
- **Grand Rapids Public Schools Administrative Offices**: 819.2000
- **Student Services**: 819.2150
- **Home Repair Services of Kent County**: 241.2601
- **In the Image**: 456.6150
  *Gently used clothing, household items, furniture & appliances*
- **Michigan Relay Services**: 800.649.3777
- **United Way Community Resources**: 459.2255
- **Community Resources**: 211
- **Wherever God Wills**: 452.2683
  *Free computer to low income students in GR in exchange for community service*
OUR MISSION IS TO ENSURE THAT ALL STUDENTS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY