



Davison Community Schools

Parent and Student Handbook **2025/2026**

 Davison Community Schools

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities

Davison School Buildings and Schedules

Cardinal's Nest Preschool

1490 N. Oak Road

Main office (and Attendance line).....591-0821

Morning Session

9:00 am classes begin
12:00 pm regular dismissal

Afternoon Session

12:45 pm classes begin
3:45 pm regular dismissal

Full Day Session

9:00 am classes begin
3:00 pm regular dismissal

Central Elementary

Grades 1 - 4

600 S. State Road

Main office.....591-0818

Attendance line.....591-0828

8:35 am classes begin
3:28 pm regular dismissal
11:35 am half-day dismissal
1:28 pm early release dismissal

Gates Elementary

Grades 1 - 4

G-2359 S. Irish Road

Main office.....591-5001

Attendance line.....591-5000

8:35 am classes begin
3:43 pm regular dismissal
11:50 am half-day dismissal
1:43 pm early release dismissal

PreK for All

Central Elementary, 600 S. State Road

Main office (and Attendance line).....591-0922

Morning Session

8:45 am classes begin
11:45 am regular dismissal

Afternoon Session

12:45 pm classes begin
3:45 pm regular dismissal

Full Day Session

8:45 am classes begin
3:45 pm regular dismissal

Cardinal's Nest, 1490 N. Oak Road

Main office (and Attendance line).....591-0821

Morning Session

9:00 am classes begin
12:00 pm regular dismissal

Afternoon Session

12:45 pm classes begin
3:45 pm regular dismissal

Hill Elementary

Grades K - 4

404 Aloha Street

Main office.....591-0839

Attendance line591-0522

8:35 am classes begin
3:28 pm regular dismissal
11:35 am half-day dismissal
1:28 pm early release dismissal

Siple Elementary

Grades Kindergarten - 4
9286 E. Coldwater Road

Main office.....591-5104
Attendance line.....591-5100

8:35 am classes begin
3:43 pm dismissal
11:50 am half-day dismissal
1:43 pm early release dismissal

Thomson Elementary

Developmental Kindergarten (DK) and
Kindergarten
617 E. Clark Street

Main office.....591-0911
Attendance line.....591-0916

8:35 am classes begin
3:28 pm regular dismissal
11:35 am half-day dismissal
1:28 pm early release dismissal

Morning Session (Special Education Preschool)
8:35 am classes begin
11:42 pm dismissal

Hahn Intermediate

Grades 5 - 6
500 S. Dayton Street

Main office.....591-0530
Attendance line.....591-0531

7:34 am classes begin
2:19 pm regular dismissal
10:28 am half-day dismissal

Davison Middle School

Grades 7 - 8
600 S. Dayton Street

Main office.....591-0848
Attendance line.....591-0859

7:34 am classes begin
2:19 pm regular dismissal
10:28 am half-day dismissal

Davison High School

Grades 9 - 12
1250 N. Oak Road

Main office.....591-3531
Attendance line591-1165

Monday, Tuesday, Thursday, Friday:
7:25 am classes begin
2:36 pm regular dismissal
10:45 am half-day dismissal

Wednesday:
9:30 am classes begin
2:36 pm dismissal

Davison Alternative Education

Grades 9 - 12
1250 N. Oak Road

Main office.....591-1020
Attendance line591-1021

Monday, Tuesday, Thursday, Friday:
7:25 am classes begin
2:36 pm regular dismissal
10:45 am half-day dismissal

Wednesday:
9:30 am classes begin
2:36 pm dismissal

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I. District Information

A. Welcome

On behalf of the faculty and administration, it is our pleasure to welcome you to Davison Community Schools. A school is a reflection of the people inside, and together, we have the opportunity to make our schools outstanding. It takes a team effort of cooperation and individual responsibility to achieve this goal.

Our offices are always open, and we will be happy to offer any assistance to you as an individual. Please enjoy your years at Davison. We hope they will be rewarding and memorable. Always remember that the rewards you take from here will depend a great deal on the individual responsibility and the effort each student is willing to put forth.

B. Mission Statement

 **Davison Community Schools**

Where Kids Come First and Futures Begin

Connections ♦ Curriculum ♦ Opportunities

C. Philosophy of Education

Davison Community Schools believe that the function of the school is to provide for the intellectual, social, civic, vocational and personal development of the students.

It is the responsibility of DCS to provide an education so the student meets and/or prepares for the achievement of his/her individual goals. In return, it is the responsibility of the community to support our school in the attainment of these goals.

The faculty recognizes that each person is unique with respect to cognitive, physical, emotional and creative capacities. Good learning is personalized to develop these capacities. We aim to increase each student's unique abilities to contribute to society by offering a variety of course selections, teaching methods, materials and programs in which students can be motivated to learn according to their individual abilities and aspirations. It is our intention to meet these needs in an atmosphere of cooperation and mutual respect.

The school must be alert to the effects of a dynamic society. The school as a facilitating organization must help students to examine, test, evaluate and review changes in society so as to be able to change as new demands are placed on them. The future is exciting and demanding and preparation of the total individual is necessary to assure success.

D. Board of Education/Administration

Board of Education:

Holly Halabicky
Alicia Hensley
Shannon McKee
Kurtis McMahan

Diane Rhines
Granger Stefanko
Ben Vick

Central Office Administrators:

Superintendent	Matthew Lobban	591-0801
Assistant Superintendent of Student Services	Amy Chorley	591-0913
Director of Human Resources and Operations	Christine Kuzinski	591-0808
Director of Business Services	Joshua Evans	591-0803
Director of Curriculum and Grants	Angie Hards	591-0445
Director of Public Information, Community Outreach and Culture/School Safety Liaison	Michelle Edwards	591-0852
Director of Special Education	Dana Melaragni	591-0912

Building Administrators/Supervisors:

High School Principal	Jerry Piger	591-3539
High School Assistant Principal	Shawn Lewis	591-3536
High School Assistant Principal	Jesse Szatkowski	591-3532
High School Dean of Students	Mike Williams	591-3531
Athletic Director	Dave Beamer	591-1073
Assistant Athletic Director	Jacob Weingartz	591-1073
Alternative Education Principal	TJ Fischhaber	591-1020
Middle School Principal	Josie Paquette	591-0863
Middle School Assistant Principal	Cayla Dowdall	591-0528
Middle School Dean of Students	Christopher Wilson	591-0528
Hahn Intermediate Principal	Verle Gilbert	591-1104
Hahn Intermediate Assistant Principal	Keri Collins	591-0372
Hahn Intermediate Dean of Students	Amy Renye	591-1027
Central Elementary Principal	Melissa Williams	591-0818
Gates Elementary Principal	Natalie Miller	591-5001
Gates and Central Dean of Students	Brielle Bayliss	
Hill Elementary Principal	Lisa Duprey	591-0839
Siple Elementary Principal	Christy Flowers	591-5104
Thomson Elementary Principal	Andrew Criswell	591-0911
Director of Custodial, Maint., Bldg. and Grounds	Rod Hoover	591-1070
Food Service Supervisor	Jennifer Lutze	591-0823
Transportation Supervisor	Mark Fahr	591-0816

E. Student Enrollment/Registration Information

Students enrolling for the first time in the district should register at the school building they will be attending.

Please bring the following to registration:

- Child's **official** birth certificate - Issued from the county clerk's office with the official seal on it (Hospital certificates will not be accepted.)
- Child's social security card
- Child's complete and up-to-date immunization records
- Verification of Davison residency which must include the following valid (when applicable, dated within 2 months) proofs: One proof from category 1, one proof from category 2, and a third proof from category 2 or 3:
 1. Valid driver's license
 2. Utility bill indicating service to the home (i.e., electric, gas, water, cable, landline phone)

3. Paycheck stub, mortgage/lease agreement, bank statement, loan/credit/insurance/tax bill

After enrollment, if the child's residency changes from one Davison address to another, the parent/guardian will be required to provide new, updated proofs of residency according to the residency verification requirements listed above. Parents must inform the school immediately of the residency change. For details, please contact Robin Ricica, Superintendent's office, 591-0801.

Davison Community Schools requires students to enroll at Davison High School in six (6) courses each semester to maintain full-time status. Students enrolling at Davison Alternative Education must enroll in five (5) courses each trimester to maintain full-time status.

If the District is made aware that an enrolled student no longer resides within the District boundaries, the District will investigate the allegations. If confirmed, parents must present proof of residency evidence within one (1) week or the student shall be withdrawn.

If the District determines through investigation that enrollment documents are fraudulent, the student shall be withdrawn immediately.

For those enrolling through Residency Verification Affidavit: *The district will confirm validity of residency within two to three months of enrollment. Should the district learn that this is not the parent's and student's residence and that the parent lives outside the boundaries of the Davison Community Schools, the student may be excluded immediately from the school they attend. The falsification of documents may result in the filing of a complaint with the appropriate law enforcement agency to bring criminal prosecution against all parties involved.*

For more information and the full Board Policy 5111 – Eligibility of resident/ nonresident students, please visit: <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

F. Immunization Requirements

All children who enter school in Michigan are required by state law to be fully vaccinated in accordance with Part 92, Act 368 of the Public Acts of 1978, as amended.

Proof of the following immunizations MUST be provided at the time of registration for all students enrolling in Davison Community Schools for the first time:

For children ages 4-6:

- DTaP (diphtheria, tetanus, pertussis) - four doses. If a dose was NOT received on or after the fourth birthday, a booster dose is required.
- Polio - three doses. If a dose was NOT received on or after the fourth birthday, a booster dose is required.
- MMR (measles, mumps, rubella) - two doses required, the first dose no sooner than the first birthday or laboratory evidence of immunity to measles, mumps and rubella.
- Hepatitis B - three dose series.
- Varicella (chicken pox) - one dose no earlier than the first birthday or reliable verbal history of disease from parent/guardian.

For children ages 7-19:

- Diphtheria and tetanus - four doses, or three doses if the first dose was received on or after the seventh birthday.
- Polio - three doses of polio vaccine required.

- MMR (measles, mumps, rubella) - two doses required, the first dose no sooner than the first birthday or laboratory evidence of immunity to measles, mumps and rubella.
- Hepatitis B - three dose series.
- Varicella (chicken pox) - one dose or verbal history of disease from parent/guardian.

For children 11 years of age or older upon entering 7th grade:

- Meningococcal - one dose is required prior to school entry.
- Tdap.

For children entering kindergarten and all children changing school districts.

- Varicella (chicken pox) - two doses or verbal history of disease from parent/guardian.

For children ages 11-18 changing school districts:

- Diphtheria and tetanus - four doses, or three doses if the first dose was received on or after the seventh birthday. If a dose was not received within the last 5 years, a booster dose is required prior to school entry.
- Polio - three doses of polio vaccine required.
- MMR (measles, mumps, rubella) - two doses required, the first dose no sooner than the first birthday or laboratory evidence of immunity to measles, mumps and rubella.
- Hepatitis B - three dose series.
- Varicella (chicken pox) - two doses or verbal history of disease from parent/guardian.

Students not meeting minimum requirements must obtain necessary immunizations and provide proof to the administrator of the child's school building by the Friday prior to the beginning of the school year. Failure to meet these requirements, as set by the Michigan Department of Community Health, may result in the child being excluded from attending school. For additional information, please contact the health care liaison at (810) 241-0271.

G. Medication Policy

The administration of medications and student self-administered medications shall be in strict compliance with the laws of the State of Michigan and the rules and regulations of the Board of Education as carried out by District administrators. For more information on Policy 5330 - Administration of Medications by School Personnel go to:
<https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

This policy has been revised to comply with the Michigan Department of Education Model Policy and Guidelines for administering medication to pupils at school. It has been reviewed by the Genesee County Health Department and our school nurse. If you have questions about this policy or any health issues that relate to school, please contact the school nurse at 241-0271.

Definition: Medication includes prescription, non-prescription, and herbal medications and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops or mist to nose, ears or eyes, or medications applied to the skin.

1. If a condition exists which requires medication to be taken at school, it may be self-administered by the student. The student's parent/guardian and physician must provide written authorization to the office to allow the student to self-possess and self-administer medication. Elementary age students (grades K-6) are only allowed to self-administer inhaler medications. Middle School students and high school students (grades 7-12) are not allowed to self-administer any controlled substances including Ritalin or antidepressants. If necessary, you may request that this medication be administered by school personnel.

2. Any medication, including non-prescription and herbal medications, must be accompanied by an ***Authorization to Administer Medication*** form completed by the parent and the prescribing physician.
3. Due to the possibility of an allergic reaction, the first dose of any medication will not be administered at school.
4. The medication must be contained in the original, properly labeled container as prepared by a pharmacy, physician, or pharmaceutical company. Measuring of liquids or dividing of pills, is the responsibility of the parent. Pharmacies may supply unit doses of liquids upon request. All medication will be counted in the presence of the parent. The school staff and parent will document the amount received by signing the medication log.
5. Office personnel cannot administer medication in any way different from the instructions on the authorization form from the physician. Therefore, if there is a change in medication dosage or time to be administered, please have your physician update the authorization form or fax a change to the school office.
6. A log of the administration of this medication will be kept.
7. Prescription and medication supply renewal is the responsibility of the parent/guardian.
8. Medication left over at the end of the school year or after a student has left the district, must be picked up by the parent/guardian or the school will appropriately dispose of the medication according to local Health Department regulations.
9. Please notify the office if your child has any medical or physical problems that need attention at school.
10. Students who receive medication for potentially life-threatening situations (glucagon, inhalers, Epi-Pens) will have, to the extent possible, a written emergency care plan which contains specific instructions for that student's needs, prepared by a physician and/or their designee, in collaboration with the parent/legal guardian and the school health professional.
11. The district will call 911 when an EpiPen or emergency seizure medications are administered.

H. Student Services

Main office: 591-0913

The Student Services office is located in the district's administration building, the Cardinal Center, at 1490 N. Oak Road. The office handles all special education services and gifted and talented programs as well as oversees the school nurse and health services, homebound services and facilitates student expulsions/suspensions. Parents who suspect that their child may have a disability can contact this office to request an evaluation.

Special Education Services Include:

- Speech and language therapy
- Social worker service
- Teacher consultant service
- Resource rooms

- Basic classroom for the emotionally impaired
- Basic classroom for the cognitively impaired

Transfer students who received special education services during the previous school year need to contact the Student Services office at (810) 591-0913 prior to enrolling at an individual school building.

A confidential release of records and permission for placement form must be signed in this office. It is very helpful for the parent/guardian to bring a copy of the child's most recent Individualized Educational Planning Team (IEPT) report.

Special Education personnel do their best to provide the most appropriate program for each child.

Gifted Program

The district's Challenging Academic Potential (CAP) program offers a cluster program for grade one through three and classroom programs for students in grades four through 12. CAP blends into honors and AP classes during a student's middle and high school years.

The CAP program for first through fourth grade is housed at Central Elementary. A teacher or parent can nominate a child for the CAP program. District-wide testing is also used to recognize potential CAP students. A high school student can nominate himself or herself for honors or AP classes.

Once a child is nominated, he or she is given an achievement test in reading and math and a cognitive ability or I.Q. test.

Transfer students who were placed in Gifted programs during the previous school year and wish to be considered for special placement in Davison should contact the Curriculum and Grants office.

I. Weather and Emergency Procedures

The area in which we live makes it advisable to have some procedures for the protection of lives during certain weather or other emergencies. In the case of emergency, it is very important for students to listen carefully and to follow all staff directions during tornado or other emergency drills.

Our staff members have been trained to follow the district's safety and crisis plan. We regularly conduct safety drills (weather, fire and ALICE [intruder emergency]).

In the event of an emergency or school closing, parents signed up through the district's Ed-Alert system will be notified by text or email. Parents will also receive a phone call through our automated telephone system. Further information may also be available on the district's website and on local radio and television stations. Please note that the district will not bombard you with texts once you sign up through the Ed-Alert system. The district only sends text messages in the case of emergencies or school closings.

Cancellation of School

When it becomes necessary to cancel school before it is in session, the Administrative Office personnel will notify parents through the district's Emergency Notification system. This will include an email, text message, telephone call and social media. The information will also be posted on the school district's website home page and local TV stations will be contacted.

If school is dismissed early due to weather or other emergency conditions, administration will notify parents through the district's Emergency Notification system as noted above. The information will also be posted on the district's home page of the website and local TV stations will be contacted. Students will be bused where they are normally taken at the end of the school day. Please discuss with your child where he/she should go if school is dismissed early. Have a plan in place with your child before this situation arises.

It is permissible for you to come to the school to get your child during a time of severe weather conditions. If we experience other emergency situations (i.e. evacuation due to environmental causes, fire, intruder, etc.), parents will be instructed of where to go to pick up their child through our emergency notification system and website.

Tornado Watch

The school administration takes direction concerning tornado and weather conditions from the National Weather Service. If the National Weather Service informs us there is a tornado watch, which means conditions are such that a tornado could occur, we will most likely keep students at school and release them at the regular time.

Tornado Warning

If we are notified that the area is under a tornado warning, which means a tornado has been sighted in the area, we will probably keep students in school and direct them to designated areas.

The decision as to whether or not we can send students home depends entirely upon the amount of time we are given to prepare for the problem. Nearly 80 percent of the students in our district ride a school bus. Our buses are used for multiple runs – high school, middle and intermediate school and elementary. Because of this multiple use, it requires approximately two hours to get all of our students home.

We ask that you do not call the school office for non-emergency reasons under these conditions because this ties up our telephone lines at the time we need them most. If there is an early dismissal, the information will be sent out immediately to parents signed up to receive emergency notifications, texts, automated telephone calls, social media and placed on our website before notifying the area radio and television stations. It is suggested that parents sign up for texts, check our website or listen to the radio or TV when weather conditions are threatening.

If students remain in school, all buildings will follow a tornado plan recommended by the Civil Defense Headquarters. Each building has a plan and we do hold tornado drills so students know the recommended location for maximum safety in each building and how to reach that location quickly.

Fire Drill Regulations

Fire drills are conducted at unannounced times during the school year. The fire drill warning is a horn-like sound. Teachers will explain these regulations at the beginning of each course. All students and personnel must leave the building and move into the designated areas during a fire drill.

Lock Down Drill

Lock down drills are conducted at unannounced times during the school year. These drills are announced over the PA system. Teachers will go over guidelines for these drills at the beginning of each semester.

J. E-News Emergency Notification System

Parents are encouraged to subscribe to our Emergency Notification System, an online service that keeps parents, students, faculty/staff and community members informed about school-related information including school closings via text or email. Please look for our Emergency Notification System under the Quick Links on our website.

K. Latex Balloons

Due to increased latex allergies of staff and students, we do not allow latex balloons to be displayed or delivered to our buildings.

L. Video Surveillance

Pursuant to Board Policy 7440.01 you are hereby notified that for the safety of our students and staff the District's buildings and common areas, such as but not limited to, entry and exit doors, hallways, cafeteria and parking lots are monitored by video surveillance systems.

The Davison Community Schools Board of Education has authorized the use of video cameras both in our schools and on district property such as parking lots. The video cameras shall be used to monitor student behavior to maintain order and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The content of the videotapes are confidential student records and shall be retained with other student records. Videotapes shall only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.

M. Concussions

According to Public Acts 342 and 343 (Concussion Law) effective June 30, 2013 all students who participate in a school related activity must have a signed document by the student and the parent, which acknowledges that they have received and reviewed the Concussion Fact sheet for Parents and/or the Concussion Fact Sheet for Students. See Appendix A-5 and A-6.

N. Illness and Injury

Davison adheres to the Genesee County Health Department guidelines for Communicable Diseases. For a complete reference chart, see www.qchd.us.

Illness and Injury

In case of illness and injury, parents must keep their child's school informed with emergency phone numbers and any changes that might occur. The school staff will notify the parent/guardian of any illness or injury that occurs at school.

No student will be permitted to attend school if he or she has a fever, cough, respiratory illness, or diarrhea. The decision shall be made by the school nurse/administrator/designee.

Parents must notify the school if their child has any communicable disease: COVID-19, Hepatitis B, AIDS (Acquired Immune Deficiency Syndrome), ARC (AIDS-related Complex), herpes, or other like diseases that may present potentially serious health problems for those who come in contact with the disease or the disease carrier.

O. DCS Performing Art's Center Expectations

The theater is a unique space where the audience's reactions, be it laughter or applause, serve as a direct appreciation for the performers' hard work. However, it's crucial to remember that they can also pick up on distractions such as talking, cell phone rings, crying children, and rustling candy wrappers. Even the light from your phone or tablet when you text can be seen. These distractions not only disrupt the performance but also disturb other audience members. Therefore, we kindly request everyone to adhere to some basic rules, as your behavior directly impacts the performers' ability to deliver a top-notch show.

1. No talking or side conversations.
2. Turn off all cell phones and electronic devices.
3. No food or drinks are allowed.
4. Enter and exit the auditorium only if there is an emergency, during intermission, or between songs.
5. Please applaud at the appropriate times.
6. If you're with young children who begin to grow restless and noisy, please take them out to the lobby at an appropriate time.

P. Parent Expectations

Davison Community Schools believes that when schools and parents work together, children receive steady support and encouragement. This partnership sends a clear message about the value of quality education. We will build relationships among students, schools, and parents based on civility and mutual respect.

Practicing civility and civil discourse allows everyone to share their views and listen to each other. We may not always agree, but we can disagree respectfully.

Davison Community Schools has established a Code of Ethics to ensure that all parents, guardians, and visitors to our school understand the expected standards of conduct. This code outlines the behavior anticipated on school property, during district events, and when interacting with district employees and students.

- all students can reach their highest potential with the support of the entire community;
- effective communication is essential to building and sustaining positive school-family partnerships;
- in maintaining an environment that promotes the safety, dignity, and growth of all students;
- in protecting the confidentiality and privacy of all students and
- in resolving conflicts, privately and respectfully, whenever possible, per district policy and legal obligation.

Davison Community Schools expects all students, parents, and staff

- to work together to promote a positive learning environment that supports continued growth and achievement for all students;
- to respect the dignity, worth, and uniqueness of each individual;
- to exhibit civil discourse, whether face to face, via phone, email, or social media, that supports the best interest of the school community;
- to support all students' educational, academic, personal, and social needs;
- to respect all students' values, beliefs, and background(s); and
- to use their knowledge and skills to develop the capacity of others.

Behaviors Prohibited

To provide a peaceful and safe school environment, the District prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane, or harassing communication, either in person, by e-mail or text/voicemail/phone, or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with District operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots, and car-pickup.
- Threatening to do bodily harm or implied threats to a District employee, visitor, fellow parent/guardian, or student.
- Threatening to damage the property of a District employee, visitor, fellow parent/guardian, or student.
- Damaging or destruction of school property.
- Excessive unscheduled campus visits, e-mails, text/voicemail/phone messages, or other written or oral communication.

Communicating with School Leaders

When students or parents have questions or concerns about education, it's important to communicate openly. Before needing to escalate the issue, many questions can be answered by the teacher or staff directly involved. A quick email or phone call is often the easiest way to reach out. If questions or concerns have not been resolved after discussing them with teachers, your child's building administrator would be the next person to contact. Davison Community Schools staff contact information can be found on our webpage here [DCS Staff Directory](#).

DCS Limited Public Forum Policy

The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform/site's applicable terms of service.

The District reserves the right to remove comments that are racist, sexist, abusive, profane, violent, obscene, spam, contain falsehoods, or are wildly off-topic, or that libel, incite, threaten, or make ad hominem attacks on students, employees, guests or other individuals. We also do not permit messages to sell products or promote commercial or other ventures.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others.

Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner and follow the Cardinal Code.

II. Student Rights and Responsibilities

Every student is entitled to those rights of citizenship granted by the Constitution of the United States and the State of Michigan. Specifically pertinent to the school setting are those rights contained in the First and Fourteenth Amendments that relate to freedom of speech, press, assembly, petition and with due process and equal protection.

It is recognized that the school is an academic community composed of all students, teachers, administrators, parents, and the community-at-large. The rules and regulations of the school are the laws of that community. All those who enjoy the right of citizenship in the school community must accept the corresponding responsibilities. This entails respect for the laws of the community and for the rights of the other members of that community. It is our goal to seek to be a community of good citizens, learning and conducting ourselves in such a way as to enrich the lives of everyone.

It is the Student's Right to:

1. Attend school in the district in which his/her parent or legal guardian resides.
2. Form and hold his/her own ideas and beliefs.
3. Express his/her opinions verbally or in writing using school appropriate language.
4. Dress within recognized standards of health, safety, and good taste.
5. Associate and assemble peacefully.
6. Petition school officials for corrections of complaints.
7. Expect that the school shall be a safe place for all students to gain an education.
8. Have privacy of his/her school records.
9. Be afforded a fair hearing in the event of disciplinary action with all of the safeguards of procedural due process.
10. Expect that the school will make every effort to safeguard individual rights.

Student Expectations/Responsibilities

Davison Community School students should strive to adhere to the following individual responsibilities while at school. A student should:

1. Respect the inherent human dignity, worth and rights of every other individual.
2. Be informed of and adhere to reasonable rules and regulations established in this handbook and implemented by school administrators and teachers for the welfare and safety of students.
3. Be punctual and present in the regular school program to the best of one's ability.
4. Study diligently and maintain the best possible level of academic achievement.
5. Dress and appear in a manner that meets standards of health, cleanliness, decency, and safety.
6. Express his/her opinions and ideas in a respectful manner so as not to offend or slander others.
7. Help maintain and improve the school environment, preserve school property, and exercise the utmost care while using school facilities.
8. Conduct oneself in an appropriate manner while in attendance at all school or school-related functions held on or off school grounds.
9. Continue or become actively involved in one's education, understanding of people, and preparation for adult life.
10. Report knowledge of violation of school policy (i.e., weapons, drugs, alcohol, etc.) on school property.
11. Be responsible for his or her locker and the materials and equipment stored in that locker. The school does not assume responsibility for student property lost or stolen from lockers.

III. Administrative Policies

A. Authority of School Board

In accordance with the laws of the State of Michigan MCL 380.11a; MSA 15.4011a, the Board of Education has the right to make reasonable rules and regulations in the interests of public elementary and secondary education in the school district. This includes regulations relative to student conduct in order to provide for their safety and welfare at school or while en route to and from school or while attending school-sponsored activities, or while not at school-sponsored or regular instruction programs.

The Board of Education has approved the policies, rules and regulations contained in this publication. At any time, the Board may adopt additional policies.

B. Acceptable Use Policy (Computer and Network)

Technology directly affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction, and the way they approach student learning, to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, "District Information & Technology Resources") to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and

screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate, and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or Technology Supervisor may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been mistakenly, improperly, or inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable, or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

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

- a. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- b. the dangers inherent with the online disclosure of personally identifiable information;
- c. the consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- d. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. (See Form 7540.03 F1)

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments.

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

Abuse of Network Resources

Peer-to-peer file sharing, mass mailings, downloading of unauthorized games, videos, and music are wasteful of limited network resources and are forbidden. In addition, the acquisition and sharing of copyrighted materials is illegal and unethical.

Unauthorized Printing

District printers may only be used to print school-related documents and assignments. Printers, like other school resources, are to be used in a responsible manner. Printing supplies, along with printer repairs and replacement are very expensive. The District monitors printing by user. Print jobs deemed excessive and abusive of this privilege may result in charges being assessed to the student. Users are prohibited from replacing ink cartridges and performing any other service or repairs to printers. Users should ask, as appropriate, for assistance to clear paper that is jamming a printer.

PERSONAL COMMUNICATION DEVICES POLICY

In consideration of the level of maturity and personal responsibility of students from elementary, to middle school, to high school, the Davison Student Code of Conduct will detail the parameters by which

cell phones and other electronic devices may be used by students at each level of schooling. However, regardless of age or level of schooling, the following parameters shall be met:

- a. A student may possess a cellular phone or other electronic communication devices (ECD) and electronic storage devices (ESD) in school, on school property, at after school activities, and at school-related functions, provided that during school hours, school events and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants.
- b. The use of cellular phones and ECD/ESD is strictly prohibited in bathrooms/locker rooms, school offices, and in classrooms during instructional time (unless explicit permission is granted by the principal or teacher).
- c. Cellular phones and ECD/ESD shall not be used to take photos or video of students or staff members or to communicate testing information, nor shall such photos, videos, or testing information be transmitted or accessed on cellular phones and ECD/ESD during class/instructional time unless given specific permission by the teacher or principal.
- d. Cellular phones, and ECD/ESD's, like all other personal items brought by a student into a school zone, may be subject to search upon reasonable suspicion that a student may have engaged in conduct that is illegal or in violation of school rules or Board policy. The outcome of that search may result in school sanctions and referral to the proper authorities, including but not limited to, the law enforcement officials.
- e. Possession of a cellular phone or ECD/ESC by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.
- f. Violations of this policy may result in disciplinary action against the student, which may result in confiscation of the cellular phone or ECD/ESD and/or suspension/expulsion from school.
- g. The student who possesses a cellular phone or ECD/ESD shall assume responsibility for its care. At no time shall the District be responsible for preventing theft, loss, or damage to cell phones or ECD/ESD brought onto its property or vehicles.

C. Access to District Technology Resources and/or Information Resources from Personal Communication Devices Policy

For purposes of this policy, "personal communication device" (PCD) includes computers, tablets (e.g., iPad-like devices), electronic readers ("e-readers"; e.g., Kindle-like devices), cell phones, smartphones (e.g., iPhones, Android devices, Windows Mobile devices, etc.), and/or other web-enabled devices of any type.

The Board of Education provides both a guest network and staff network. The staff network is a secure network for the conduct of official District business. Access to the staff network requires prior approval and authorization by the District. The guest network is a CIPA-compliant non-secured network provided for use by students, parents, and other visitors while on school property. Only Board-approved communication devices and authorized users may access the staff network.

The Board of Education permits employees, students, Board members, guests, as well as contractors, vendors, agents, to use their "PCDs" to wirelessly access the District Technology and/or Information Resources (as defined in Bylaw 0100) while they are on-site at any District facility.

Technology Supervisor is charged with developing or, the necessary standards for connecting PCDs to the District's Technology and Information Resources. The standards shall be available upon request.

The standards shall be designed and enforced to minimize the Board's exposure to damages, including, but not limited to, the loss of Confidential Data/Information, illegal access to Confidential Data/Information, damage to the District's intellectual property, damage to the District's public image/reputation, and damage to the District's critical internal systems, from unauthorized use.

The use of PCDs must be consistent with the established standards for appropriate use as defined in Policy 7540.03 and AG 7540.03 – Student Technology Acceptable Use and Safety, Policy 7540.04 and AG 7540.04 – Staff Technology Acceptable Use and Safety, Policy 5136 and AG 5136 - Personal Communication Devices, Policy 7530.02 - Staff Use of Personal Communication Devices. When an individual connects to and uses the District's Technology and/or Information Resources, s/he must agree to abide by all applicable policies, administrative guidelines and laws (e.g., the user will be presented with a "splash screen" that will set forth the terms and conditions under which s/he will be able to access the District's Technology and/or Information Resource(s); the user will need to accept the stated terms and conditions before being provided with access to the specified technology resource(s)).

In order to comply with the Children's Internet Protection Act ("CIPA"), the Board has implemented technology protection measures that protect against (e.g., filter or block") access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors. The Board also utilizes software and/or hardware to monitor online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

Any user who violates the established standards and/or the Board's Acceptable Use policy, or who accesses the District's Technology and/or Information Resources without authorization may be prospectively denied access to the District's Technology and/or Information Resources. If the violation is committed by a contractor, vendor or agent of the District, the contract may be subject to cancellation. Further disciplinary action may be taken if the violation is committed by a student or employee.

The owner of a PCD bears all responsibility and assumes all risk of theft, loss, or damage to, or misuse or unauthorized use of the device while it is on Board property. This provision applies to everyone, regardless of their affiliation or connection to the District.

D. Alcohol, Inhalants, Steroids and Drug Abuse

Drug Free Schools

Davison Community Schools supports and complies with the Drug Free Schools Act. The Drug Free Schools Act requires that information about counseling, rehabilitation and re-entry programs related to alcohol, tobacco and other drug use (ATOD) be made available to students and/or parents. A list of resource agencies is provided on page 19 of this Handbook.

The specific policies of Davison Community Schools regarding Alcohol, Tobacco, and other Drugs follow.

Students, who unlawfully possess, use or distribute alcohol, inhalants, steroids, prescription drugs, and/or illicit drugs on school premises or at a school activity or event will be subject to discipline up to and including expulsion and referral to the police for prosecution, in accordance with the District's

“Student Code of Conduct.” Students may also be required to complete an appropriate rehabilitation program.

Any student who has in his/her possession any controlled substance or appears to be under the influence of any drugs before entering upon school or district grounds or going to or from any school sponsored activity, shall be refused entrance and admission and may be subject to discipline, up to and including suspension and/or expulsion, as well as referral to the appropriate law enforcement authorities. District personnel may refer a student to any medical treatment or school service agency when such student is reasonably believed to be abusing, or incapacitated by the use of, alcohol or other drugs.

Special Note: While substance abuse is a very serious matter, it is also recognized that elementary students may not have reached an age of maturity where they are held fully accountable for their decisions. Accordingly, violations of policy involving alcohol, tobacco and other drugs by students in grades K-5 will be examined on a case by case basis. Emphasis will be placed on counseling and rehabilitation; however, cases involving neglect or abuse shall be reported to the appropriate law enforcement or social agencies. Penalties up to and including suspension and/or expulsion may still be enforced should it be deemed necessary to ensure the health and welfare of other students in attendance.

Use of Tobacco by Students

The Board of Education recognizes that the use of tobacco products presents a health hazard that can have serious consequences both for the user and the nonuser, including the effects of secondhand smoke and vapor/aerosol exposure, and is, therefore, of concern to the Board.

In order to protect students and employees who choose not to use tobacco products from an environment noxious to them and potentially damaging to their health, the Board prohibits the use of tobacco products on District premises, in District vehicles, and in all school buildings owned and/or operated by the District.

The Board prohibits the use, consumption, display, activation, promotion, sale, or possession of tobacco products by students in District buildings, on District property (owned or leased), in District vehicles, and at any District-related event.

For purposes of this policy:

- a. “electronic smoking device” means any device that may be used to deliver any aerosolized or vaporized substance to the person inhaling from the device including, but not limited to, an e-cigarette (including, but not limited to, “JUUL”, “NJOY,” “BREEZE,” “Puff Bar,” etc.), e-cigar, e-pipe, vape pen, or e-hookah;

Electronic smoking device includes any component, part, or accessory of the device and also includes any substance that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine. Electronic smoking device does not include drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

- b. “off-campus, schools-sponsored event” means any event sponsored by the school or School District that is not on school property including, but not limited to, sporting events, day camps, field trips, dances, or theatrical productions;

- c. "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products or tobacco-related devices (e.g., Juul, Altria);

This includes parent companies and subsidiaries.

- d. "tobacco product" means 1) any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; 2) any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; or 3) any component, part, or accessory of 1) or 2) whether or not any of these contains tobacco or nicotine including, but not limited to, filters, rolling papers, blunt or hemp wraps, hookahs, and pipes;

Tobacco product does not mean drugs, devices, or combination products authorized for sale by the U.S. Food and Drug Administration, as those terms are defined in the Federal Food, Drug, and Cosmetic Act.

- e. "use of a tobacco product" means any of the following:

1. inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation (use of a tobacco product includes using an electronic smoking device);
2. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device;
3. the chewing of a tobacco product;
4. the placing of a tobacco product within a person's mouth.

In order to protect students and staff who choose not to use tobacco products from an environment noxious to them, the Board prohibits the possession, consumption, purchase or attempt to purchase, and/or use of tobacco or tobacco substitute products by students at all time on Board premises, in Board-owned vehicles, within any indoor facility owned or leased or contracted for by the Board, and/or used to provide education or library services to children, and at all Board-sponsored events.

This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to:

- a. school grounds,
- b. athletic facilities,
- c. any school-related event, and
- d. on or off Board premises.

It is allowable for a student to possess or use a product that has been approved by the U.S. Food and Drug Administration for sale as a tobacco cessation or dependence product and is being marketed and sold solely for such an approved purpose, assuming such possession or usage is accompanied by medical authorization and adheres to all District medication protocols.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco product advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

The promotion of tobacco products, including clothing, bags, lighters, gear, technology accessories, signs, structures, vehicles, fliers, other personal articles, or any other product or paraphernalia is not permitted on school grounds, in school vehicles, or at school or District-sponsored events.

No one on behalf of the District may solicit or accept any contributions, gifts, or money from the tobacco industry - to include, but not be limited to, donations, monies for sponsorships/scholarships, advertising, promotions, loans or support for equipment, uniforms, and sports and/or training facilities.

For more information and the full policy of Board Policy 5512 – Use of Tobacco by Students, please visit: <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

For a listing of local support agencies the following has been provided:

GENESEE COUNTY:

Alcohol and Drug Abuse

Al-Anon and Al-Ateen	234-1460
Alcoholics Anonymous (Alano House of Flint)	233-0737
Intake, Assessment & Referral Center	235-9555

Abuse and Neglect

Community Mental Health Crisis Line	257-3740
National Parent Helpline	1-855-427-2736 (1-855-4AParent)
Protective Services	1-855-444-3911
4C Child Care Unlimited	232-0145

Health Services

Mott Children's Health Center	767-5750
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Legal Services

Legal Services of Eastern MI	234-2621
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Poison Information

Poison Control Center	1-800-222-1222
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Runaway Help-Emergency Shelter

Emergency Shelter for Women	239-5433
REACH Runaway Shelter	233-8700
Runaway Hotline	1-800-786-2929 (1-800 Run Away)

Tobacco

Genesee County Health Department	257-3612
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Sexual Assault and Rape

YWCA	238-7621
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Gambling Abuse/Addiction

Gambling Helpline	1-800-270-7117
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E. Animals on District Property

The Board of Education recognizes that there are many occasions when animals are present on District property and many reasons for those animals' presence. Animals are commonly utilized by teachers during classroom presentations and are often housed in classrooms and other locations on campus. Additionally, employees, students, parents, vendors, and other members of the public may be accompanied at school by a service or therapy animal in accordance with Federal and State law and this policy.

This policy applies to all animals on District property, including service animals.

Vaccination, Licensing, and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County regulation/ordinance including, but not limited to, rabies vaccination or other inoculations required to be properly licensed.

Service Animals for Students

A service animal is permitted to accompany a student with a disability to whom the animal is assigned anywhere on the school campus where students are permitted to be.

A service animal is the personal property of the student and/or parents. The Board does not assume responsibility for training, daily care, or healthcare, or supervision, of service animals. The Board does not assume responsibility for personal injury or property damage arising out of or relating to the presence or use of service animals on District property or at District-sponsored events.

If the student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 4120.09.

Removing and/or Excluding a Student's Service Animal

If a service animal demonstrates that it is not under the control of the student or its handler, the Principal is responsible for documenting such behavior and for determining if and when the service animal is to be removed and/or excluded from school property.

The Principal's decision to remove and/or exclude a service animal from school property may be appealed in accordance with the complaint procedure set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The procedures set forth in Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity do not interfere with the rights of a student and his/her parents or an eligible student to pursue a complaint with the United States Department of Education's Office for Civil Rights or the Department of Justice.

Eligibility of a Student's Service Animal for Transportation

A student with a disability shall be permitted to access School District transportation with his/her service animal. There may also be a need for the service animal's handler, if the handler is someone other than the student, to also access School District transportation.

When a service animal is going to ride on a school bus or other Board-owned or leased vehicle, the student and his/her parents, or eligible student, and the handler, if the handler is someone other than the student, shall meet with the Principal to discuss critical commands needed for daily interaction and emergency/evacuation, and to determine whether the service animal should be secured on bus/vehicle with a tether or harness.

Service Animals for Parents, Vendors, Visitors, and Others

Individuals with disabilities who are accompanied by their service animals are permitted access to all areas of the District's facilities where members of the public, as participants in services, programs, or activities, as vendors, or as invitees, are permitted to go. Individuals who will access any area of the District's facilities with their service animals should notify the Principal that their service animal will accompany them during their visit.

An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 - Public Attendance at School Events.

Non-Service Animals in Schools and Elsewhere on District Property

Animals permitted in schools and elsewhere on District property shall be limited to those necessary to support specific curriculum-related projects and activities, those that provide assistance to a student or staff member due to a disability (e.g., seizure disorder), or those that serve as service animals as required by Federal and State law.

Therapy Dogs

Therapy dogs are the personal property of the handler and are specially trained to help students in the assigned classroom, program, or school. Authorization for a therapy dog to be on District grounds may be granted by the building principal, provided the following conditions are met each year:

- a. Documentation of certification as a therapy dog from the AKC, Intermountain Therapy Animals (R.E.A.D.), Alliance of Therapy Dogs, Bright and Beautiful Therapy Dogs, Love on a Leash, Pet Partners, Therapy Dogs International, or another certification program recognized by the AKC.
- b. Documentation of an educational purpose for the therapy dog and a regular appraisal period for continuation.
- c. Documentation that the therapy dog is not younger than one (1) year old and is properly licensed according to local requirements.
- d. Documentation from a licensed veterinarian that the therapy dog is current on its vaccinations and immunizations, is free of fleas and ticks, is in good health, is housebroken, and does not pose a danger to the well-being of students or staff.

- e. Documentation of an insurance policy that provides liability insurance for the therapy dog while on District grounds.
- f. Documentation that the handler has completed a background check consistent with Board policy and is prepared to be solely responsible for the therapy dog and the therapy dog's care, cleaning, feeding, and cleanup while on District grounds.
- g. Agreement that the therapy dog and handler will abide by school rules and any specific rules for the therapy dog's presence on District grounds.

Authorization for a therapy dog to be on District grounds will be suspended if the therapy dog is the source of an allergic reaction, causes discomfort or distress to a student or staff member, shows aggression or disruptive behavior, relieves itself inappropriately, or otherwise interferes with the learning environment. Reinstatement of authorization for the therapy dog to be on District grounds requires approval by the Superintendent. Authorization for a therapy dog to be on District grounds may be withdrawn at any time by the Superintendent.

For more information and the full policy of Board Policy 8390 Animals on District Property, please visit: <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

F. Asbestos Compliance

The Environmental Protection agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) requires that each year district workers and building occupants receive notification about asbestos activities such as response actions and inspections. The purpose of this correspondence is to meet those requirements and familiarize you with the asbestos-related activities that have been conducted in Davison during the past year.

Management Plans – The existing Management Plans are located in the Main Office of each building and are available for review. A copy of each Management Plan is also located at the District's Operations Office, 1490 N. Oak Road, Davison, Michigan.

Periodic Surveillance – The AHERA regulation requires surveillance of the condition of asbestos containing materials every six months. This monitoring is conducted as required by the asbestos standard and copies are located in the management plans.

Reinspection – The AHERA regulation requires a three-year reinspection of the condition of asbestos containing materials in all school buildings. This monitoring is conducted by State of Michigan accredited asbestos inspectors and copies are located in the management plans.

All asbestos abatement records are located in the management plans and available for public review.

G. Bullying and Other Aggressive Behavior Toward Students

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

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

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly

prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation. Demonstration of appropriate behavior, treating others with civility and respect and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

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

For more information on Board Policy 5517.01 - Bullying and Other Aggressive Behavior Toward Students please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

H. Public Complaints

Any person or group, having a legitimate interest in the operations of this District shall have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. It is the intent of this policy to provide the means for judging each public complaint in a fair and impartial manner and to seek a remedy where appropriate.

It is the desire of the Board to rectify any misunderstandings between the public and the District by direct discussions of an informal type among the interested parties. It is only when such informal meetings fail to resolve the differences, shall more formal procedures be employed.

Any requests, suggestions, or complaints reaching the Board, Board members, and the administration shall be referred to the Superintendent for consideration.

For more information on Board Policy 9130 – Public Complaints please visit:
<https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

I. Dress Code and Personal Appearance

In general, clothing needs to be clean and appropriate for school. Shoes must always be worn (state law). Students cannot wear attire which interferes with the operation of the school or which impinges upon the general health, safety and welfare of the district, students or employees. To help clarify and provide examples of what we mean by "appropriate dress," please refer to the lists below. Even though this list is not exhaustive, we have tried in good faith to provide students and their parents with some guidelines.

The following are examples of appropriate and inappropriate clothing and/or accessories (including jewelry).

Appropriate Apparel

- Jeans, pants, shorts secured such that no undergarments are visible
- Jeans/pants in good repair with no revealing holes more than 7 inches above crease of the knee
- Capri or crop pants

- Shorts (less than 7" above the crease behind the knee) *
- Skirts and dresses (less than 7" above the crease behind the knee) *
- Shirts/tops/dresses with sleeves or straps. Shirts shall be long enough to cover the top of pants/shorts/skirt
- Sleeveless shirts/tops/dresses with shoulder straps of at least 2 inches in width (no undergarments may show)

Inappropriate Apparel: Clothing that is revealing is not allowed

- At no time is it appropriate for underwear to show
- Shorts, skirts and dresses (more than 7" above the crease behind the knee)
- Jeans/slacks MUST NOT have holes that expose skin in areas more than 7" above the crease behind the knee
- Shirts/tops/dresses showing midriff
- Shirts/tops/dresses that are cut too low
- See-through tops (undergarment must meet dress code)
- Halter or tube tops
- Sleeveless shirts/tops/dresses without collars or crew necks (shoulder straps less than 2 inches in width)
- Off the shoulder tops/ponchos must have an undergarment that meets dress code
- Trench coats worn during school
- Pajamas/pajama pants or slippers. Blankets may not be used or wrapped around a student.
- Hats, bandanas, hoods or headgear (including sunglasses) must be removed upon entering the building and be placed in the students' lockers and remain there for the duration of the school day
- Jewelry with spikes or studs or rings that mimic brass knuckles
- Safety pin accessories
- Chains
- Rollerblade shoes or shoes with wheels
- Bare feet (footwear should be worn at all times)
- Articles of clothing with inappropriate subject matter, profanity, slogans or symbols, which promote or make reference to substances that would be considered illegal for minors, including alcohol, tobacco, and drugs. In addition, the article of clothing should not display words, symbols or pictures that would be considered derogatory, obscene, vulgar, violent, racist or gang-related.
- Costume-like clothing and accessories

Teachers/Administrators may ask students to remove jewelry during physical activities in the classrooms or gym classes to ensure the safety of all students.

* This standard may not be used for kindergarten students.

J. FERPA (School Records)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Davison Community Schools to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise the individual of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is 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 School 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); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Notice for Directory Information

The Family Educational Rights and Privacy Act requires that the Davison Community Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- a playbill, showing your student's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, showing weight, height of team members
- publications, social media, etc.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written

consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent.

If you do not want the Davison Community Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. Please send a written request to the Communications Department at Davison Community Schools, 1490 N. Oak Road, Davison MI 48423.

The District has designated the following information as directory information: student's name, address, telephone number, electronic mail address, picture, parent or guardian, date and place of birth, major field of study (i.e. technology preparation program, honors program, etc.), dates of attendance, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent educational agency or school attended by the student.

High school students and their parents/guardians may prevent disclosure of a student's name, address and telephone number to military recruiting representatives (who can only use that information to provide information to students concerning educational and career opportunities available in the U.S. Armed Forces or service academies) by submitting a signed written request to that effect to the high school principal. Again, please send those requests to the Communications Department, 1490 N. Oak Road, Davison MI 48423.

Transfer of Student Records

The transfer of student records in Michigan is governed by Revised School Code Section 1135 (MCL 380.1135) which requires that: Within 14 days after enrolling a transfer student, the school shall request in writing directly from the student's previous school a copy of his or her school record. Any school that compiles records for each student in the school and that is requested to forward a copy of a transferring student's record to the new school shall comply within 30 days after receipt of the request unless the record has been tagged pursuant to section 1134 (Section 1134 deals with records of missing students). In the view of the Michigan Department of Education, the "school record" referred to in section 1135 includes a student disciplinary record, including any suspension or expulsion action against the student.

School Publications, Website

Names and pictures of students may be used in district publications, including the *Cardinal Caller*, a bimonthly newsletter mailed to all homes in the 48423 ZIP code, building newsletters, slide show presentations, DTV, social media (Facebook, Twitter, etc.) and on the website. From time to time, a student's picture may also be released to local media when press releases are issued.

If you object to your student's image or name appearing in any of these publications, please send a written request to the Communications Department at Davison Community Schools, 1490 N. Oak Road, Davison, MI 48423.

K. Students with Special Health Care Needs

Accommodating Students with Special Dietary Needs

The Board of Education believes all students, through necessary accommodations where required, shall have the opportunity to participate fully in all school programs and activities.

In some cases, a student's disability may prevent him/her from eating meals prepared for the general school population.

Substitutions to the regular meal will be made for students who are unable to eat school meals because of their disabilities, when that need is certified in writing by a physician. Meal service shall be provided in the most integrated setting appropriate to the needs of the student with this disability.

The licensed physician's statement shall specifically describe:

- a. the nature of the student's disability;
- b. the reason the disability prevents the student from eating the regular school meals;
- c. foods to be omitted from the student's diet;
- d. the specific diet prescription along with the substitution(s) needed.

The District, in compliance with USDA Child Nutrition Division guidelines, will provide substitute meals to food-allergic students based upon the physician's signed statement.

The Board recognizes that students with documented life-threatening food allergies are considered disabled and are covered by The Disabilities Act and Public Law 93-112 and Section 504 of The Rehabilitation Act of 1973. A clearly-defined "504 Accommodation Plan" shall be developed and implemented for all such identified students in which necessary accommodations are made to ensure full participation of identified student in student activities. Such plan shall be signed by the appropriate staff, the parent/guardian of the student and the student's physician.

The Superintendent shall prepare administrative guidelines for the care of food-allergic students. Such guidelines shall include, but not be limited to, staff development, strategies for identifying students at risk for life-threatening allergic reactions, means to manage the student's allergy including avoidance measures, designation of typical symptoms and dosing instructions for medications.

** The building administrator must pre-approve food for classroom parties to ensure the safety of students with special dietary needs.

L. Student Hazing

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

The act of "hazing" is a crime in the State of Michigan and will not be tolerated by the District.

Hazing involves conduct such as but not limited to:

- a. illegal activity, such as drinking or drugs;
- b. physical punishment or infliction of pain;
- c. intentional humiliation or embarrassment;
- d. dangerous activity;
- e. activity likely to cause mental or psychological stress;
- f. forced detention or kidnapping;
- g. undressing or otherwise exposing initiates.

Students engaging in any hazing or hazing-type behavior will be subject to disciplinary action up to and including expulsion.

Administrators, faculty members, and other employees of the District shall be alert particularly to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties.

The Superintendent shall distribute this policy to all students and District employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

M. Direct Contact Communicable Diseases

The Board of Education seeks to provide a safe educational environment for students and staff. This can best be accomplished by assuring that all persons with the school community understand the method of transmission and prevention of diseases that are not contracted through air-borne pathogens, but rather, through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine. The Board is also committed to assuring the confidential status of individuals who may have been diagnosed with a blood-borne communicable disease.

For purposes of this policy, these diseases shall include:

- a. HIV (human immunodeficiency virus);
- b. AIDS (acquired immune deficiency syndrome);
- c. AIDS related complex (condition);
- d. HAV, HBV, HCV (Hepatitis A, B, C);
- e. other diseases that may be specified by the State Department of Health as contact communicable diseases.

The Board recognizes the fact that individuals who have contracted these diseases may not exhibit symptoms for many years after exposure and may, in fact, not be aware that they have contracted the disease. They are, however, able to transmit the disease to other individuals.

The Board further directs the Superintendent to assure that students or staff who reveal the fact they have contracted one of these diseases will have their status safeguarded in accordance with Federal and State statutes dealing with confidentiality and that their civil rights will be respected. Staff members will have access to District leave policies in accordance with Board policy and negotiated agreement and opportunities for reasonable accommodation as described by the Americans with Disabilities Act. Should a student be unable to attend school as a result of illness, an alternative education program shall be provided in accordance with the Board's policy and administrative guidelines dealing with Homebound Instruction.

Additionally, the Board directs the Superintendent to develop an educational program in accordance with Michigan law that will ensure proper instruction of guidance counselors, nurses (need not be included if a "licensed health care professional"), teachers, and other school personnel who teach students about HIV and AIDS. Such a program shall include information about:

- a. the nature of the disease;
- b. its causes and effects;
- c. the means of detecting it and preventing its transmission;
- d. the availability of appropriate sources of counseling and referral; and
- e. any other information that is appropriate considering the age and grade levels of students.

N. Non-Discrimination and Access to Equal Educational Opportunity Policy

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth.

As such, the Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators") (hereinafter referred to as the "COs").

Amy Chorley, Assistant Superintendent of Student Services, Davison Community Schools, 1490 N. Oak Road, Davison, MI 48423 (810) 591-0913

Christine Kuzinski, Director of Human Resources and Operations, Davison Community Schools 1490 N. Oak Road, Davison, MI 48423, (810) 591-0808

For more information on Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

O. Anti-Harassment Policy

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, sex (including sexual orientation and gender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, or genetic information (collectively, "Protected Classes") that are protected by Federal civil rights laws (hereinafter referred to as "unlawful harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated, the Board will take immediate steps to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- a. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- b. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- c. Disregarding, failing to investigate adequately, or delaying the investigation of allegations of harassment, when responsibility for reporting and/or investigating unlawful harassment charges comprises part of one's supervisory duties.

GRIEVANCE PROCEDURE for Title VI of the Civil Rights act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990

Section 1

Any person believing that the Davison Community School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973,

or (4) Title II of the Americans with Disabilities Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as "Anti-Harassment Compliance Officers" for the District. They are hereinafter referred to as the "Compliance Officers".

Amy Chorley, Assistant Superintendent of Student Services, Davison Community Schools, 1490 N. Oak Road Davison, MI 48423, (810) 591-0913

Christine Kuzinski, Director of Human Resources and Operations, Davison Community Schools, 1490 N. Oak Road, Davison, MI 48423, (810) 591-0808

Section II

If the complaint is against the Superintendent, it should be reported to:

Vice-President of the Board of Education
Davison Community Schools
1490 N Oak Rd
Davison, MI 48423
810-591-0801

For more information on Board Policy 1662 – Anti-Harassment please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

P. Online/Blended Learning Policy

The Davison Community Schools recognizes the importance of differentiating instruction and providing diverse learning opportunities for our students. We also recognize the importance of technology and embrace online learning and blended instruction. The District has partnered with the Oakland Intermediate School District's Virtual Learning Academy Consortium (VLAC) and the GISD to offer students in grades K – 8 the opportunity for fully online learning. Students in grades 7 – 12 have the opportunity to take online classes that meet the requirements of the Michigan Merit Curriculum through providers approved by the GISD. Students enrolled in online classes are assigned a district-employed mentor and they are required to make contact with their mentor at least weekly via email, phone or face-to-face. Decisions to move to online learning are handled on a case-by-case basis as multiple factors are considered.

For information on how to enroll your student in any of these programs please contact the building principal and/or guidance counselor at the school where your child attends. For more information on Board Policy 2370.01 – On-Line/Blended Learning Program please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

Q. Parent and Family Member Participation in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the Superintendent shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board of Education and distributed to parents and family members of children receiving Title I services.

For more information on Board Policy 2261.01 – Parent and Family Member Participation in Title I Programs please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies>

R. Parent and Family Engagement

The Board of Education recognizes and values parents and families as children's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents and family members in the education of their children generally result in higher academic achievement, improved student behavior, and reduced absenteeism. This policy shall serve as the District policy, as well as the Parent and Family Engagement policy for each school in the District.

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

The term "family" is used in order to include a child's primary caregivers, who are not the biological parents, such as foster caregivers, grandparents, other family members and responsible adults who play significant roles in providing for the well-being of the child.

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development and health of every learner. The principles of family engagement include: relationships as the cornerstone; positive learning environments; efforts tailored to address all families, so all learners are successful; purposeful and intentional efforts that clearly identify learner outcomes; and engaging and supporting families as partners in their child's education.

Through this policy, the Board directs the establishment of a Parental Involvement Plan by which a school partnership can be established and provided to the parent of each child in the District. The plan must encompass parent participation, through meetings and other forms of communication.

For more information on Board Policy 2112 – Parent and Family Engagement please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies>

S. Pest Control Notice

The Davison Community Schools in keeping with the State of Michigan Natural Resources and Environmental Protection Act 451 of 1994 and Regulation 637 has adapted a plan of action for controlling insects, rodents and various other pests in and around our facilities.

The district's plan of action for controlling pests incorporates integrated pest management (IPM). IPM utilizes various means of pest control, including, but not limited to, habitat modification and sanitation, mechanical control, biological control and chemical control.

Use of chemicals to control or eliminate pests will be closely monitored and applied only as a last means of resort. Safety Data Sheets (SDS) for all pesticides used are available by calling Tracy Wheeler in the District's Business Office at (810) 591-0807.

If you wish to be notified before a scheduled pest treatment, please submit your request in writing to Christine Kuzinski, Director Human Services and Operations, Davison Community Schools, 1490 N. Oak Road, Davison, MI 48423.

All requests shall include a parent or guardian's name, address, day and evening telephone numbers, e-mail address (if available), name of student(s) and school(s). If you have any questions regarding this notice, please contact Christine Kuzinski at (810) 591-0808.

There may be occasions where pesticides may be applied in an emergency situation without prior notification to parents or guardians. In this case, parents or guardians requesting notification will be notified immediately following the application.

T. Student Wellness Policy

As required by law, the Board of Education establishes the following wellness policy for the Davison Community School District.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research concludes that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

For more information on Board Policy 8510 – Wellness please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

U. Weapons

The Board of Education prohibits visitors from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

Federal law establishes a "Weapon-Free School Zone" that extends 1,000 feet from the boundary of any school property.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type, including spring, air and gas-powered guns, (whether loaded or unloaded), that will expel a BB, pellet, or paint balls knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C. 921.

This prohibition applies regardless of whether the visitor is otherwise authorized by law to possess the weapon, including if the visitor holds a concealed weapons permit. The following are the exceptions to this policy:

- a. weapons under the control of law enforcement personnel;
- b. items approved by a principal as part of a class or individual presentation under adult supervision, if used for the purpose of and in the manner approved (working firearms and ammunition shall never be approved);
- c. theatrical props that do not meet the definition of "weapon" above, used in appropriate settings;
- d. starter pistols used in appropriate sporting events;

These restrictions shall not apply in the following circumstances to persons who are also properly licensed to carry a concealed weapon:

- a. A parent or legal guardian of a student of the school may carry a concealed weapon while in a vehicle on school property, if s/he is dropping the student off at the school or picking up the student from the school and any person may carry a concealed weapon solely in the parking lot.
- b. A county corrections officer, a member of a Sheriff's posse, a police or sheriffs reserve or auxiliary officer, or a State Department of Corrections parole or corrections officer, a private investigator, a Michigan State Police motor carrier officer or Capitol security officer, a State court judge, a security officer required by the employer to carry a concealed weapon while on the premises, a court officer
- c. A retired police or law enforcement officer, a retired Federal law enforcement officer, or a retired State court judge.

The Superintendent shall take the necessary steps to prosecute for a violation of the Weapon-Free School Zone.

In the event that a visitor violates this policy and refuses to leave the property or take other action as directed by the administrator, the administration is directed to immediately initiate a lockdown of the affected school or area, consistent with the lockdown procedures set out at Policy 8420.

State law requires that: The Superintendent, or his designee, shall permanently expel a pupil from attending school in the school district if the pupil possesses a firearm in a weapon free school zone.

V. Search and Seizure

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

School Property

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places.

In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against Board policy.

The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the Superintendent has reasonable suspicion that illegal drugs or devices may be present in a school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places in the school where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and is not to be used to search students unless either a warrant or parental permission has been obtained prior to the search.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion or in an unreasonable manner. The extent of the search will be governed by the seriousness of the alleged infraction, the student's age, and the student's disciplinary history.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.

Administrators are authorized to arrange for a breath-test instrument, according to the Superintendent's guidelines, for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered consent of the student to the inspection; however, provided there is reasonable suspicion, s/he may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable belief that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

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

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

Searches of Motorized Vehicles, Lockers, and Students

Searches of lockers, motorized vehicles, and students shall be conducted under the appropriate legal standard, to maintain the safety and security of students, teachers, guests, and school property.

Lockers

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

The school may assign temporary use of lockers to students for their convenience and the lockers may be used only as permitted by the rules developed by the Superintendent. The Board authorizes the principal or designee to search lockers and locker contents at any time, without notice, and without parent(s)/guardian(s) or student consent. Random searches may be conducted pursuant to a method and/or schedule approved by the Superintendent.

The principal or designee may request the assistance of law enforcement in conducting a locker search pursuant to State Statute. If law enforcement is summoned, the principal and/or designee shall supervise the search.

Any illegal or unauthorized items found during a locker search or items deemed to be a threat to the safety and security of others shall be seized. Such items include, but are not limited to:

- a. firearms;
- b. explosives;
- c. dangerous weapons;
- d. flammable material;
- e. illegal controlled substances or controlled substances analogues or other intoxicants;
- f. contraband;
- g. poisons; and/or
- h. stolen property.

Law enforcement authorities shall be notified immediately of seizure of such items, or of items that must be reported to law enforcement under the Statewide School Safety Information Policy. The items seized will be turned over to law enforcement upon request. The parent(s)/guardian(s) of a minor student or a student eighteen (18) years of age or older, shall be notified by the principal or designee of items removed from the locker.

Motorized Vehicles

Student use of a motorized vehicle on school property is a privilege. Motorized vehicles brought onto school property by students are subject to search by the principal or designee without notice or consent if the principal or designee reasonably suspects that the contents of the motorized vehicle may present

a threat or potential threat to the health, safety, or welfare of other students, staff, or to the school in general.

In the case of a locked motor vehicle, every effort will be made to have the vehicle unlocked by the student before proceeding with the search. Students refusing to cooperate in allowing a search of a vehicle brought by them onto school property shall be subject to disciplinary action up to and including revocation of driving privileges on school property and/or long-term suspension or expulsion.

Students

Upon reasonable suspicion, and in order to protect the health, safety, or welfare of the students under school jurisdiction, the principal, or designee, is authorized to search students.

Strip Searches

No strip searches shall be conducted by school authorities.

Law Enforcement Searches

School officials shall cooperate with law enforcement officers who seek to execute a search warrant. Where law enforcement officers desire to search without a warrant, school officials should request that the circumstances be explained, and should normally not assist, unless a clear emergency exists. The Superintendent shall prepare administrative guidelines to implement this policy.

W. McKinney-Vento Homeless Act

Children who meet the Federal definition of “homeless” will be provided a free appropriate public education in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. For more information, please contact our McKinney-Vento Liaison, Amy Chorley, at (810) 591-0913.

For more information on Board Policy 5111.01 – Homeless Students please go to <https://go.boarddocs.com/mi/davi/Board.nsf/Public?open&id=policies#>

IV. Attendance

A. Attendance Philosophy

The Davison Board of Education expects regular attendance by all students. Daily attendance records shall be maintained for each student in each school. Regular attendance contributes not only to the probability of scholastic success but also to the development of attitudes of consistent performance which will carry over into adult life.

In addition, daily attendance of all who are enrolled in the Michigan Public Schools is required in accordance with state law. Section 380.1561 of the revised Michigan School Code states “every parent, guardian or other person in this state, having control and charge of a child between the ages of six to the child’s sixteenth birthday, shall send that child to a public school during the entire school year.” The child’s attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled. Students are expected to adhere to the specific attendance rules of their buildings. Violation of attendance rules resulting in an excessive patterned absence will be referred to the Genesee County Prosecutor’s Office.

Attendance and participation are an essential part of the learning process and are considered necessary to academic achievement. In addition, regular and punctual attendance are important traits of responsibility and self-discipline for students to develop. Regular attendance contributes not only to the probability of scholastic success but also to the development of attitudes of consistent performance which will carry over into adult life. Daily attendance will result in greater student success and more efficient use of the teacher’s time. **Our goal is to maximize student performance and achievement.** School and home have a shared responsibility in assisting students to develop desirable habits of punctuality and attendance.

Parents are required to contact the school’s attendance office to excuse their child’s absence.

High School	591-1165
DAE	591-1021
Middle School	591-0859
Hahn Intermediate	591-0531
Central Elementary	591-0828
Gates Elementary	591-5000
Hill Elementary	591-0522
Siple Elementary	591-5100
Thomson Elementary	591-0916

Note: There is an answering machine on 24 hours per day for parents’ convenience.

B. Types of Absences

Excused Absences: An excused absence is one that is verified by the parent/guardian via phone call to the school building’s attendance phone line. **Parents are to call the attendance office on the day of an absence or by noon the following day to excuse the absence.**

Chronic Illness: Students with a medically documented chronic illness may meet with his/her counselor, administrator or designee to discuss attendance requirements. Chronic illness is defined as an illness that is persistent or otherwise long lasting in its effects. Chronic illness details and form may be found on page A-7.

Medical documentation of the reason for absence may be requested after 10 days of absence per school year.

Excused absences will be granted for the following reasons:

- Personal illness
- Funerals
- Illness of family members at the principal's or his designee's discretion.
- Doctor and dental appointments that cannot be scheduled outside school hours.
- Required court appearance
- Religious holidays with notification from parent or guardian.
- Prearranged college visits
- Other circumstances may be excused at the principal's discretion.

Unexcused Absences: An unexcused absence is an absence not verified by the parent. This includes "skipping" when a student deliberately absents himself/herself from one or more classes without knowledge or permission of parent/guardian and/or school personnel.

Pre-arranged absence for vacations: Vacations will be excused when they are accounted for by prior contact between parent and building administrator. The student needs to ask for a "Pre-arranged Absence Form" in the building office when requesting homework for a pre-arranged vacation. There is also a form located in the Appendix of this Handbook on pages A-2 and A-3.

- Arrangements for the absence must be made one (1) week prior to the starting date for the absence. The pre-arranged absence form must be returned to the attendance office prior to the absence.
- The student will be required to see each of their teachers to make arrangements for making up the class work missed.
- A vacation that is not prearranged will result in an unexcused absence or absences.
- Vacation requests will be denied the days of the school sponsored trips.
- It should be acknowledged that such absences beyond five (5) days would be difficult to make up and may severely compromise the student's academic progress. No more than ten (10) vacation days, (5) five days per semester, will be granted per school year.
- All missed assignments are due upon the student's return unless special arrangements have been made.

School related absence (for DHS & DMS): A school related absence is one that results from school related activities, such as field trips, athletic events, performances and special projects.

C. Attendance Policy

Elementary/HIS

If a student has excessive absences, the following procedure will be followed:

- Step 1: The teacher calls or conferences with the parent after **7 days** absent.
- Step 2: The teacher notifies the counselor and principal after **10 days** absent.
The principal and counselor will decide on future procedures.
- Step 3: The counselor or principal will make student and parent contacts. Intervention strategies will be initiated.
- Step 4: The principal may require a meeting with the GISD Attendance Liaison Officer.

Step 5: If attendance improves, the teacher monitors attendance and returns to Step 1. If attendance does not improve for students in Grades 1-6, the principal takes action up to and including filing truancy petition with the court.

Middle School

In order to help you track your child's attendance, DMS uses an automated notification system. You will receive a phone call each time your child is absent in first hour. We also recommend that you monitor your child's attendance on ParentVue.

If a student has excessive absences, the following procedure will be followed:

Step 1: 5 absences - Upon the student's 5th absence (excused or unexcused), a letter will be mailed home.

Step 2: 10 absences-Upon the student's 10th absence (excused or unexcused), a letter will be mailed home.

The counselor will initiate intervention strategies and communicate them to the student, parent and the teachers. Intervention strategies may include mediation with the GISD Attendance Liaison Officer.

Step 3: If attendance does not improve, a truancy petition may be filed with the court.

High School

1. Maximum Number of High School Absences Allowed for Credit

All absences, excused and unexcused, will count toward the limit. Students who miss more than 10 times during **one semester** in any class may be put on an attendance contract and may have credit withheld for that course. Students who have not earned credit in a class due to excessive absences must still attend school either in that class or according to alternative arrangements. Homebound absences, suspensions, and school-related absences do not count toward the maximum number of absences (10) allowed per semester. The principal may grant medical circumstances to students who are absent for three (3) or more consecutive days due to serious illnesses. A doctor's note (which includes the dates and reason for the absence) must be turned into the attendance office in order to be considered for a medical exception to the attendance policy.

2. Parent Notification

The following procedure will be used to notify parents of classroom attendance concerns. It is based on a maximum of 10 absences per semester.

- a. When a student accumulates 5 unexcused absences a notification letter will be sent home.
- b. When a student accumulates 7 absences in a class, (excused or unexcused) the parents will be contacted by the Attendance Office by formal letter.
- c. Attendance contract. Parents will be notified in writing and the student will meet with our Dean of Students. If the Dean of Students determines the parents were fully aware of the 8 absences

but did not call in to excuse them, the attendance contract will be deferred, unless the student reaches 10 total absences.

- d. When a student reaches a combination of **10 absences** in any class (excused or unexcused) and has not been already placed on an attendance contract, the student will be placed on an **attendance contract**. Parents will be notified in writing. As the student reaches 10 absences in any subsequent classes, the attendance contract will be in effect for all classes in which the total absences reach 10 (excused and unexcused only).

Ramifications of an attendance contract are as follows:

A student who accumulates more than 8 unexcused or 10 total absences may lose academic credit, lose extracurricular opportunities, and enter into an attendance contract which will explain the criteria for regaining the lost credit.

The contract shall read in part:

You have accumulated 10 total absences. According to the Student Handbook, if a student has accumulated more than ten absences in a course per semester, that student may not receive academic credit in that course. The purpose of this contract is to inform you of your loss of credit and to inform you of the means to make up the lost credit. To earn credit back in this course, you must:

- a) Show a marked improvement in tardies and attendance, with no additional unexcused absences.
- b) Complete all learning activities assigned in class and pass the assigned course.
- c) Attend all Wednesday late start Help Times with teachers from the time of the contract to the end of the semester. Must sign in at 8:30 AM or before in the Attendance Office for verification of attendance.
- d) Type an appeal letter (a paragraph or more) to the principal by the designated date to have credit reinstated.

At the end of the semester, if you have met the above requirements, you may request an appeal to reinstate credit. The appeal request must be in writing to the building principal no later than two weeks prior to the end of the semester. The appeal letter should include any extenuating circumstances that led to your absences and must explain why you feel you deserve credit in your classes although you are in clear violation of the attendance policy. If the appeal for credit reinstatement is denied, a score of 78% on the end of semester exam is the equivalent of earning a passing grade and constitutes a qualifying score to earn credit in the course. If a 78% or better is earned on the final exam, you will receive the grade earned in the course.

In the case of students participating in extra-curricular activities, being placed on an attendance contract is a serious matter. A probation notification will be issued to the students as part of the attendance contract. If further attendance issues arise, progressive exclusion from the extra-curricular activity will follow this process:

Step 1: One-week exclusion from the activity

Step 2: Two-week exclusion from the activity

Step 3: Removal from the activity for the remainder of the season or time the activity is in session.

3. Drop from School

When a student has been dropped from four or more classes for any reason, the student will be dropped from school. A student must remain in at least one class at DHS to continue eligibility for credit at GCI.

Alternative Education

1. Maximum Number of Absences Allowed for Credit

Students are allowed up to six (6) absences during each full trimester. A student who reaches absences beyond 6 will be required to meet with the principal to establish an attendance maintenance plan to improve attendance. Failure to earn credit in the course or withdrawal from school may result if the attendance maintenance plan is not followed and absences continue.

All absences, excused and unexcused, will count toward the limit. Homebound absences, suspensions, and school-related absences do not count toward the maximum number of absences (6) allowed per trimester. The principal may grant medical circumstances to students who are absent for three (3) or more consecutive days due to serious illnesses. A doctor's note (which includes the dates and reason for the absence) must be turned in to the attendance office in order to be considered for a medical exception to the attendance policy.

2. Parent Notification

The following procedure will be used to notify parents of classroom attendance concerns.

- a. A letter will be sent to the parents when a student reaches his/her 3rd and 5th absence. An Attendance Maintenance Notification will be issued for a student's 7th and 8th absence. There may be a counselor contact to develop an attendance plan.
- b. If a student fails to make up his/her 7th and/or 8th absence or reaches the 9th absence, the student will fail to earn credit for the course and an "NC" will be issued.

3. Withdrawal from School

When a student has been withdrawn from three or more classes for any reason, the student will be dropped from school. A student must remain in at least one class at DAE to continue eligibility for credit at GASC (Skill Center) and for Work Study.

D. Makeup Work

Excused absences:

Students with excused absences will be expected to make up all work missed. There may be learning experiences that will not be able to be made up. It is the responsibility of the student to ask the teacher for missed assignments on the day the student returns to school. For extended absences, parents may request homework assignments from the school office. **Please give the school office 24 hours notice to prepare all makeup homework assignments for pick up.** Generally speaking students will have the number of days absent plus one day to complete the makeup work.

Unexcused Absences/Skipping:

The student may face further disciplinary action.

Attendance for Extra-Curricular Activities:

A student must be in school one-half of the school day in order to participate in a practice or performance on that day. The event coordinator must approve any exception to this rule.

E. Tardy Policy

Students need to be taught that being punctual is of value not only in school, but in the world of work as well. Business owners have repeatedly told us how much they value people reporting to work on time. We urge students to “be a little early” for class instead of just “on time.” Due to unforeseen weather circumstances, students who arrive tardy on a late bus will be excused.

Tardy: A student is considered tardy if he/she is not inside the classroom door when the bell rings.

Elementary/HIS

A student will be considered tardy if he/she arrives to the classroom after the beginning of the school day. Excessive tardiness and leaving early will be addressed. All elementary buildings begin at 8:35 am. Hahn Intermediate School begins at 7:34.

Middle School

The DMS staff believes it's vital to success in school and in the future for jobs, for students to be present and on time for classes. For this reason, tardies are tracked carefully and on a school-wide basis for each individual student. This means tardies are tracked for each student per day. Students will be informed about the importance of being on time and about the entire tardy policy to ensure understanding.

Tardy recordkeeping will be done every 9 weeks:

1st & 2nd Tardies:	Warning by teacher
3rd Tardy:	Student will complete a tardy improvement plan with the teacher.
4th Tardy:	The parent will be contacted by the teacher and the student will be assigned a lunch detention.
5th Tardy:	The parent will be contacted by the teacher and student will be assigned an after-school tardy detention. Tardy detention is scheduled Monday through Friday from 2:25 – 3:00 p.m.
6th Tardy:	The parent will be contacted by the teacher and student will be assigned a lunch AND an after-school tardy detention.
7th Tardy:	The student will be referred to administration. The student may be assigned to the Positive Behavior Support Room.

Note: If an assigned lunch or tardy detention is not served the student may be referred to administration for insubordination and the student may receive additional consequences.

High School and Alternative Education

Students are expected to be on time for class. To be considered “on time,” students must be in the classroom when the bell rings. Students who are over 10 minutes late to class will be considered absent and should be so informed. A teacher, administrator or secretary may give excused passes to students who were detained by them. If a student arrives to class without a pass, he/she should be considered unexcused.

For DHS student's tardiness to class will result in the following action each nine weeks:

1 st , 2 nd & 3 rd Tardies:	Warning by teacher
4th Tardy:	The parent will be contacted by the teacher and the student will be assigned a detention.
5th Tardy:	The student will be assigned to the Positive Behavior Support Room for one day.
6th Tardy:	The student will be assigned to the Positive Behavior Support Room for 2 days.
7th Tardy:	The student will be assigned to the Positive Behavior Support Room for 3 days.
8th and 9th Tardies:	The student will be given a one-day suspension.
10 or more Tardies:	The student will meet with the Dean of Students and be placed on an Attendance Improvement Plan, which may include an Attendance Contract.

A student who accumulates more than 10 tardies in the 9-week marking period may lose academic credit, lose extracurricular opportunities, and enter into a tardy contract which will explain the criteria for regaining the lost credit. Please refer to the previous attendance section for individuals involved in extracurricular activities.

The contract shall read in part:

You have accumulated more than 10 tardies. According to the Student Handbook, if a student has accumulated more than 10 tardies in a 9-week marking period, that student may not receive academic credit in that course. The purpose of this contract is to inform you of your loss of credit and to inform you of the means to make up the lost credit. To earn credit back in this course, you must:

- a. Show a marked improvement in good attendance.
- b. Complete all learning activities assigned in class and pass assigned course(s).
- c. Attend all Wednesday late start Help Times with teachers from the time of the contract to the end of the semester. Must sign in at 8:30 am or before in the Attendance Office for verification of attendance.
- d. Type an appeal letter in a paragraph or more to the principal by the designated date to have credit reinstated.

At the end of the semester, if you have met the above requirements, you may request an appeal to reinstate credit. The appeal request must be in writing to the building principal no later than two weeks prior to the end of the semester. The appeal letter should include any extenuating circumstances that led to your absences and must explain why you feel you deserve credit in your classes although you are in clear violation of the attendance policy. If the appeal for credit reinstatement is denied, a score of 78% on the end-of-semester exam is the equivalent of earning a passing grade and constitutes a qualifying score to earn credit in the course. If a 78% or better is earned on the final exam, you will receive the grade earned in the course.

Note: If detention is not served for the 4th tardy within the five (5) day time limit [only exception might be a student who has several detentions to do for different teachers] the student is referred to an administrator for insubordination and the student may be suspended from school. The student then continues on to whatever the next level is in the tardy sequence.

For DAE students, tardiness to class will result in the following action each trimester:

1st-3rd Tardy:	Student is expected to stay after class one minute for each minute late up to three minutes.
4th Tardy:	Teacher assigns detention
5th Tardy:	The student will be assigned to the Positive Behavior Support Room for one day.
6th Tardy:	Student will assigned to the Positive Behavior Support Room for 2 days
7th & Subsequent Tardy:	Student will be assigned to the Positive Behavior Support Room for up to 3 days for each occurrence.

F. Check-In and Check-Out Procedures

Check-In Procedures

All elementary and middle school students who arrive at any time after school has begun, must report to the school office upon entering the building. Elementary students (DK – 4) must be signed in and out by an adult. Hahn, middle school and high school students must report to the attendance office. Alternative education students must check in and out at the main office.

Check-Out Procedures

Doctor and any other appointments if at all possible should be scheduled after school hours. If students must leave during the school day due to illness or appointments, students must:

1. Have parent permission by phone call at high school level or note at all other levels.
2. Check out in the school office when they leave. A parent/guardian or authorized emergency contact must check out elementary (DK – 6) and middle school students in the school office. High school and Alternative Education students pick up dismissal pass in attendance office. After checking out in office, high school students will meet parent outside.
3. Students who return to school during the school day must check in at the school office to assure accurate attendance records

G. Absences & Attendance at After-School Events

A student must be in school one half of the school day in order to participate in a practice or performance on that day. The event coordinator must approve any exceptions to this rule.

H. Homebound and Hospitalized Services

The state school aid act requires school districts to provide homebound and hospitalized services to pupils who are unable to attend school for more than five school days because of a medical condition. Homebound and hospitalized service is a self-study program designed to help pupils who are unable to attend school due to a medical condition to keep up with their studies and to progress as far as possible given their medical condition. The homebound and hospitalized teacher will provide information from the curriculum from school to the home or treatment facility to enable pupils to continue their studies. It is important to note that these services are designed to help the classroom teacher(s) communicate with the pupil while away from school. If you feel your child should be considered for homebound and hospitalized services, please contact the Student Services office at 591-0913.

V. Academic Requirements

Standards Referenced Grading (SRG)

The Davison Community Schools believe that all students can learn and grow. In order to ensure a consistent system for assessing students' academic growth, achievement, performance, progress and learning, the District has implemented a Standards Referenced Grading (SRG) system.

Standards Referenced Grading is a system of assessment aligned to the grade level or course content expectations of the Michigan Merit Curriculum and/or the Common Core State Standards. Standards referenced grading assesses students on their knowledge, understanding and application of the curriculum.

Students in grades Developmental Kindergarten through six are assessed on a four-point rubric.

- 3 Student meets grade level expectations at this time
- 2 Student is approaching grade level expectations at this time
- 1 Student is significantly below grade level at this time
- 4 Student consistently exceeds grade level expectations at this time

Students in grades seven through twelve will receive letter grades only. The District grading scale for letter grades is shown below.

93 - 100	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	67 - 69	D+
83 - 86	B	63 - 66	D
80 - 82	B-	60 - 62	D-
77 - 79	C+		

Cardinal Code

Strong self-esteem and a positive attitude are vital to a successful educational experience. To promote this, the staff at Davison Schools believes learning and practicing good behavior is an important part of a student's education and maturity. We expect students to leave our schools with the social skills and manners necessary for success in personal relationships and the work force.

With this goal in mind, we have included the Cardinal Code as a guideline for ensuring that students and staff treat each other with respect and courtesy due all individuals. Everyone will be encouraged to follow these guidelines in classes, in the halls and at all school events.

Students will receive a Cardinal Code Grade each marking period/semester in each class based on the following criteria:

- C**ourteous
- A**ttentive
- R**espectful
- D**ependable
- S**upportive

The grading scale for Cardinal Code is:

- 3 Meets expectations on most days
- 2 Meets expectations on some days, does not meet expectations on some days
- 1 Does not meet expectations on most days
- 4 Exceeds expectations on nearly all days

Elementary (Grades DK-4)

A. Curriculum/Instruction

All students receive instruction in the core academic areas of reading, writing, math, science and social studies. Along with the core academic areas, students may also receive instruction in computers, vocal music and physical education.

B. Grade Reporting

Report cards are completed at the end of each nine week marking period. Formal parent/teacher conferences occur in the fall. Informal parent/teacher conferences occur in the spring. Parents may call and set up a conference at other times agreeable with the teacher.

Intermediate (Grades 5-6)

A. Curriculum/Instruction

All students receive instruction in the core academic areas of math, science, reading, writing and social studies. Students may elect to take band or orchestra. If you are a fifth grade student, it is a yearlong commitment; students must remain enrolled for at least one semester. If you are a sixth-grade student, it is a yearlong commitment. Students who do not take band or orchestra, rotate through the following exploratory classes: vocal music, art and STEM and Physical Education.

B. Grade Reporting

Progress Reports

Students will be given progress reports approximately halfway through each marking period. All students receive a progress report from each teacher.

Report Cards

Report Cards from the first marking period are distributed to parents at Parent Teacher Conferences and any remaining cards are later distributed to the students. Report Cards are distributed to the students at the end of marking periods 2 & 3 and are mailed home at the end of the school year. This information is also available on Parent Web except during the time period when grades are being calculated and sent to the system which is about 1-1/2 weeks surrounding the end of each marking period.

Middle School (Grades 7-8)

A. Curriculum/Instruction

Subjects: Required and Elective

7th grade Required Courses			8th grade Required Courses		
	<u>Semesters</u>	<u>Credits</u>		<u>Semesters</u>	<u>Credits</u>
Language Arts	2	1	Careers/Health Topics	1	½
Math	2	1	Math	2	1
Science	2	1	Language Arts	2	1
Social Studies	2	1	Earth Science	2	1
			U. S. History	2	1
7th Grade Electives			8th Grade Electives		
	<u>Semesters</u>	<u>Credits</u>		<u>Semesters</u>	<u>Credits</u>
Art	1	½	Art	1	½
Keyboarding & Research	1	½	Cardinal Band	2	1
Beginning Broadcasting	1 or 2	½ or 1	Cardinal Men	1 or 2	½ or 1
Cardinal Band	2	1	Cardinal Singers	1 or 2	½ or 1
Cardinal Men	1 or 2	½ or 1	Computer Science Discoveries	1	½
Cardinal Singers	1 or 2	½ or 1	Directed Studies	1 or 2	½ or 1
Computer Science Discoveries	1	½	Drawing	1	½
Directed Studies	2	1	French I	2	1
Drawing	1	½	Gold Band	2	1
Gold Band	2	1	Keyboarding & Research	1	½
Leadership Skills	1	½	Leadership Skills	1	½
Maroon Band	2	1	Maroon Band	2	1
Music Masters	2	1	Music Masters	1 or 2	½ or 1
Orchestra	2	1	Orchestra	2	1
Physical Education	1	½	Physical Education	1	½
Technology Literacy Lab	1	½	Spanish I	2	1
Teen Survival	1	½	Technology Literacy Lab	1	½
Theater/Performance	1	½	Teen Survival	1	½
			Teen Survival II	2	1
			Theatre/Performance	1	½

B. Grade Reporting

Progress Reports

Progress Reports will be emailed weekly by teachers.

Report Cards

Report cards are mailed home at the end of each semester.

C. Student Recognition

1. **Honor Roll**

The following criteria will be used to determine honor roll statistics:

High Honor - a GPA of 3.8 or above

Academic Honors - a GPA of 3.5 – 3.79

2. **Cardinal of the Month**
Determined by staff member nomination
3. **Perfect and Excellent Attendance**
4. **Citizenship**
Determined by Cardinal Code Grades

D. Student Assistance for Academics

1. **Tutoring**
Please contact the counseling office for tutoring options, if needed.
2. **Success/Mentoring Program**
The Success Program is a mentoring program where a Davison Middle School staff member meets with struggling students to encourage them and to help them get back on track toward being successful.

Students would be placed into our Success Program based on the following criteria:

- Grades: The student fails 2 or more classes in a marking period, OR
- Attendance: The student accumulates 18 or more absences, OR
- Behavior: The student has 3 or more major referrals

Once students are placed into the Success Program, they are given intensive help, which includes: required parental involvement, counseling, weekly progress reports, and enrollment in a study skills class.

E. Middle School Students Attempting to Earn High School Credit

In order for students at Davison Middle School to earn High School credit for Algebra 1, Geometry or Foreign Language the student must:

- Be enrolled and successfully complete the course with a grade of C or better; and/or
- Earn at least seventy eight percent (78%) on the end of course assessment (Semester and Final exam)

Note: For students receiving high school credit for middle school classes, only the credit will transfer and appear on the student's official high school transcript. The letter grade for the course will not transfer and will not be counted towards the student's high school grade point average (GPA).

High School and Alternative Education (Grades 9-12)

A. Curriculum/Instruction

1. Credit Requirements for Advancement by Grade

Advancement at the high school is done by credits earned. In the fall of each school year, credit checks will be done on all grades to make sure each student is eligible to advance to the next grade level. The criteria for advancement is as follows:

Grade promoting From	Beginning of Year Requirements	Mid-year Requirements
9 th to 10 th grade	5 credits earned	8 credits earned
10 th to 11 th grade	11 credits earned	14 credits earned
11 th to 12 th grade	17 credits earned	20 credits earned

Students must meet these requirements by the first day of school in August of the school year. If they do not meet the credit requirement needed to advance to the next grade level, the students will be withdrawn from Davison High School and will need to enroll in Davison Alternative Education High School where they can obtain additional credits and get back on track to graduate in four years. Students may apply for re-admission to Davison High School once they are back on track to graduate with their class in four years. Davison High School does not accept fifth-year seniors.

** Students are placed into a cohort year when they are first identified as a ninth graders. Students who transfer into the public education system after ninth grade are placed into the appropriate cohort based on the grade the initial Michigan district places them.

2. Graduation Requirements

A. Testing

Students **MUST** take the state approved assessments in the spring of their junior year in order to graduate from Davison High School.

B. Credit Requirements for Graduation

All students must earn 23 credits to graduate. All students are required to schedule a minimum of six (6) classes per day at DHS or five (5) classes at DAE. Successful completion of these courses will fulfill graduation requirements.

All students will be required to meet the standards of the state approved assessment listed on the next page.

C. Commencement Ceremony Requirements

In order to participate in the DHS Graduation Commencement Ceremony, students must meet all DHS graduation requirements, abide by the DCS Parent and Student Handbook and pay all fines and debts incurred at DCS. Also, graduating seniors may be excluded from the graduation ceremony because of poor/unwanted behavior leading up to the ceremony.

GRADUATION REQUIREMENTS
Classes of 2025, 2026, 2027 & 2028

SUBJECT	COURSES REQUIRED FOR GRADUATION	# of Credits Required
English	All students must successfully complete English 9, 10, 11 & 12. AP Language fulfills the English requirement for 11 th grade and AP Literature fulfills the English requirement for 12 th grade.	4
Math	One credit in Algebra 1, one credit in Geometry, one credit in Algebra 2, and one credit of math or an approved math-related course in the final year of high school.	4
Health	All students must earn ½ credit.	1/2
Phys. Ed.	All students must earn ½ credit in a Physical Education course or by participating in a district-approved extra-curricular athletic program or marching band.	1/2
Science	All students must earn three credits in science, including one credit in a Physical Science course and one credit in Biology. An additional credit in Chemistry, Physics, Environmental Science and/or Astronomy is strongly advised.	3
World Studies	All students must earn three credits, including: one credit of World History (9 th), one credit of United States History (10 th), ½ credit of United States Government or AP American Government (11 th -12 th) and ½ credit in Economics or AP Macroeconomics.	3
Arts	All students must earn one credit in Fine Arts, including Visual and Performing or Applied Arts, and some GCI courses, etc.	1
World Languages	All students must earn 2 credits in the <u>same</u> world language in order to graduate. This is a State of Michigan requirement. For clarification purposes, completion of ASL I and ASL II will satisfy this requirement. *Please note that students will have the option to replace one credit of world language with a state approved CTE course/program <u>or</u> with an additional one credit Visual, Performing or Applied Arts.	2
Electives	All students will fill their remaining schedule with elective courses that allow them to learn more about career fields and explore areas of interest.	5-6
Online Experience	The 20-hour requirement for an online experience will be met through the Educational Development Plan (EDP) process	20 hours

**Beginning with the graduating class of 2028, students will be required to complete 1/2 credit of Personal Finance to meet graduation requirements.*

3. **Transfer Credits**

Transfer credits are only accepted from an accredited school or special permission from the principal. Consideration will only be given for classes taught by certified teachers following accepted curriculum guidelines.

Students transferring from schools that offer more than 6 credits per year, will be allowed to transfer a maximum of 6 credits unless additional classes were taken on an extended day schedule. Students transferring to DHS with a deficiency in credits, attendance problems or behavioral problems will be placed into the Success Program as described under section *F. Student Assistance for Academics*.

4. **Residence Requirement**

In order to graduate, a student must enroll in and successfully complete the full semester in at least six semester classes at Davison High School or Davison Alternative Education High School (i.e. the student must be enrolled in these courses for the full semester). Exceptions to this rule may be made by the High School or Alternative Education High School Principal due to extenuating circumstances.

5. High School Courses completed PRIOR to the 9th Grade:

Students who have completed courses at Davison Middle School that meet the Michigan Merit Curriculum benchmarks for high school-level courses prior to 9th grade will earn credit for the course. The course grade will be reflected on the high school transcript as a transfer credit, and the letter grade will not be factored into the high school GPA. Only courses completed in grades 9-12 will be used toward the cumulative GPA calculation.

6. Online Credits for Advancement:

Students completing online courses to earn credits for advancement outside of the regularly scheduled school calendar must follow the process below. The grades for the online courses must be reflected on an official transcript from an accredited institution, as determined by Davison Community Schools (GenNet Portal and MiVirtual). Courses for online credits for advancement cannot be completed in core academic subjects such as ELA, math, science, history, or government. Courses for advancement may only be completed outside the normally scheduled school day.

Process for participating in Online Credits for Advancement:

- Students must have prior approval from the building principal and work through their counselor to take an online course.
- Credits for advancement options are handled on a case-by-case basis.
 - As indicated in the EDP, the student's career path must support a compelling reason for justifying the need to complete online courses for credit advancement.
 - A parent meeting must be held with the assigned guidance counselor before enrollment in an approved transfer-in course.
- Students are required to pay the full cost of tuition and other expenses for the course.
- Only courses from accredited institutions approved by the district may be completed for transfer-in credit advancement (GenNet Portal and MiVirtual).

- Students are limited to one transfer-in credit for advancement per school year.
- The final transcript for online credits for advancement must be submitted to the student's counselor before the start of the next school year.

Davison Community Schools is not obligated to provide technical or academic assistance to students electing to take an online course for credit advancement.

7. **Testing Out of Classes/Passing the Course Pre-Test**

Students have the opportunity to test out of high school classes. Students must complete the course assessment for the course they wish to be exempted from and receive a score of 78% or better. Normally these assessments are given in June prior to the start of the school year, in the first week of school, and/or in January prior to the start of the 2nd semester.

- Students may TEST OUT of a course during the scheduled times.
- Students who successfully "test out" with a 78% or will receive the letter "P" for their grade and their transcript will be updated. The "P" will not affect their GPA.
- ATTENTION STUDENT ATHLETES: The NCAA will NOT accept credit earned by testing out for a credit that is a *core required course*.

For more information, students may contact the guidance office.

8. **Early Graduation**

Graduation normally requires eight (8) semesters. If students wish to graduate early, they must meet with the high school principal and their counselor in advance for instructions.

9. **Schedule Changes**

All students must carry a full schedule of six (6) classes. Classes may not be dropped or added after the first two weeks of the first semester or after the first week of the second semester. GenNet or online classes may not be dropped any time after the official enrollment. Late drops and adds may only occur when the student:

1. has a partial schedule
2. is academically misplaced (i.e. received a D/E in the prerequisite or didn't take the prerequisite)
Note: Students may not drop the 2nd semester of a year-long class unless academically misplaced.
3. is missing a required class for graduation
4. already has credit for a class on his schedule

Any deviations from these guidelines will be made only with the approval of the principal or his/her designee. Any class dropped after the drop/add period will result in a WF.

10. **Personal Curriculum**

Pursuant to Public Act 141, modifications to the Michigan Merit Standard may be made through a personal curriculum. A high school diploma may be awarded to a pupil who successfully completes his or her personal curriculum even if it does not meet the requirements of the Michigan Merit Standard.

B. Post-Secondary Dual Enrollment

Dual enrollment is a program that allows students to take a class at a local college or university as part of their regular school day. Students will earn credit from the college and can earn credit for that course from Davison High School as well. Dual enrollment is open to students who have met the following criteria: a minimum GPA of 2.5 to enroll at Mott Community College; a minimum GPA of 3.2 is required to dual enroll at the University of Michigan-Flint. Students must also meet qualifying scores on the PSAT, SAT, MME, or ACCUPLACER exams. Here are guidelines for selecting college courses:

1. The college class must be one that is not offered at Davison High School.
2. The student must have exhausted a program of study by successfully completing the highest level offered at Davison High School in that discipline.
3. The student may enroll in a college course for a subject that is offered by DHS but is not available to the student due to a scheduling conflict.
4. All deadlines must be met.

Davison Community Schools has a maximum dollar amount predetermined by the State of Michigan to cover tuition. However, if the tuition exceeds the predetermined dollar amount set by the State, students' parents are expected to pay the difference. If you are interested in more information about dual enrollment, contact your child's school counselor.

Payment Process:

The Davison Community Schools will pay the lesser of:

- The actual charge for tuition, mandated course fees, materials fees and registration fees;
OR
- The state portion of the student's foundation allowance, adjusted to the proportion of the school year the student attends the post-secondary institution.

Further information about the post-secondary enrollment options may be obtained from the guidance office.

Attendance:

All students enrolled in an online course will be required to be in an approved designated area during their scheduled class time unless otherwise approved by the principal.

Credit Procedure:

The following guidelines and procedures have been established for students wishing to apply for post-secondary enrollment options at Davison High School.

- High school credit granted:

<u>College Course</u>	<u>High School</u>
1 college credit	0.25 high school credit
2 college credit	0.50 high school credit
3 college credit	0.75 high school credit
4 college credit	1.00 high school credit

- High school credit may not be granted for college courses which have duplicate content to courses taken at Davison High School. Final determination of duplicate content will be made by the high school principal in consultation with the academic department.
- A request that a college course be used for high school credit must be made in writing by the student and signed by the parent prior to registration for the class. Permission will be granted or denied in writing by the high school principal or designee.
- Any grade deemed passing by the college or university will be acceptable for high school credit for approved college courses.
- Grades given at a college or university for high school credit will be included when calculating high school GPA.
- Students who do not complete a course at the university or college will receive a “WF” on the high school transcript and will be responsible for reimbursing the cost of the course to Davison Community Schools.
- Courses taken for high school credit may not be eligible for college credit at some institutions.
- Failing a Course: If a student participating in the post-secondary (dual) enrollment program fails to successfully complete an eligible course, the student and his/her parents are responsible for reimbursing the District for such charges incurred by the District for such enrollment.

C. Grades

1. **Marking System**

Davison High School uses the following system of grading:

A	Perform beyond expectations	WP	Withdrew Passing
B	Meets expectations	WF	Withdrew Failing
C	Performance below expectations	S	Satisfactory
D	Performs significantly below expectations	U	Unsatisfactory, no credit
E	Failing, no credit	WT	Withdrew transfer to Alt

Incompletes may not be given. If work is not completed due to illness or other extenuating circumstances, the teacher, in most cases, will give the grade earned to date, and it is the student’s responsibility to make arrangements with the teacher to complete the work so the grade can be changed.

Davison Alternative Education uses the following system of grading:

93 - 100	A	73 - 76	C
90 - 92	A-	70 - 72	C-
87 - 89	B+	69 and below	NC
83 - 86	B	Withdrew Failing	WF
80 - 82	B-	Satisfactory	S
77 - 79	C+	Unsatisfactory/No Credit	U

2. **Grade-Point Averages**

The point system for computing grade-point averages is as follows:

A	4.0	B+	3.5	C+	2.5	D+	1.5
A-	3.8	B	3.0	C	2.0	D	1.0
		B-	2.8	C-	1.8	D-	0.8

Weighted grades are calculated for AP courses. DHS reserves the right not to weight online courses which do not meet the standards set by the College Board. The honor-point system for computing grade-point averages is as follows:

A	5.0	B+	4.5	C+	3.5	D+	2.5
A-	4.8	B	4.0	C	3.0	D	2.0
		B-	3.8	C-	2.8	D-	1.8

3. **Grade Reporting**

a. **Progress Reports for High School**

Grades are updated on weekly basis and can be viewed on Parent Vue.

b. **Progress Reports for Alternative Education**

Progress reports are distributed at weeks 3 and 6. Week 9 progress reports are issued if a student is currently failing a course. Progress reports may be requested by a parent at any time.

c. **Report Cards for High School**

Report Cards are posted to ParentVue at the end of first semester and are mailed home at the end of the school year. This information is also available on ParentVue except during the time period when grades are being calculated and sent to the system which is about 1-1/2 weeks surrounding the end of each marking period.

d. **Report Cards for Alternative Education**

Report cards are mailed home at the end of each trimester. This information is also available on ParentVue.

D. **Student Recognition**

1. **Honor Roll**

The following criteria will be used to determine honor roll statistics:

High Honor - a GPA of 3.9 or above.

Honors - a GPA of 3.0 - 3.79.

2. **Academic Awards**

Students who attain a 3.5 GPA each year are invited to an academic award ceremony. Students are eligible for the following awards:

Certificate: 1 semester of a cumulative GPA of 3.5 or above
Letter: 3 semesters of a cumulative GPA of 3.5 or above
Pin: 5 semesters of a cumulative GPA of 3.5 or above
Plaque: 8 consecutive semesters of a cumulative GPA of 3.5 or above

Freshmen are eligible for: Certificate
Sophomores are eligible for: Certificate and Letter
Juniors are eligible for: Certificate, Letter or Pin
Seniors are eligible for: Certificate, Letter, Pin or Plaque

In addition, seniors with a GPA of 3.0 or above will receive gold honor cords to wear at graduation.

*Transfer students must be Davison students for at least 2 years to be eligible for a plaque or any top honors.

E. Community Service

1. Davison Community Service Honor Cords

The "Student Community Service Program" at Davison High School encourages and rewards students who are making significant contributions to their community by conferring SERVICE HONOR CORDS. This is a voluntary program that recognizes students for contributing time and energy for the betterment of their community by participating in activities that provide services for those who could not otherwise provide these services for themselves.

Following are the guidelines for this program:

- 120 hours are needed to receive Service Honor Cords at graduation.
- Service hours must be turned in to the Career Center within 30 calendar days of the date you participated in the service project.
- Additional forms are available in the Career Center. Questions should be directed to the DAE Coordinator.
- Hours can be collected any time from freshman year through the senior year.
- **Seniors: All documented hours must be turned in by May 1 in order to receive your cords.**

F. Student Assistance for Academics

1. Tutoring

Tutoring is available through the National Honor Society by contacting the high school office and leaving a message for the NHS teacher sponsor.

2. Success/Mentoring program

The Success Program is a mentoring program designed assist, encourage, mentor and act as a liaison for struggling students. Students are placed into the Success Program based on the following criteria:

- Grades: The student fails two or more classes in any one semester

OR

- Attendance: The student accumulates 18 or more absences (/,X,S,O,M)

OR

- Behavior: The student has three or more referrals totaling five or more days suspension

Under this program, students **must** have the necessary credits, as described in Section A above, to be promoted to the next grade level, or improve sufficiently while in the Success Program; or, they will be placed into the Alternative Education Program where they can obtain 7 1/2 credits as opposed to six (6) in the regular education program. This placement will allow them to catch up on credits so that they can obtain a diploma within the expected four years. Students may return to DHS from the Alternative Education Program in the fall when the following conditions have been met:

- Credits have been earned to place them at the appropriate grade level.
- No significant behavior or attendance problems have been noted while in Alternative Education.
- Student completes an intake interview with the principal of DHS.

Note: Special needs students do not qualify for the Success Program, nor do seniors who are traditionally mentored by the counseling staff.

3. **Enrolling in Alternative Education**

The Alternative Education program is a credit recovery school for 9-12 students who are behind more than one credit to graduate in four years. The opportunity to attend Davison Alternative Education High School (DAE) will first be given to upperclassmen at risk of not graduating in four years due to failing classes and a lack of earned credits. Students behind more than one credit may be required to attend DAE at the start of the following school year. High school counselors, administration, and support staff will identify and make final determinations of high school students in need of transferring to DAE.

VI. Student Code of Conduct

A. Philosophy of Discipline

In accordance with the State of Michigan laws, the Board of Education of Davison Community Schools has the authority to make reasonable rules and regulations relative to anything necessary for the proper establishment, maintenance, management and carrying on of the public schools of such district, including regulations relative to the conduct of students while in attendance at school or en route to and from school. The Student Code of Conduct applies on school property, at school-related events, to and from school, on school computers and networks, during online and distance learning and at all other times and places if the conduct has a nexus to school or substantially disrupts or could substantially disrupt the school's programming.

A primary objective in developing this student code of conduct is to assist all students to develop into responsible individuals and good citizens. The goal of student discipline and management is to create an educational climate in which complete attention can be devoted to the teaching-learning process. Appropriate behavior and discipline in the schools is imperative for providing an atmosphere favorable for learning. The discipline and management of students must be treated as an individual matter. The most effective approach to discipline is preventative in nature. Consequently, parents, teachers and students must work cooperatively to direct students toward positive attitudes and behavior in school.

Davison Community Schools have implemented Positive Behavior Support. Students are taught specific behavior expectations in each building. A copy of these expectations can be found in the next section. The ultimate objective is to establish a school environment that enhances student growth in abilities, attitudes, and habits essential to acceptable and self-controlled behavior. An important aspect of the growth process is to gain a respect and appreciation for the rules and regulations of conduct in the school community. Students will be fully informed of the established rules, regulations and consequences. Violations of these rules and regulations that are harmful to the educational process cannot be condoned or tolerated. While it is necessary to establish and enforce reasonable regulations in the school setting, students will be provided due process in accordance with state and federal laws. By implementing a policy of consistent enforcement of rules, it is hoped that disciplinary issues will be at a minimum and the focus will be on education and learning.

Davison Community Schools utilizes Restorative Practices. Restorative Practices means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct and learning from mistakes. Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the Board must first determine whether restorative practices would better address the student's misconduct, recognizing the Board's commitment to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the Board must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying. While Restorative practices may be used, students may also face suspension and/or expulsion from Davison Community Schools for serious offenses.

B. Behavior Expectations Matrix

GRADES K – 4

DAVISON COMMUNITY SCHOOLS

BEHAVIOR EXPECTATIONS MATRIX



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	RESTROOMS	OFFICE	CAFETERIA
Courteous	<ul style="list-style-type: none"> Use quiet voices and kind words. Give others privacy. 	<ul style="list-style-type: none"> Enter quietly. Use quiet voices and kind words. 	<ul style="list-style-type: none"> Use quiet voices and kind words. Be polite and use manners. Keep your hands, feet and objects to yourself and avoid horseplay.
Attentive	<ul style="list-style-type: none"> Use restroom for its intended purpose. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. Raise your hand for help.
Respectful	<ul style="list-style-type: none"> Clean up after yourself (flush, pick up trash). Wash your hands with soap. 	<ul style="list-style-type: none"> Use a calm voice even when upset. Tell the truth. 	<ul style="list-style-type: none"> Keep your own personal space. Eat your own food.
Dependable	<ul style="list-style-type: none"> Report problems to nearest adult. 	<ul style="list-style-type: none"> Be patient and wait your turn. Explain what you need. 	<ul style="list-style-type: none"> Stay in lunch line and wait your turn. Take only what you order. Clean up after yourself.
Supportive	<ul style="list-style-type: none"> Take care of our restrooms. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Accept consequences for your behavior. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Follow lunchroom procedures. Encourage others to follow the Cardinal Code.

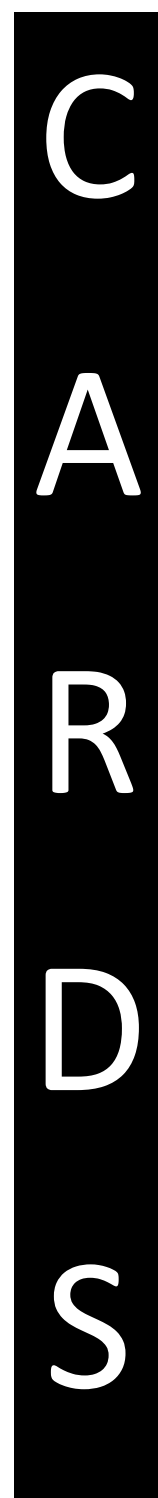
BEHAVIOR EXPECTATIONS MATRIX



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	ARRIVAL/DEPARTURE (Parking lots; Waiting areas)	HALLWAYS	RECESS/ PLAYGROUND
Courteous	<ul style="list-style-type: none"> • Use quiet voices and kind words. • Make/respond to greetings. • Keep your hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> • Use quiet voices and kind words. • Keep hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> • Use kind words. • Take turns. • Avoid horseplay.
Attentive	<ul style="list-style-type: none"> • Watch for traffic. • Be safe by vehicles. • Stay away from strangers. • Listen and follow directions from adults the first time. • Face forward and keep moving with the line. 	<ul style="list-style-type: none"> • Listen and follow directions from adults the first time. • Face forward and keep moving with the line. 	<ul style="list-style-type: none"> • Listen and follow directions from adults the first time.
Respectful	<ul style="list-style-type: none"> • Keep your own personal space. • Wait patiently. • Be considerate of property of others. 	<ul style="list-style-type: none"> • Keep your own personal space. • Respond to adults appropriately. • Be considerate of the property of others. 	<ul style="list-style-type: none"> • Enter and exit the building quietly and safely. • Use good sportsmanship.
Dependable	<ul style="list-style-type: none"> • Remain in designated area. • Report problems to nearest adult. • Walk at all times. • Be on time. 	<ul style="list-style-type: none"> • Walk at all times. • Report problems to the nearest adult. 	<ul style="list-style-type: none"> • Use equipment appropriately and play safely. • Report problems to the nearest adult. • Line up quickly when called.
Supportive	<ul style="list-style-type: none"> • Enter and exit the school safely. • Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> • Keep hallways clear of litter. • Be respectful of the learning of others. • Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> • Take care of playground equipment. • Encourage others to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



	CLASSROOMS	BUS STOP	BUS
Courteous	<ul style="list-style-type: none"> Use kind words. Speak when it is your turn. Work well with others. 	<ul style="list-style-type: none"> Use kind words. Keep your hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Use quiet voices and kind words. Share your seat with others. Keep your hands, feet and objects to yourself and avoid horseplay.
Attentive	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. Participate in class activities. 	<ul style="list-style-type: none"> Watch for traffic. Be safe by vehicles. Stay away from strangers. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time.
Respectful	<ul style="list-style-type: none"> Enter and exit the classroom quietly and safely. Keep your own personal space. Be considerate of the property of self and others. 	<ul style="list-style-type: none"> Stay at your bus stop. Be considerate of the property of others in the community. 	<ul style="list-style-type: none"> Stay in your seat with back to back and seat to seat with backpack on your lap. Keep all food and drinks put away.
Dependable	<ul style="list-style-type: none"> Be on time. Do your best work. Complete and turn in your work. Keep your work area neat. 	<ul style="list-style-type: none"> Be at your bus stop with your belongings 5 minutes before bus arrives. Follow school rules. Report problems to the nearest adult. 	<ul style="list-style-type: none"> Report problems to adults. Make safe choices.
Supportive	<ul style="list-style-type: none"> Work well with others. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Take care of the bus. Set a good example. Encourage others to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



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	ASSEMBLIES	MEDIA CENTER	INSIDE RECESS
Courteous	<ul style="list-style-type: none"> Stay seated. Show appreciation appropriately. Keep hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Use quiet voices and kind words. Speak when it is your turn. Work well with others. Keep hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Use kind words and please/thank you. Keep voices at classroom level (no yelling or talking loud). Take turns if you are playing a game. Keep hands, feet and objects to yourself and avoid horseplay.
Attentive	<ul style="list-style-type: none"> Listen to the speaker. Face forward and give eye contact. Follow adult directions. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. Participate in activities when appropriate. 	<ul style="list-style-type: none"> Listen and follow the directions from your playground monitor. Watch where you are walking/sitting. Be quiet and look at your monitor when he/she is giving directions or complimenting you.
Respectful	<ul style="list-style-type: none"> Keep your own personal space. Participate appropriately. 	<ul style="list-style-type: none"> Enter and exit the media center quietly and safely. Be considerate of the property of others. Keep your own personal space. 	<ul style="list-style-type: none"> Keep your own personal space. Be careful with classroom property – take care of it. If you are sitting at a classmate's desk during a game, please keep hands off his/her property on the desk and inside the desk.
Dependable	<ul style="list-style-type: none"> Stay with your class. Report problems to the nearest adult. 	<ul style="list-style-type: none"> Return books on time, especially popular books. Keep your work area neat. Use equipment appropriately. Report problems to the nearest adult. 	<ul style="list-style-type: none"> Pick up after yourself – put games, etc. away. Use games or equipment in the right way. Report problems to the playground monitor.
Supportive	<ul style="list-style-type: none"> Enter and exit in a safe, orderly manner. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Take care of media center books and equipment. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Follow the code yourself, even when you don't want to. Encourage everyone in your class to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



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	STADIUM/ GYMNASIUM/ATHLETIC EVENTS	DISTANCE LEARNING
Courteous	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Keep hands and feet to yourselves and avoid horseplay. Be polite and use appropriate manners. 	<ul style="list-style-type: none"> Think before you post; remember it is permanent. Promote a positive image of yourself online. Log out of the device when you are finished.
Attentive	<ul style="list-style-type: none"> K – 4 students should be accompanied by an adult that stays at the event with them. Stay with the adult that brought you to the game. Watch the game and participate appropriately. Listen and follow directions from adults the first time. 	<ul style="list-style-type: none"> Stop and listen when the teacher is talking. Follow school, home and teacher guidelines. Be thoughtful with information you find online.
Respectful	<ul style="list-style-type: none"> Cheer for the Cardinals, not against the other team. Always exhibit good sportsmanship. Always show respect for ALL participants (players, coaches, officials) on both teams. Always avoid blocking the view of others in attendance. 	<ul style="list-style-type: none"> Give credit when using other people’s work. Communicate in a kind way.
Dependable	<ul style="list-style-type: none"> Enter and exit the stadium, gym or field in an orderly manner. Place all trash in appropriate trash cans. Report inappropriate behavior to the nearest adult. 	<ul style="list-style-type: none"> Use only approved sites. Protect your private information. Follow the DCS Acceptable Use Policy (AUP).
Supportive	<ul style="list-style-type: none"> Encourage others to cheer in an appropriate (positive) manner. Encourage others to follow the Cardinal Code. Leave bags, backpacks and purses at home. 	<ul style="list-style-type: none"> Report cyberbullying to your teacher. Encourage others to communicate kindly.

BEHAVIOR EXPECTATIONS MATRIX



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	RESTROOMS	OFFICE	CAFETERIA
Courteous	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Respect the privacy of others. 	<ul style="list-style-type: none"> Be quiet and stay calm. Be polite and use appropriate manners. Keep hands and feet to yourself. 	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Talk quietly. Keep hands to yourself and avoid horseplay. Be polite and use appropriate manners.
Attentive	<ul style="list-style-type: none"> Use restroom for its intended purpose. 	<ul style="list-style-type: none"> Listen and follow directions from office staff. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time.
Respectful	<ul style="list-style-type: none"> Clean up after yourself (flush, pick up trash). Wash your hands. 	<ul style="list-style-type: none"> Use conversational voice tone even when upset. Tell the truth. Refrain from use of electronic devices. 	<ul style="list-style-type: none"> Be respectful of all adults and peers. Treat everyone with kindness. Respect school property and that of others.
Dependable	<ul style="list-style-type: none"> Report graffiti, damage, and disturbances to nearest staff member. 	<ul style="list-style-type: none"> Check in with office staff. Have a seat in the designated area. Be patient and wait your turn. 	<ul style="list-style-type: none"> Remain in designated area. Clean up after yourself. Report any dangerous, threatening or inappropriate behavior to nearest adult.
Supportive	<ul style="list-style-type: none"> Keep our restrooms graffiti free and in good condition. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Accept consequences for your behavior. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Follow lunchroom procedures. Wait your turn. Encourage others to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



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	ARRIVAL/ DEPARTURE (Parking lots; Waiting areas)	HALLWAYS	ASSEMBLIES
Courteous	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Keep your hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Refrain from public displays of affection. Keep hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Keep hands, feet and objects to yourself and avoid horseplay.
Attentive	<ul style="list-style-type: none"> Be aware of your surroundings. 	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. Respond to the warning bell appropriately.* <p>*Not applicable for Hahn Intermediate.</p>	<ul style="list-style-type: none"> Listen to the speaker. Listen and follow directions from adults the first time.
Respectful	<ul style="list-style-type: none"> Respect school property and that of others. Keep our school clean. 	<ul style="list-style-type: none"> Respond to adults in a respectful manner. Respect school property and that of others. 	<ul style="list-style-type: none"> Participate appropriately. Face forward and give eye contact.
Dependable	<ul style="list-style-type: none"> Remain in the designated areas. Report all dangerous, threatening or inappropriate behavior to nearest staff member. 	<ul style="list-style-type: none"> Walk on the right side and keep the hallway clear. Report dangerous, threatening and inappropriate behavior to nearest staff member. 	<ul style="list-style-type: none"> Report to and remain in designated area.
Supportive	<ul style="list-style-type: none"> Enter and exit school property in a safe, orderly manner. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Keep hallways clean of litter. Be respectful of the learning of others. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Enter and exit the assembly in a safe, orderly manner. Show school spirit. Encourage others to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



D C A R D I N A L

	CLASSROOMS	BUS STOP	BUS
Courteous	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Keep hands, feet and objects to yourself. 	<ul style="list-style-type: none"> Choose appropriate language and topics of conversation. Keep your hands, feet and objects to yourself and avoid horseplay. 	<ul style="list-style-type: none"> Talk quietly and choose appropriate language and topics of conversation. Move over and share your seat with others. Keep your hands, feet and objects to yourself and avoid horseplay.
Attentive	<ul style="list-style-type: none"> Listen and follow directions from adults the first time. Make and keep eye contact. Stay on task and participate. 	<ul style="list-style-type: none"> Observe safety rules. Be aware of your surroundings. 	<ul style="list-style-type: none"> Listen and follow directions from the bus driver and monitor.
Respectful	<ul style="list-style-type: none"> Allow for differences. Treat everyone with kindness. Respect school property and that of others. 	<ul style="list-style-type: none"> Respect the property of others in the community 	<ul style="list-style-type: none"> Stay in your seat and face forward. Keep all belongings in your lap. Keep the aisle clear Keep all food and drinks put away.
Dependable	<ul style="list-style-type: none"> Be on time to class. Bring school supplies. Complete work on time and to the best of your ability. 	<ul style="list-style-type: none"> Arrive at the bus stop with your belongings 5 minutes before the bus. Report all dangerous, threatening, or inappropriate behavior to bus driver. 	<ul style="list-style-type: none"> Report all graffiti, damage and disturbances to bus driver.
Supportive	<ul style="list-style-type: none"> Work well with staff and students. Follow classroom procedures. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Follow school rules at the bus stop. Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> Keep our buses clean, graffiti free, and in good condition. Encourage others to follow the Cardinal Code.

BEHAVIOR EXPECTATIONS MATRIX



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	RECESS/ PLAYGROUND (Hahn only)	OPEN GYM (DMS only)	STADIUM/ GYMNASIUM/ ATHLETIC EVENTS
Courteous	<ul style="list-style-type: none"> • Use kind words. • Take turns. • Avoid horseplay. 	<ul style="list-style-type: none"> • Choose appropriate language and topics of conversation. • Avoid horseplay. • Allow everyone to participate. 	<ul style="list-style-type: none"> • Choose appropriate language and topics of conversation. • Keep hands to yourself and avoid horseplay. • Be polite and use appropriate manners.
Attentive	<ul style="list-style-type: none"> • Listen and follow directions from adults the first time. 	<ul style="list-style-type: none"> • Listen and follow directions from adults the first time. 	<ul style="list-style-type: none"> • Watch the game and participate appropriately. • Listen and follow directions from adults the first time.
Respectful	<ul style="list-style-type: none"> • Enter and exit the building quietly and safely. • Use good sportsmanship. 	<ul style="list-style-type: none"> • Respect others and keep hands to self while waiting in line for gym to open. • Enter and exit the gym quietly and safely. • Use good sportsmanship. 	<ul style="list-style-type: none"> • Cheer for the Cardinals, not against the other team. • Always exhibit good sportsmanship. • Always show respect for the participants (players, coaches, officials). • Always avoid blocking the view of others in attendance.
Dependable	<ul style="list-style-type: none"> • Use equipment appropriately and play safely. • Report problems to the nearest adult. • Line up quickly when called. 	<ul style="list-style-type: none"> • Use equipment appropriately and play safely. • Report any problems to the nearest adult. • When monitor indicates that time is up, stop playing immediately and place the basketballs back in the basket. 	<ul style="list-style-type: none"> • Enter and exit the stadium in an orderly manner. • Report all dangerous, threatening, or inappropriate behavior to nearest staff worker. • Place all trash in appropriate trash cans.
Supportive	<ul style="list-style-type: none"> • Take care of playground equipment. • Help others. • Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> • Help and encourage others to participate. • Encourage others to follow the Cardinal Code. 	<ul style="list-style-type: none"> • Encourage others to cheer in an appropriate (positive) manner. • Encourage others to follow the Cardinal Code. • Leave bags, backpack and purses at home.

BEHAVIOR EXPECTATIONS MATRIX



C

Courteous

MEDIA CENTER

TECHNOLOGY

ATHLETES

- Use quiet voices and kind words.
- Speak when it is your turn.
- Work well with others.
- Keep hands, feet and objects to yourself and avoid horseplay.

- Log out of a computer when finished.
- Push chair in and clean up station when in a computer lab.
- Follow the Acceptable Use Policy.

- Treat game officials with the respect their title warrants.
- Treat visiting teams and athletes as you would wish to be treated.
- Post positively on social media regarding a game.

A

Attentive

- Listen and follow directions from adults the first time.

- Use technology such as a cell phone, tablet or computer when appropriate or time is given by teacher.
- Actively participate if the teacher is doing an activity with technology.

- Be aware of your surroundings.
- Pay attention to the game and its happenings.
- Be sure to take all of your belongings home.

R

Respectful

- Enter and exit the media center quietly and safely.
- Be considerate of the property of others.
- Keep your own personal space.

- Treat the school-issued technology such as Ipads or Chromebooks as if they were your own.
- Some technology is shared; be considerate of others' work that may be on the device you are using.

- Follow instructions of coaches, trainers and athletic event personnel.
- Keep the school you are visiting clean, including the locker room for visiting teams.
- Treat the school you are visiting as if it were your own.

D

Dependable

- Return books on time, especially popular books.
- Keep your work area neat.
- Use equipment appropriately.
- Report problems to the nearest adult.
- Follow the Computer Acceptable Use Policy.

- Return Ipads and Chromebooks in the condition they were received for use during a lesson or activity.
- Return Ipads and Chromebooks to their proper numbered slot in their container & plug in when possible.

- Keep athletic facilities in clean and good operating condition.
- Clean up after yourself after a practice or a game.
- Keep training room in clean and good condition.

S

Supportive

- Encourage others to follow the Cardinal Code.
- Take care of media center books and equipment.

- Encourage classmates to use technology at appropriate times.
- Encourage classmates to take care of Ipads and Chromebooks.
- Keep social media positive and respectful.

- Encourage teammates to perform at their best.
- Encourage teammates to have good sportsmanship.

BEHAVIOR EXPECTATIONS MATRIX



C

Courteous

PARKING LOT

VIRTUAL CLASSROOM

INDEPENDENT LEARNING

- Park in the spot assigned to you by the office.
- Yield to other drivers when necessary.
- Keep hands, feet and objects inside the vehicle when car is moving.
- Avoid horseplay.

- Think before you post; remember it is permanent.
- Promote a positive image of yourself online.
- Log out of the device when you are finished.

- Follow school, home and teacher guidelines.
- Be thoughtful with information you find online.

A

Attentive

- Park in the spot assigned to you by the office.
- Be aware of your surroundings and other drivers.
- Keep the school clean by placing trash in provided receptacles.
- Beware of pedestrians.

- Log in before meeting starts.
- Be ready.
- Leave on time when meeting is over.
- Be sure to log off.

- Create a schedule to complete all work.
- Turn in work by deadline.
- Check to make sure work was received in a timely manner.

R

Respectful

- Park in the spot assigned to you by the office.
- Yield to other drivers when necessary.
- Follow State Laws for operating a motor vehicle.

- Take turns talking.
- Remain in view.
- Participate actively.
- Exhibit good manners.

- Follow directions.
- Respectfully disagree.
- Keep your work area organized.

D

Dependable

- Park in the spot assigned to you by the office.
- Report to the office if someone else parks in your assigned space.

- Use only school-approved meeting sites.
- Dress appropriately.
- Get permission of anyone in view.
- Have a safe, quiet learning environment.

- Ask for permission to visit unassigned websites.
- Report to an adult if an unknown person attempts to chat online.
- Protect your private information.
- Follow the DCS Acceptable Use Policy (AUP).

S


Supportive

- Report to the office if someone else parks in your assigned space.
- Encourage others to park in their assigned space.

- Problem solve technology issues.
- Be open to new ways of learning.
- Use “chat” feature to get help.

- Use search channels to help find answers when possible.
- Ask for help in an appropriate way.

BEHAVIOR EXPECTATIONS MATRIX

D  C A R D S	ONLINE COMMUNICATION	
	Courteous	<ul style="list-style-type: none"> • Report cyberbullying to your teacher. • Encourage others to communicate kindly. • Give credit when using other people’s work. • Communicate in a kind way.
	Attentive	<ul style="list-style-type: none"> • Check your email/communication regularly and on time. • Respond to communication within 24 hours.
	Respectful	<ul style="list-style-type: none"> • Respect office/available hours • Allow 24 hours for teachers to respond. • Use greetings such as “Hello,” “Thank you,” “Good Morning.” • Spell out words, without abbreviations.
	Dependable	<ul style="list-style-type: none"> • Be cautious using “reply all” not to include personal information that would be shared with everyone. • Only send content to known person. • Report problems to an adult.
Supportive	<ul style="list-style-type: none"> • Use search when trying to locate a communication you can’t find. • Check “Sent” or “Draft.” 	

C. Discipline Policy

Students are within the jurisdiction of the school. The rules and policies stated in this handbook are in support of the school administration's broad discretionary authority to act for the safety, order, and discipline of the school. Any overt behavior or rule infraction while on school property, at bus stops, at school activities, or during the course of the school day (on or off campus) places students under the disciplinary action of the school. The school has the authority to enforce all school rules as students are on the way to and from school. These regulations apply 24 hours a day, 7-days per week, on school grounds, in school buildings, on school buses, at bus stops, and also at any school-sponsored event including "away" activities. Compliance with the following rules and regulations is mandatory for all students. In addition, it is expected that all students will comply with State and Federal law. Violations will result in school discipline and referral to law enforcement agencies.

For the safety of students and school personnel, students and their possessions may be searched when given reasonable suspicion. This includes but is not limited to, students' book bags, purses, lockers and vehicles. Periodic searches by drug dogs may be scheduled. In addition, video cameras may be used in various locations on school grounds and buses.

A student's cumulative disciplinary record will be considered when determining the appropriate level of consequence for misbehavior. Discipline from other buildings may be considered, especially in areas of student safety, i.e. weapons and drugs. Secondary students who receive multiple suspensions from repeated violations of school rules documenting a pattern of persistent disobedience during a school year may, on the recommendation of the principal, have their record reviewed by the Director of Student Services to determine if the student should be considered for long-term suspension and/or brought before the school board for possible expulsion.

All students have the right to attend school in a safe and orderly environment that is conducive to learning. For this reason, there will be a standard procedure for investigating and responding to threats to harm others.

D. Procedures for Student Threats

Rationale: All students have the right to attend school in a safe and orderly environment that is conducive to learning. For this reason, there is a standard procedure for investigating and responding to student threats to harm others.

Threat to Harm Self or Others: A threat to harm is defined as any spoken, written or behavioral communication of intent to physically injure or harm one's self or another person. A threat may be spoken, written or posted online. Threats can be communicated directly to the intended victim or communicated to a third party, including the posting of threats or threatening statements online. Students making threats are subject to discipline up to and including permanent expulsion from school and referral to law enforcement.

Statements or Actions that may be Perceived as Threats and/or Threatening Behavior: Students who don't make an actual threat but who make comments or statements that could be perceived as threats or who are exhibiting troubling behaviors that could be perceived as threatening or pose a potential safety risk to themselves or others may be excluded from school and school activities for safety reasons. Students who are excluded from school for safety reasons may be required to undergo a threat assessment. In these cases, the exclusion may be non-disciplinary.

Threat Assessment: In order to maintain the safety of students and school personnel, all student threats to harm others shall be immediately reported to the school principal. The principal or designee shall immediately investigate the threat. In cases where the student threatens to kill another person or makes a threat against the school, the principal or designee will assemble a threat assessment team and conduct a threat assessment. The threat assessment team may consist of, but is not limited to, the following: a building administrator (principal, assistant principal, dean of students), the school resource officer, a school counselor and/or the school social worker, instructional personnel. The purpose of this team is to determine the seriousness of the threat and take necessary steps to protect others and maintain a safe and orderly learning environment. When the building investigation is completed, the principal or designee shall immediately contact the director of student services to determine if the threat is transient or substantive.

Transient and Substantive Threats: Both the principal investigating the threat and the director of student services will consult before determining if a threat is transient or substantive. A threat that is judged to be not serious, because it can be immediately resolved so that there is no sustained intent to harm, is termed a “transient” threat. A threat that is judged to involve sustained, serious intent to harm someone is termed a “substantive” threat. Judgments about the seriousness of a threat will be based on a consideration of the content, context and meaning of the threat. When the seriousness of the threat is unclear, the threat will be treated as a substantive threat until its status can be clearly determined.

District Threat Assessments: If a student is determined by the principal or designee and the director of student services to have made a serious substantive threat to harm others, the student may be interviewed by the district threat assessment team. This district threat assessment team may consist of but is not limited to the director of student services, the school psychologist, a school social worker, the school principal, and a school counselor. The purpose of this team is to further evaluate the seriousness of the threat, to determine the student’s immediate mental health status and safety needs and to make recommendations and/or develop a behavior plan for the student.

Law Enforcement Notification: If a student is determined by the principal or designee to have made a substantive threat to harm themselves or others, and this threat involves a threat to kill, severely injure, or commit a sexual offense, the threat shall immediately be reported to law enforcement. Any possession of weapons will also be reported to law enforcement.

Parent Notification: Parents will be notified as soon as practicable when a student has been interviewed about making a reported threat. When a student is reported to have made a threat to harm others, the principal or designee shall immediately take any necessary steps to protect others and maintain a safe and orderly learning environment. The principal or designee shall conduct an immediate investigation and if needed, convene a building threat assessment team to determine the seriousness of the threat. A threat assessment may include interviewing the student who was reported to have made the threat, and other staff or students who have knowledge of the threat or information relevant to the safety of others.

Notification of Intended Victims and Parents: If a student is determined by the principal or designee to have made a substantive threat to harm others and the threat targets specific, identifiable victims, the intended victim(s) of this threat will be advised of the nature of the threat and the identity of the student who made the threat. If an intended victim is a student, that student’s parents will also be notified. If other students, who may have been witnesses to the threat or have additional information regarding the threat, are questioned by school administration, their parents will also be notified.

Disciplinary Consequences: Consistent with all applicable laws and constitutional provisions both transient and substantive threats are subject to the full range of disciplinary consequences. In deciding on disciplinary consequences, the principal or designee will consider the seriousness of the threat and the degree to which the threat is disruptive to a safe and orderly learning environment conducive to learning for all students. In addition, the principal or designee will consider a student's age, the student's disciplinary history, and whether the student has a disability. In the case of substantive threats, the director of student services will be consulted to determine the most appropriate disciplinary consequence.

Student Exclusion from School: Consistent with all applicable laws and constitutional provisions when a student is determined to have made a threat of any kind, the student may be suspended from school. If the threat is determined to be a substantive threat to harm others, the threat assessment team will gather information necessary to develop a behavior plan and/or make recommendations for meeting the student's educational and any mental health needs to maintain the safe and orderly school environment. This behavior plan will be in place when and if a student returns to school. In all cases of threats and/or behavior deemed, by the District, to be unsafe or threatening the District reserves the right to place the student in an alternative educational setting, including online learning, until it is determined, by the District, that it is safe for the student to return to school. **Serious substantive threats may result in long-term suspension or permanent expulsion from Davison Community Schools.**

E. Procedures for Suspensions and Expulsions

Under Michigan law, a suspension of 10 or fewer school days is presumed to be reasonable. A suspension of greater than 10 school days, or an expulsion, is, in most circumstances, presumed not to be warranted. Before imposing a suspension or an expulsion, District administration or the Board must rebut the presumption (i.e., explain why the suspension or expulsion is warranted despite the presumption) by considering the following factors:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior.

1. Short-Term Suspension (1-9 days in length)

No short-term suspension shall be imposed upon a student without giving the student notice of the charges and affording the student a hearing. The notice may be oral or written and the hearing may be held immediately. The hearing may be conducted informally but shall include the following procedural due process requirements: (a) the right of the student to be present at the hearing; (b) the right of the student to be informed of the charges; (c) the right of the student to be informed of the basis for the accusation, and (d) the right of the student to make statements in defense of the charges or accusations.

A notice, either verbal or written, of any short-term suspension and the reasons for the suspension, shall be given to the students involved and/or to the parents or guardians of the students within 24 hours after the suspension has been imposed. In the event the student has not been afforded a hearing prior to any short-term suspension, an informal

hearing shall be provided as soon as practicable but in no event later than 72 hours after such short-term suspension has been imposed.

2. Long-Term Suspension (9 days up to and including 29 days)

The Board of Education authorizes the superintendent or his/her designee to impose a long-term suspension of up to twenty (20) days. The twenty days may be in addition to any short-term suspension imposed by a building administrator. Any student who is subject to such a long-term suspension shall be afforded his/her due process rights, including the right to a hearing before the superintendent or his/her designee. The Board shall be notified of any long-term suspension administered by the superintendent or his/her designee.

3. Long-Term Suspension (more than 29 days in length) or Expulsion

In the event the administrative staff recommends a long-term suspension of more than 29 days or the expulsion of a student, a written notice shall be given to the student's parents or guardians. This notice shall state the time, date and place that the student will be afforded an opportunity for a formal hearing before the board. During a board-imposed suspension or expulsion, the student will/may not receive credit for work covered or tests given during the suspension or expulsion.

Formal Hearing Procedure

The formal hearing shall be conducted before the members of the board in accordance with the following procedures:

- a. The right of the student to have the hearing conducted in open or closed session, at the student's option;
- b. The right of the student to have counsel of his/her choice present and to receive the advice of counsel or another person the student may select;
- c. The right of the student's parents or guardians to be present at the hearing;
- d. The right of the student and his/her counsel or advisor to hear or read a full report of testimony of witnesses against the student;
- e. The right of the student and his/her counsel to question witnesses who appear in person at the hearing;
- f. The right of the student to present his/her own witnesses;
- g. The right of the student to testify in his/her own behalf and given reasons for his/her conduct;
- h. The right of the student to have an orderly hearing; and
- i. The right of the student to a fair and impartial decision based substantial evidence.

In these procedures, counsel means any person a student selects to represent and advise him/her at all proceedings conducted according to these procedures.

The board shall render its decision not later than five calendar days after the conclusion of the formal hearing, and it shall be communicated to the student and/or his/her parent or guardian in writing. Decisions by the board are considered final, and not subject to appeal.

4. Results of Suspension

Disciplinary action may be cumulative within and across the categories and may result in suspension or expulsion. The suspension may vary in length depending upon the seriousness and frequency of the misconduct.

During the time of suspension, the student will not participate or be present at any school activity, curricular or extracurricular, or be present on school property unless accompanied by a parent or legal guardian for a prearranged conference with the administrator who suspended the student or to whom he/she is properly appealing.

Any homework missed during the time of suspension shall be due on the day the student returns to school. Tests or quizzes missed as a result of the suspension shall be given on the day of return to school. All responsibility for homework and test/quiz requests shall rest with the student. Access to that information is available through email, voice mail or ParentVue.

The appropriate administrator shall be responsible for documenting evidence to support any action of suspension. Such documentation shall be in writing and shall be maintained in the office of the assistant principal or principal.

F. Student's Right of Appeal

All disciplinary actions imposed by building principals may be appealed at the building level. Only out-of-school suspensions or recommendations for expulsion may be appealed beyond the building level. Appeals are for the purpose of refuting the charges or penalty based on presented evidence.

Appeals of suspensions may be filed by the parents or legal custodians of suspended students. Appeals must be registered within two school days of notification of the suspension and must be directed to the administrator directly supervising the school official who imposed the suspension. Appeals at every level will be handled promptly by the district. Students may attend school during the appeal process unless this affects safety in our schools. The administrative structure is as follows:

1. Assistant Principal and/or Dean of Students
2. Principal
3. Executive Director of Student Services (*The Executive Director of Student Services or his/her designee is the last level of appeal*)

Notice of all further appeals beyond the first level must also be registered within two school days of the receipt of the previous decision. All required written disciplinary notices may be mailed to the residence of the parents or guardians at the address on file in the school records. In lieu of mailing the written notice, personal delivery is permissible.

G. Removal of a Student From School Pending Investigation

When an administrator deems it necessary, the administrator may temporarily remove from school a student charged with, suspected of committing, or suspected of being involved in, an infraction or incident, for a reasonable period of time necessary:

- to complete the investigation of an alleged infraction or incident,
- to defuse a situation that could become worse without such removal, or
- for other reason(s) as renders such a removal in the best interests of a particular student, a school, its students, or its staff.

Such a removal shall not constitute disciplinary action, although the infraction or incident that prompts it may conclude in disciplinary action. If the incident that has prompted removal results in discipline, the time during which the student has been removed from school shall be credited to any disciplinary time imposed.

H. The Code and Confidentiality of Disciplinary Records

A student's record of disciplinary action is confidential. Parents may request and receive a copy of a school record of disciplinary action about their own child. Except as allowed by law or state mandate, or in keeping with a parent's written request, or a student's written request if age 18 or older, a student's record of disciplinary action is not released.

I. The Code and Reporting Certain Offenses to Local Police

In compliance with MCL 380.1308 and the Michigan School Safety Response Guide, the Davison Community Schools report certain incidents of student misconduct to local police agencies within the limits of the Family Educational Rights and Privacy Act.

J. Students Involved with Civil Authorities/Conduct Outside of School

Davison High School Administration will cooperate fully with the civil authorities (including local police authorities). The DCS administration has the right to discipline students for off campus activities when those activities impact the safety, order and discipline within the school. We are extremely aware of our public image. Any Davison Community Schools student who gets involved with the police or courts brings discredit to our total student body. The administration will cooperate fully with the civil authorities. Students who hold office or other positions of importance within the school are expected to maintain high standards of conduct both in and outside of school. Failure to do so may result in a relinquishing of that office or position.

A student's conduct outside of school may result in exclusion from school if it is determined that his/her presence in school would create a disruption or create an unsafe environment for staff or students.

Examples - including but not limited to: Alcohol - Drugs - Conviction of a felony.

K. Student Code of Conduct Consequences

The following lists most of the consequences for student violations. The school administration reserves the right to determine the consequences for any violation based on the grade level of the student, severity of the violation and the student's previous disciplinary record. The rules and policies stated in this handbook are in support of the school administration's broad discretionary power to act for the safety, order and discipline of the school. It is noted that the consequences listed in this handbook are a range and not necessarily a progression.

A student's cumulative disciplinary record will be considered when determining the appropriate level of consequence for misbehavior. Discipline from other buildings may be considered, especially in areas of student safety, i.e. weapons and drugs. Secondary students who receive multiple suspensions from repeated violations of school rules documenting a pattern of persistent disobedience during a school year may, on the recommendation of the principal, have their record reviewed by the Director of Student Services to determine if the student should be considered for long-term suspension and/or brought before the school board for possible expulsion.

VIOLATION

CONSEQUENCE

1. Attendance and Punctuality

- | | |
|--|---|
| <p>A. Improper Checkout: Leaving class or the school premises or loitering on school grounds without checking out with the office or authorization.</p> | <p>Warning, re-teaching, restorative practices, unexcused absence, detention, suspension (1-3 days), or loss of driving privileges.</p> |
| <p>B. Skipping School/Truancy: Unauthorized absence from school or class. This includes being in restricted areas during the student's scheduled class hours and/or lunch period, or loitering on school grounds without authorization.</p> | <p>Warning, restorative practices, unexcused absence, detention, PBIS Room or suspension (1-9 days), loss of credit.</p> |
| <p>C. Tardiness: Student is not in class when the bell rings.</p> | <p>Warning, detention, restorative practices, PBIS room (1-3 days).</p> |
| <p>D. Missed detention</p> | <p>Warning, additional detention, restorative practices, suspension (1-3 days).</p> |

2. Appropriate Learning Environment

- | | |
|--|---|
| <p>A. Cheating: The act of willingly and knowingly copying or using the work of others and representing it as one's own and/or the act of using books, notes or other materials on a test without the knowledge or approval of the instructor. This includes changing grades in any instructor's records.</p> | <p>Re-teaching, detention, restorative practices, possible loss of credit for the assignment/test/marking period/semester, suspension (1-9 days).</p> |
| <p>B. Plagiarism: Submitting another person's writing, creation or ideas as his/her own. DHS has a separate Academic Integrity Policy.</p> <p>Agreeing, assisting and/or knowingly allowing another student to cheat and/or plagiarize constitutes academic dishonesty/cheating.</p> | <p>Re-teaching, detention, restorative practices, possible loss of credit for the assignment/test/marking period/semester, suspension (1-9 days), loss of credit for marking period/semester.</p> |
| <p>C. Disrespect: Abusive language that is offensive, intimidating or hostile in reference to, among other factors, race, gender, religion, color, creed, disability, height,</p> | <p>Warning, re-teaching, restorative practices, detention, PBIS room or suspension (1-9 days).</p> |

weight, physical appearance, sexual orientation, nationality, or ancestry, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

D. Dishonesty/False Reports: Submitting a false allegation of any violation included in student code of conduct. Students are expected to respond to staff in a truthful manner at all times. In addition, students are required to report unsafe situations (i.e., bomb threats/weapon, drugs, alcohol, etc.) to administration promptly. Students who do not report these situations will face consequences.

E. Insubordination: Any student who refuses to comply with the requests of school personnel.

1. Refusal to obey (This includes the failure of a student to carry out a reasonable request by school personnel or any act of defiance toward school personnel.)
2. Refusal to identify self (refusal to show identification card and give correct name when requested to do so by school personnel)
3. Refusal to serve detention or any assigned disciplinary action
4. Refusal to leave school premises when directed by school personnel

F. Forgery/Misrepresentation: Refusal to give a correct name when requested to do so by an employee, or fraudulently using in any form the name of another person.

G. Dissemination of Unauthorized Material: The act of distributing unauthorized materials on school property.

H. Dress and Appearance: In general, clothing needs to be clean and appropriate for the climate and the situation. Students shall not wear attire which interferes with the operation of the school or which impinges upon the general health, safety and welfare

Warning, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Warning, re-teaching, restorative practices, detention, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Warning, re-teaching, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Warning, detention, restorative practices, suspension (1-9 days).

Warning, re-teaching, restorative practices, change of clothes, detention, PBIS room, suspension (1-3 days).

of the district, students or employees (See Dress Code.)

I. Disruptive Behavior in Classroom/ Disorderly Conduct in Other Building Locations (i.e., hallway, cafeteria, restroom, etc.): Any student exhibiting behavior which is disruptive to the orderly educational process of the school. This includes failure to follow approved classroom and school rules. It also includes, but is not limited to, two or more students in a restroom stall together, inappropriate throwing food/objects/snowballs at an object or at an individual anywhere on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

J. Offensive or Inappropriate Language or Gestures: Use of profane, vulgar or obscene language and/or gestures, pictures or sounds.

K. Improper Use or Possession of Electronic Devices: Electronic games or other paraphernalia, and digital cameras are not to be used/played or operated during the school day. In all buildings, use of these devices may be permitted under special circumstances with permission of the building administrator.

Electronic music players and games may be permitted during bus rides. They may not be used when boarding or exiting the bus.

These items are the responsibility of the student. The school assumes no responsibility for lost, broken or stolen items.

Taking pictures, video or audio recordings of any staff or student, or drawing pictorial representations of students or staff without their permission is not allowed. These may not be posted on any internet sites or disseminated in any fashion to other individuals.

Warning, re-teaching, detention, restorative practices, suspension (1-9 days). Inappropriate lunchroom behavior may result in loss of lunchroom privileges.

Warning, re-teaching, detention, restorative practices, suspension (1-9 days).

Elementary

First offense – warning.

Second offense – warning and parent notification.

Third offense – warning, detention, restorative practices, parent must pick up device in office.

After the third offense, the student may no longer be permitted to possess the device on school grounds. Additional suspension up to 3 days may result from repeated violations.

Middle School

First offense – warning, confiscation of device, phone call or letter home from administrator and the student will participate in the check in/check out process for one week. The check in/check out process requires students to check in their phone to the office as soon as they enter the

building in the morning and collect their phone each day when the school day ends.

Second offense – confiscation of device, phone call or letter home from administrator and the student will participate in the check in/check out process for two weeks. The check in/check out process requires students to check in their phone to the office as soon as they enter the building in the morning and collect their phone each day when the school day ends.

Third+ offense – confiscation of device, phone call home from administrator and parent pick-up/ conference in the office, check in/check out for one month.

Davison High School and Davison Alternative Ed.

First offense – confiscation of device to be picked up by parent and one hour after-school detention.

Second offense – confiscation of device to be picked up by parent and one day in PBIS room.

Third offense – confiscation of device to be picked up by parent and 2 days in PBIS room.

Subsequent offense – confiscation of device to be picked up by parent and up to 3 days out of school suspension.

Consequence for pictures, video or audio recordings - Warning, re-teaching, detention, restorative practices, suspension (1-9 days).

L. Cell Phones/Electronic Devices: In the elementary and middle school buildings, cell phones, smart watches, and other electronic devices are to be used for emergency purposes only and after school hours. Their use during the school day presents a disruption to the educational process.

Cell phones must be turned off and put away in the student's locker or backpack at Elementary, and student locker at Hahn Intermediate and Davison Middle Schools during school hours.

At Davison High School and Davison Alternative Education, cell phones may only be used before school, after school, during passing time and during a student's lunch time in the cafeteria

Cell phones may be permitted during bus rides. Cell phones may be permitted on bus rides at the discretion of the driver. However, if a student is found to be using their cell phone inappropriately, they will lose their cell phone privilege. Cell phones may not be used when boarding or exiting a bus.

Students are prohibited from using cell phones/cameras to capture, record or transmit the words (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission/posting of such words or images. Using a cell phone/camera to take or transmit/post audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not

Elementary/Hahn Intermediate

First offense – warning.

Second offense – device taken and sent home at the end of the day and parent notification.

Third offense – warning, detention, parent must pick up device in office.

After the third offense, the student may no longer be permitted to possess the device on school grounds.

****** Additional suspension up to 3 days may result from repeated violations or taking or transmitting pictures/ video/ audio recordings.

Middle School

First offense – warning, confiscation of phone, phone call or letter home from administrator and the student will participate in the check in/check out process for one week. The check in/check out process requires students to check in their phone to the office as soon as they enter the building in the morning and collect their phone each day when the school day ends.

Second offense – confiscation of phone, phone call or letter home from administrator and the student will participate in the check in/check out process for two weeks. The check in/check out process requires students to check in their phone to the office as soon as they enter the building in the morning and collect their phone each day when the school day ends.

Third+ offense – confiscation of phone, phone call home from administrator and parent pick-up/ conference in the office, check in/check out for one month, 1 week of lunch detentions and/or after school detentions.

****Please note:** Any student who receives more than 3 cell phone violations may not be allowed to attend any DMS extracurricular activity for an indefinite period of time (parties, clubs, athletic events, etc.). ****** Additional suspension up to 3 days may result from repeated violations or taking or transmitting pictures/ video/ audio recordings.

Davison Alternative Ed.

If a student has their cell phone in sight during class they will be asked to put it in the pocket chart in the classroom. They will get it back at

permitted unless authorized by the building principal. Students who violate this provision, violate the privacy rights of another person may have their cell phone confiscated and given to law enforcement.

No expectation of confidentiality will exist in the use of cell phones on school premises/ property.

Davison High School/ Davison Alternative

Students are prohibited from using a cell phone in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

Students are also prohibited from using a cell phone to capture and/or transmit pictures of or any test information or any other information in a manner constituting fraud, theft, cheating or academic dishonesty. Likewise, students are prohibited from using their cell phone to receive such information.

Taking pictures, video or audio recordings of any staff or student, or drawing pictorial representations of students or staff without their permission is not allowed. These may not be posted on any internet sites or disseminated in any fashion to other individuals.

Possession of a cell phone by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy

the end of the hour. Refusal to do so will result in:

First offense – confiscation of phone to be picked up by parent and one hour after-school detention.

Second offense – confiscation of phone to be picked up by parent and one day in PBIS room.

Third offense – confiscation of phone to be picked up by parent and 2 days in PBIS room.

Subsequent offense – confiscation of phone to be picked up by parent and up to 3 days out of school suspension.

** Additional suspension up to 3 days may result from repeated violations or taking or transmitting pictures/ video/ audio recordings.

Davison High School

Students found in violation of the policy will have their cell phone immediately confiscated and the following actions administered:

1. Using a cell phone or camera to capture, record, transmit and broadcast inappropriate words or images may result in suspension up to possible recommendation to the Board of Education for long-term suspension and/or expulsion.
2. Using a cell phone to harass, bully, embarrass, intimidate and threaten may result in a long-term suspension to possible expulsion.
3. Using a cell phone during a State/Federal-mandated examination, test, quiz or final exam will result in a one (1) day suspension to possible expulsion.

** Additional suspension up to 3 days may result from repeated violations or taking or transmitting pictures/ video/ audio recordings.

Consequence for pictures, video or audio recordings - Warning, re-teaching, detention, restorative practices, suspension (1-9 days).

or otherwise engages in misuse of this privilege. Students are personally and solely responsible for the care and security of their cell phone.

Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office at 810-591-3531. Students may use school phones to contact parents/guardians during the school day with permission.

M. Acceptable Use Policy – Computer/Technology: The fundamental rule for use of District computers/network resources is that all use must be consistent with the District’s educational goals and behavior expectations. All students must sign an acceptable use policy agreement, which details these expectations. Refer to page 9.

The use of any school-issued device to access content not appropriate to the school setting, classroom assignment or teacher instructions. This includes music, games and videos.

Additionally, schools have the authority to discipline students who use home computers in ways that “materially and substantially disrupt” school work or discipline in a school. This includes, but is not limited to, any inappropriate comments or threats using email, instant messaging, website profiles, text messaging, etc.

N. Food and Beverages: Food and drink should not be consumed in the classroom or hallways. This rule does not apply to special circumstances with teacher approval. Littering or throwing food and such in the cafeteria is inappropriate. Students are expected to clean up after themselves and return cafeteria trays to the designated area.

Warning, reteaching, restitution, loss of computer use, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/ or expulsion.

First Offense: For a period of 5 days, student use of school technology is restricted to times when technology is necessary for the direct delivery of classroom content.

Second Offense: For a period of 10 days, student use of school technology is restricted to times when technology is necessary for the direct delivery of classroom content.

Warning, reteaching, restorative practices, clean-up, confiscation, detention, suspension (1-3 days).

O. Possession of Banned Items:

a. Perfumes, body sprays and other spray hygiene products: These products are not allowed in schools or on buses.

b. Devices with wheels/hackysacks/ items deemed inappropriate to an educational setting: (i.e., in-line skates, skateboards, rollerblades, shoes with wheels, hackysacks, etc.) These items are considered to be a safety hazard in the school and/or a material disruption to the educational process; therefore, students are not allowed to use them in the building.

c. Cigarette lighter or other unauthorized device which can cause a fire on school property.

P. Student Protest, Unauthorized Demonstrations, Strikes or Assemblies/ Rioting: Inciting others to disobedience or violence; to take the role of leadership or to overtly encourage activities which disrupt the normal educational process of the school. This includes any student protest, demonstration or behavior which seriously disrupts any school activity or the orderly and safe operation of the school.

Strikes by students are prohibited. A strike shall mean the concerted effort by two or more students in any of the following activities:

- Refusal to go to a class, refusal to leave a class, refusal to obey an order of a teacher, principal, or other person having authority to give the order.
- Refusal to leave school premises, a school-related vehicle, or a school-sponsored activity or trip when ordered to do so by a person having the authority to give the order.

Q. Public Display of Affection: Behavior which is inappropriate in the school setting or which shows a lack of modesty or tact. This

Warning, reteaching, restorative practices, confiscation, detention, suspension (1-9 days).

Warning, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Warning, reteaching, restorative practices, detention, suspension (1-9 days),

includes any type of inappropriate gesture, conversation and/or sexual activity.

recommendation to the Board of Education for long-term suspension and/or expulsion.

R. Obscene Materials: Possession/distribution of any obscene material.

Warning, reteaching, detention, restorative practices, suspension (1-9 days). Repeated or serious offenses may result in recommendation to the Board of Education for long-term suspension and/or expulsion.

S. Indecent Exposure: Inappropriate exposure of body parts.

Warning, reteaching, restorative practices, detention, suspension (1-9 days). Repeated or serious offenses may result in recommendation to the Board of Education for long-term suspension and/or expulsion.

T. Unauthorized Areas/Loitering: Being present in an area without authorization of school personnel. Remaining on school grounds with no apparent purpose or when suspended.

Request to leave, warning, restorative practices, detention, suspension (1-3 days), reteaching.

U. Gambling: The accepting, recording or registering of bets, or carrying on a game or any other lottery without the consent of school administration; or possessing gambling paraphernalia, on school premises, in a school-related vehicle, or at a school-sponsored activity or trip.

Warning, detention, restorative practices, suspension (1-9 days).

V. Potentially Dangerous or Unsafe Acts: Acts which have the potential to endanger the safety and well-being of self and/or others.

Warning, reteaching, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

W. Persistent Disobedience: Repeated violations of school rules.

Restorative practices, suspension, (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

3. Protection of Property

A. Theft, Robbery, Burglary: The intent, attempt, or act of dishonestly acquiring property of others (stealing).

Theft: The unlawful taking, carrying, leading, or riding away of property from the possession of another person.

Return of or payment for stolen property or restitution, restorative practices, detention, suspension (1-9 days), withdrawal from class may be a consequence of stealing from a classroom, possible referral to law enforcement. The value of the property stolen

Burglary: Unlawful entry into a building or other structure with the intent to commit a crime.

Robbery: Taking or attempting to take anything of value under confrontational circumstances from the care, custody or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear of immediate harm.

B. Possession of stolen property: Receiving and aiding in concealment of stolen property knowing it has been stolen, embezzled and/or taken without proper authority.

C. Vandalism/Damage to Property: The willful or malicious destruction, damage, injury or disfigurement or defacement of any public or private property, real or personal, without the consent of the owner and/or school administration. This includes graffiti.

D. Arson: The willful and malicious burning of anything on or of school property. To unlawfully and intentionally damage, or attempt to damage any real or personal property by fire or incendiary device as defined in MCL.

E. School Violence Threat/Bomb Threat: The act of making a bomb or similar threat directed at a school building, other school property or a school-related event as defined in section 380.1311a(2) of the MCL.

will be considered when determining the appropriate level of consequence and may cause a recommendation to the Board of Education for long-term suspension and/or expulsion.

Return of or payment for stolen property, restorative practices, detention, suspension (1-9 days), withdrawal from class may be a consequence of stealing from a classroom, possible referral to law enforcement.

Restorative practices, payments to repair vandalism or damage, suspension (1-9 days), possible referral to law enforcement, possible recommendation to the Board of Education for long-term suspension and/or expulsion.

Restorative practices, suspension (1-9 days), possible referral to law enforcement, recommendation to the Board of Education for long-term suspension and/or expulsion. Students who are charged with arson and enrolled in grade 5 or below at the time of the expulsion shall not be reinstated before the expiration of 10 school days after the date of the expulsion. Students who are charged with arson and who are enrolled in grades 6 or above at the time of the expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.

Suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

4. Protection of Physical Safety and Mental Well-being

A. Harassment: Unsolicited words (oral, written, or electronic) or conduct/behavior which is intended to annoy, provoke, threaten, alarm, abuse, or in another way cause the victim emotional distress. Harassment tends to involve a pattern of behavior. When the behavior directed at the target is based on a protected class, that behavior is then defined as harassment. Protected classes include race, color, religion, sex, age, disability and national origin.

Verbal: put-downs, name calling, “mean teasing” particularly when related to one’s disability, religion, race or sexual orientation. This may include social issues such as shunning or purposefully excluding individual in social settings.

Physical: unwelcome or unwarranted touching, pretending to shoot someone with an object or finger, poking, minor pushing with intent to annoy or intimidate, direct threats of intent to inflict harm, threatening behavior (shaking fists angrily), destroying property to intimidate.

Sexual: unwanted verbal or physical sexual advances or actions, gestures, or verbal, written or electronic comments/pictures of a sexual nature, sharing sexual photos (pornography) sexual jokes/questions, which are offensive and objectionable to the recipient, cause discomfort or humiliation and interfere with school performance.

Racial: verbal, written, electronic, or physical harassment based on race, skin color ancestry, origin country or citizenship. This may also include harassment based on perceived attributes of a certain ethnicity (curly hair, accents, customs, beliefs or clothing). Racial harassment includes but is not limited to racial slurs, racial insults, racial jokes, degrading comments, intolerance of differences.

Warning, reteaching, restorative practices, detention, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Repeated offenses will result in progressive discipline consequences.

Social/Psychological: shunning, purposefully excluding individuals in social settings, isolating or denying the victim's presence.

B. Criminal Sexual Conduct: Inappropriate sexual conduct as described by law.

C. Bullying/Intimidation/Threats:

Bullying: Any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, 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:

- Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school districts or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Have an actual and substantial detrimental effect on a pupil's physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Such behavior is considered bullying, whether it takes place in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is

Expulsion considered as required by law, contact law enforcement. Students who are enrolled in grade 5 or below at the time of the expulsion shall not be reinstated before the expiration of 10 school days after the date of expulsion. Students who are enrolled in grade 6 or above at the time of the expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.

Warning, detention, suspension (1-9 days), a recommendation to the Board of education for long-term suspension and/or expulsion. Restorative practices as appropriate. Students may be required to meet with a school administrator, school counselor, school psychologist and/or school social worker prior to the student's return to school. (See Procedures for Student Threats on P. 65) The student may also be required to adhere to a behavior plan and/or meet certain criteria established by the administration upon their return to school.

owned by or under the control of the school district.

Typically for the behavior to be considered bullying it must include power dynamics that evoke control, harm or strength over another person and must be repetitive. When determining whether an act is bullying, administration will consider motivation, frequency, duration, severity and patterns.

Intimidation: To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the person to actual physical attack.

Verbal Threats/Assaults Toward

Students: Any statement or act, oral, written, or electronically transmitted that in the judgment of the administration, can be expected to induce an apprehension or danger or bodily injury or harm to another student. This includes any “hit lists” written by students. These are considered serious violations and will result in long-term suspension and/or expulsion.

Verbal Assaults by Students Against

School Personnel: Any statement or act, oral or written, which can be expected to induce an apprehension of danger of bodily injury or harm to a school employee, volunteer or contractor. Also, communication by a student that causes a reasonable sense of fear.

D. Gang-Related Activities: The presence, display, possession or production of gang-related symbols is not allowed on school grounds. The solicitation or recruitment of gang members is forbidden. Students who are involved in a school infraction, such as fighting, will receive additional suspension for gang-related behavior.

E. Physical Aggression: Behavior causing or threatening physical harm toward others. It includes pushing, shoving, tripping, slapping or smacking, kicking, biting, “flinching” (acting

Threats of Assault Committed by Students

Any student in grade 6 or above who commits a verbal, written, or electronically transmitted threat of assault on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event against a district employee or against a person engaged as a volunteer or contractor for the district shall be suspended or expelled by the Board. The Board may modify the suspension or expulsion period on a case-by-case basis.

Suspension (1-9 days), restorative practices, recommendation to the Board of Education for long-term suspension and/or expulsion.

Toward Students: Warning, reteaching, detention, restorative practices, suspension (1-9 days), recommendation to the Board of

like you are going to hit someone), breaking toys or other possessions, etc. This is often an attempt to start a fight or a quarrel. Students will face significant consequences for physically aggressive actions toward any staff member.

F. Fighting/Assault/Battery: An attempt to cause harm with the use of violent behavior or threats of violence. This may include, but is not limited to, hitting, pushing, hitting someone with a thrown object, spitting on someone.

In addition, the act of inciting or prompting others to fight. Planning or pre-arranging, while on school premises, for a fight to occur at any location.

In determining whether to suspend both students involved in the fight and the length of the suspension, the administrator will consider the following:

- Was one student clearly the aggressor?
- Did either student make an obvious effort to “walk away” from the fight?
- Did either of the combatants contribute to the fight by words or threats prior to the fight?
- Was it a clear case of assault of one person upon the other?
- Did either student, after being hit or pushed by the other student, retaliate aggressively (attempt to hurt the aggressor) or just act defensively?

Note: Ordinarily, a fight will not rise to the level of a physical assault, although an act that causes or incites a fight may constitute a physical assault if it is sufficiently serious, i.e., unprovoked, unanticipated, or unusually violent. Physical altercations that are not serious enough to be classified as a “physical assault” will generally be classified as “fighting” or as “physical aggression.”

In addition, the following mandates will be enforced:

Education for long-term suspension and/or expulsion.

Toward Staff: Suspension (1-9 days), restorative practices, recommendation to the Board of Education for long-term suspension and/or expulsion.

Warning, detention, suspension, a recommendation to the Board of Education for long-term suspension and/or expulsion. Restorative practices as appropriate.

First Offense: Out of school suspension for 3 - 5 days

Second Offense: Out of School Suspension for 5 - 9 days.

Third Offense: Out of School Suspension for 9 days and referral to Director of Student Services for possible long-term suspension and/or recommendation to the School Board.

In all cases of fighting/assault/battery, refusal to comply with staff’s attempt to intervene in the fight and/or physically aggressive acts toward staff will result in additional suspension with possible referral to the Board of Education.

In cases of severe and/or dangerous aggression, the above progressive discipline may not apply. On any occurrence, the student may be suspended for up to 9 days and may be referred to the Board of Education for a long-term suspension or expulsion (permanent exclusion from school), and referred to the local law enforcement agency for prosecution.

1. Physical Assaults by students against other students: Intentionally causing or attempting to cause physical harm to another through force or violence to another student. Severe consequences are warranted when the victim needs medical attention and/or suffers obvious severe or aggravated injury including broken bones, loss of teeth, possible internal injury, severe laceration or loss of consciousness.

2. Physical Assaults by students against school personnel: Intentionally causing or attempting to cause physical harm through force or violence to a school employee, volunteer or contractor.

3. Sexual Assaults: Any sexual act directed against another person, forcibly and/or against that person's will.

G. Possession/Dangerous Weapons, Firearms and Explosives: Possession, use, or threat of use of a firearm, explosive device (i.e., fireworks, bombs), or other object intended to cause bodily harm or property damage.

Dangerous weapons, or instruments used as weapons include handguns, rifles, etc., knives, knives with a blade over three inches, pocket knife opened by a mechanical device, dirk, stiletto, chains, brass knuckles, iron bars, throwing stars, BB guns, pellet or paintball guns, airsoft guns, slingshots, pepper gas, mace or other like chemical substances.

Toys or instruments that look like weapons (for example: guns and knives) are also not allowed on school property.

H. Ammunition: The possession of ammunition which is illegal or dangerous to themselves or others.

I. Extortion, Blackmail or Coercion: To unlawfully obtain money, property or any

Physical or Sexual Assaults Committed Against Other Students

The Board shall suspend or expel a student in grade 6 or above if the student commits a physical assault against another student on school property, on a school bus, or other school-related vehicles, or at a school-sponsored activity or event. The Board may modify the suspension or expulsion period on a case-by-case basis.

Physical Assaults Committed Against Staff

The Board shall permanently expel any student in grade 6 or above if the student commits a physical assault against a district employee or against a person engaged as a volunteer or contractor for the district, on school property, on a school bus or other school-related vehicle, or at a school-sponsored activity or event.

Suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion. Students found in possession of a firearm/explosives as defined by law shall be subject to expulsion. Students found in possession of any dangerous weapon as defined by law shall be subject to suspension or expulsion. Students who are enrolled in grades five or below at the time of the expulsion and who have been expelled for possessing a firearm or threatening another person shall not be reinstated before the expiration of 90 school days after the date of expulsion. Students who are enrolled in grades six or above at the time of expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion. Students who possess and/or use instruments that look like weapons (for example, toy guns or knives) in a threatening or disruptive manner shall also be subject to these consequences. Possible referral to law enforcement.

Suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

Detention, restorative practices, suspension (1-9 days), recommendation to the Board of

other thing of value, either tangible or intangible, through use of threat or force, misuse of authority, threat of criminal prosecution, threat of destruction of reputation or social standing or through other coercive means.

Education for long-term suspension and/or expulsion.

J. False Alarms: The act of initiating a fire alarm, calling 911, and/or initiating a report warning of a fire, bombing or other catastrophe without just cause.

Warning, reteaching, detention, restorative practices, suspension (1-9 days), recommendation to the Board of Education for long-term suspension and/or expulsion.

5. Controlled Substances – Drugs, Alcohol and Tobacco

A. Tobacco – possession or use: Tobacco products are defined as including chewing tobacco, snuff, pipes, cigars, cigarettes, lighters, e-cigarettes, vaporizers, or any related or look alike product. Tobacco use by students is harmful, and illegal if under 18. The use and/or possession of any tobacco product is prohibited in any attendance center, at school-sponsored events, or on the school grounds. Please note that the use of tobacco products is prohibited on school property at all times, and between the hours of 6 a.m. to 6 p.m. is a violation of state law and subject to a police citation.

For possession or use: suspension (1-9 days/minimum 3 days for grades 6-12, minimum 1 day for grade 5), referral to law enforcement. Restorative practices as appropriate.

Grades 6-12:

First Offense: Out of school suspension for 3 days and subject to a police citation.

Second Offense: Out of school suspension for 5 days and subject to a police citation.

Third Offense: Out of school suspension for 7 days and subject to a police citation.

Fourth Offense: Out of school suspension for 9 days and subject to a police citation.

** If a fifth offense is reached, the student will receive an out of school suspension for 9 days and a referral to the Director of Student Services for possible alternative educational placement.

Possession: Students who are in improper possession.

Use: Use/intake of tobacco products.

Distribution: Distribution or sale of tobacco products.

For distribution: suspension (1-9 days) (minimum 4 days for grades 6-12, minimum 2 days for grades 5); referral to law enforcement. Progressive discipline will occur for multiple offenses. Restorative practices as appropriate.

B. Drugs - Over-the-counter medication: Students are expected to follow proper school procedure for “Administration of Medication” when taking over-the-counter medication. Students also may not possess vitamins and any type of supplement in pill, liquid, vaporizer, or inhalant form without a physician’s order.

For improper possession or misuse: warning, suspension (1-9 days), a recommendation to the Board of Education for long-term suspension, and/or expulsion for distribution. Restorative practices as appropriate

For distribution or intent to distribute: suspension (1-9 days), a recommendation to the Board of Education for

Possession: Students who are in improper possession.

Use: Improper use/intake.

Distribution: Distribution or selling of over-the-counter drugs.

- C. Drugs – Prescription:** Students are expected to follow proper school procedure for “Administration of Medication” when taking prescription medication prescribed for them by a doctor.

Please note that possession of a prescription medication that is not prescribed to the student is against the law.

Possession: Students who are in improper possession.

Use: Improper use/intake or using medication that has been prescribed for another person.

Distribution: Students are not to distribute or sell any prescription medication to any other person.

- D. Alcohol/Drugs – Illegal or represented as illegal:** The consumption and/or possession of any alcoholic beverage or any illegal drug, controlled substance, or drug paraphernalia are prohibited in any attendance center, on school grounds, or at any school-sponsored activity. In addition, students cannot attend a school or any school-sponsored activity while being under the influence of alcohol or illegal drugs. Illegal drugs include, but are not limited to, cocaine, heroin, marijuana, steroids, cannabinoids, such as K2, Spice, CBD products, THC products, etc., and any other illegal substance or any related or look-alike product. Possession of devices and apparatuses designed for and/or associated with the use of controlled substances, e.g., including but not limited to e-cigarettes, vaporizers, and associated chargers, batteries, and devices to inhale controlled substances. Please note that any student who possesses alcohol or drugs on school grounds with the intent to distribute may be charged with distribution. Also, note that

long-term suspension and/or expulsion for distribution. Restorative practices as appropriate.

For possession or misuse: warning, suspension (1-9 days), a possible recommendation to the Board of Education for long-term suspension and/or expulsion. Students will be reported to the proper police authorities. A 9-day suspension may be shortened if the student completes the recommendation of an approved substance use disorder agency. The amount and type of drugs possessed by the student will be considered in determining the appropriate level of consequence. Restorative practices as appropriate.

For distribution or intent to distribute: minimum suspension of 9 days with a possible recommendation to the Board of Education for long-term suspension and/or expulsion. Restorative practices as appropriate.

For possession or use: suspension (1-9 days), a recommendation to the Board of Education for long-term suspension and/or expulsion.

First Offense: 9-day suspension which may be shortened if the student completes the recommendation of an approved substance use disorder agency.

Second Offense: 9-day suspension with referral to the Director of Student Services for possible long-term suspension.

Third Offense: Recommendation to the School Board for long-term suspension and/or expulsion.

Students will be reported to the proper police authorities.

The amount and type of drugs possessed by the student will be considered in determining the appropriate level of consequence.

possession of a prescription medication that is not prescribed to the student is against the law. Look-alike alcoholic beverages or look-alike substances that are misrepresented as drugs also are prohibited.

Any students who have in their possession or are under the influence of an illegal substance will be refused admittance and entrance to any school-sponsored activity and referred to the appropriate law enforcement authority. In the case of alcohol, the student may be subject to a personal breathalyzer test (PBT). In all cases of possession or distribution (including illegal prescription drugs), students will be referred to the appropriate law enforcement authority.

Students knowingly transporting illegal drugs or alcohol or persons in possession of illegal drugs or alcohol may be subject to the same consequences as the person in possession.

Possession: Students who are in improper possession of alcohol or an illegal substance.

Use: Students using or being under the influence of alcohol or an illegal substance.

Distribution or intent to distribute: The act of selling or distributing alcohol or an illegal substance or look-alike substance.

E. Inhalants: Abuse of inhalants or look-alike drugs is prohibited. Some examples of inhalants are spray paint, cleaning aerosol, computer duster, White Out, markers, glue, butane, or any look-alike inhalants. Students who improperly use or are in improper possession (i.e., not authorized by a parent), distribute, or sell any type of inhalant will be subject to suspension.

For distribution or intent to distribute: minimum suspension of 9 days with a possible recommendation to the Board of Education for long-term suspension and/or expulsion.

Students will be reported to the proper police authorities.

For possession or use:

First offense – up to 9 days out-of-school suspension. The type of inhalant in possession may be taken into account when determining the number of days. Suspension may be shortened if the student completes the recommendation of an approved substance abuse disorder agency. Restorative practices as appropriate.

Second and subsequent offenses – 9 days out-of-school suspension and possible recommendation to the Board of Education for long-term suspension or expulsion. Restorative practice as appropriate.

For distribution: minimum suspension of 9 days with a possible recommendation to the Board of

Education for long-term suspension and/or expulsion. Restorative practices as appropriate.

SELF-REPORTING: Students who voluntarily self-report their violation may have their consequences reduced depending on the nature and severity of the violation and/or whether the violation interferes with, disrupts, or adversely affects the school mission, instruction, activities, discipline, and/or operation, or reasonably leads school officials to anticipate such interference, disruption or adverse effect, including but not limited to, conduct that may reasonably be considered: (a) endangering the health or safety of students, staff, or school property; (b) a threat or attempted intimidation of a staff member; or (c) otherwise impinge on the rights of other students. A student will not receive reduced disciplinary consequences for self-reporting if the school reasonably suspects or has already become aware of the violation by other means; the student has been arrested or cited by law enforcement for the violation, or the student does not comply with the reduced consequences to address the violation.

VII. Transportation

Davison Community Schools provides bus transportation for many of our students. All **students should respect** the driver and other students while riding the bus. All drivers will do their best to provide the safest transportation possible for students. The entire Student Code of Conduct is in effect on the bus. **The administration reserves the right to permanently revoke the student's riding privilege after the third offense.**

A. Bus Conduct and Safety Rules

To ensure the safe and orderly transport of students to and from Davison Schools, the following regulations apply:

1. Bus riding is a privilege that can be denied to a student if persistent inappropriate or unacceptable conduct occurs aboard the school bus.
2. Students must comply with reasonable requests and directives from the bus driver or bus aide.
3. Bus drivers have the authority to assign seats.
4. Students must be at their bus stop five (5) minutes prior to bus pick-up time.
5. Students must cross the street only in front of the bus.
6. Students may open the emergency door only when instructed by the bus driver in emergency situations. Illegal use of emergency doors is a major misconduct.
7. Students must remain in their seats throughout the bus ride.
8. Students may not save seats for others; three (3) students may be assigned per seat if necessary.
9. Students will use a low-volume voice while talking on the bus.
10. Student backpacks and possessions must be small enough to fit on the student's lap or on the floor between the student's feet.
11. Glass containers or skateboards are not allowed.
12. Due to safety concerns, headphones, electronic music players or games, and cell phones are not to be used when boarding or exiting buses. Their appropriate usage may be permitted during the bus ride with the permission of the driver, athletic coach, or teacher. Taking pictures and/or videos is prohibited.
13. Food and beverage consumption is prohibited unless supervised by a driver, athletic coach, or teacher.
14. Students may open the emergency door only when instructed by the bus driver in emergency situations. Illegal use of emergency door is a major misconduct.

B. Bus Misconduct

Students who violate the transportation rules and regulations will be subject to the following disciplinary procedures:

FIRST OFFENSE of the school year will result in the following actions being taken by the Bus Driver: *Depending on the severity, may be advanced to third offense.

1. Conference with the student
2. Warning is given to the student

SECOND OFFENSE of the school year (and beyond) will result in the following actions being taken by the Bus Driver or Transportation Supervisor: *Depending on the severity, may be advanced to third offense.

1. Conference with the student
2. Telephone or personal conference with parent/guardian
3. Discipline referral form filled out and the parent/guardian's copy sent to the parent/guardian, and a copy given to the building administrator in a timely manner

THIRD OFFENSE of the school year (and beyond) will result in one or more of the following actions being taken by the building administrator:

1. A conference between the Bus Driver and student as well as a conference with the administrator and student
2. A telephone call or personal conference with a parent/guardian. A letter of understanding also will be sent to identify possible consequences of further violations.
3. The student may be required to write a plan for future behavior in conjunction with our Positive Behavior Support programs.
4. Detention (secondary level)
5. Loss of up to nine (9) days suspension of bus riding privileges
6. In-school Suspension
7. Suspension from school
8. Recommendation for loss of transportation privileges beyond nine (9) days
9. Recommendation for long-term suspension and/or expulsion from school

While most discipline measures are progressive, building administrators may determine some infractions as more severe and will forgo progression and treat it as a third offense:

1. Behavior of any kind which serves to distract the Bus Driver and thereby threatens the safety of the bus occupants. Such actions as throwing objects, screaming, false reporting, use of profane or obscene language or gestures, or others listed below may result in immediate disciplinary action.
2. Threatening the Bus Driver
3. Severe group rowdiness and/or fighting
4. Possession of matches, lighters, toys, or instruments that look like weapons and have projectiles and water balloons
5. Arson
6. Assault (physical violence to persons)
7. Sexual Harassment
8. Fighting
9. Possession of firearms, fireworks, explosives, and other weapons
10. Rioting or promoting unauthorized demonstrations
11. Gross disrespect
12. Sale, distribution, use, or possession of alcoholic beverages, drugs, tobacco products, or vape/electronic cigarette devices
13. Theft, burglary, or robbery
14. Vandalism
15. Other misconducts deemed major by appropriate administrator

Assault or physical violence to a driver will result in losing riding privileges for the remainder of the school year and discipline set forth by the student code of conduct.

C. Notice of Video Cameras

The school district shall annually provide the following notice to students and parents: The Davison Community Schools Board of Education has authorized the use of video cameras on school district buses. These video cameras, which also record audio, shall be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents are hereby notified that the contents of the videotapes may be used in a student disciplinary proceeding. The contents of the videotapes are confidential student records and shall be retained with other student records. Videotapes shall only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view videotapes of their child if they are used in a disciplinary proceeding involving their child.

D. Use of Video Cameras on School Buses

The content of such videotapes is a student record subject to board policy and administrative regulations regarding confidential student records. Only those persons with a legitimate educational purpose may view the videotapes. In most instances, those individuals with a legitimate educational purpose may be the superintendent, building principal, transportation director, bus driver, and special education staffing team. A videotape recorded during a school-sponsored trip, such as an athletic event, may also be accessible to the sponsor or coach of the activity. If the content of the videotape becomes the subject of a student disciplinary proceeding, it shall be treated like other evidence in the proceeding.

E. Private Transportation

When transportation is not provided by the school district, the following should be considered regarding private transportation. Davison Community Schools does not accept financial liability or responsibility for drivers transporting students to school-sponsored activities. Parents must assess the risk and benefits of their children driving either themselves or other students or riding with a volunteer driver. The Davison Community School District does not screen these private driving arrangements. The driver's insurance is to provide primary coverage in case of an accident.

F. Requests for Pick Up/Drop Off Locations Other Than Student's Home Address

Due to safety concerns, beginning with the 2013-2014 school year, the Transportation Department is limiting the amount of pick up and drop off locations allowed per student. In addition to a student's home address bus stop, parents will now be allowed to pick up to one alternate location each for AM pick up and/or PM drop off. Once determined, the assigned pick up and drop off arrangements will be the same each week for the school year. In the event long-term transportation does need to be changed, please submit your request in writing to the Transportation Office. A minimum of two weeks will be needed to attempt to accommodate the request. The request form is located in Appendix A-4.

G. Vehicle Registration and Rules Regarding Student Drivers

Driving is a privilege. Abuse of that privilege by unauthorized leaving of school grounds may result in loss of driving privileges for the remainder of the school year.

1. Permits

- A. Permits to drive and park on school grounds will be issued only to students in grades 11 and 12 through September 13th. After that date, sophomores may be allowed to purchase a permit based on need, availability of parking spaces, and only with permission of principal. Freshmen are not allowed to drive to school. All student debt must be paid in order to purchase a parking permit.
- B. Permits are issued at registration at a cost of \$20.00 on a first come, first served basis. Vehicle registration and a valid driver's license must be provided when purchasing the permit. Parking spots are numbered and students will be assigned a specific spot in which they will be expected to park. There are **limited** parking spots available to students. Students who request but do not receive a parking permit due to the limited spaces will be put on a waiting list and will be assigned a spot as they become available based on the student's needs.
- C. Each registered vehicle must display a valid decal which must be properly affixed to the lower left corner of the front windshield. The use of tape or improper display of the decal is unacceptable.
- D. One-day permits are available in the Main Office. These are for emergencies only and the same student will not be granted a temporary more than 3 times per year.
- E. Students should recognize that automobiles parked on school property may be searched when officials have reason to believe that weapons, drugs or objects prohibited by school policy or state law are contained therein.

Failure to comply will result in a 9-day suspension from DHS and a referral to the Executive Director of Student Services for possible recommendation to the board of education for long-term suspension or expulsion from Davison Community Schools.

2. Parking of Vehicles

- A. The student parking lot is the west lot located directly west of the high school building and the southeast lot located east of the Alternative Education Building. These spots are numbered and students will be assigned a specific spot in which they will be expected to park.
- B. Student parking in any other lot is prohibited.
- C. To prevent theft and unauthorized use of your car, please keep your car locked at all times.
- D. Students are not permitted to sit in vehicles in the parking lot during the school day – particularly during lunch periods. Loitering in the parking lot is prohibited.
- E. Vehicles are to be properly parked between designated lines.

3. Driving of Vehicles

- A. Students are prohibited from taking vehicles from the parking lot anytime during the school day without prior consent of a parent and a pass to leave school grounds which can be obtained from the attendance office or main office.**

- B. The speed limit on school grounds is 15 mph. Careless or reckless driving is prohibited.
- C. Parking or driving in the area between the vocational building and main building are not allowed between 7 a.m. and 3 p.m.

4. Disciplinary Action for Violation of Driving/Parking Regulations

A. Refusal to properly register vehicle or failure to display a valid decal

- First Offense: Written warning notice
- Second Offense: Conference with student, warning issued and parent contact
- Third Offense: Suspension of student with parent contact and understanding of future consequences

B. Unauthorized parking

- First Offense: Written warning notice.
- Second Offense: Written warning notice, conference with student and parent contacted
- Third Offense: Suspension of driving privileges
- Subsequent Offenses: Suspension of privileges – indefinite and possible suspension from school

C. Unauthorized leaving of campus/transporting of passengers (this includes knowingly lending a vehicle for such use).

- First Offense: Up to 15 school days suspension of driving
- Second Offense: Up to 45 school days suspension of driving
- Third Offense: Suspension of driving privileges
- Subsequent Offenses: Up to 180 school days suspension of driving privilege. In this instance, a student may be denied permission to drive the following school year. Additional loss of driving privileges will be given for every passenger transported off school grounds for any offense listed above.

D. Careless or Reckless Driving

- First Offense: Suspension of permit and driving privilege for up to 30 school days
- Second Offense: Suspension of permit and driving privilege for up to 180 days
- Third Offense: Suspension of driving privileges
- Subsequent Offenses: Suspension of privileges – indefinite and possible suspension from school

VIII. Cafeteria Services

The Davison Community Schools serve nutritious, well-balanced meals. A state mandate passed in December 1993 requires that public schools make breakfast available to students in grades DK-12. Breakfast is served on school days for students in all buildings. Students eligible for free or reduced lunch are also eligible for free or reduced breakfast.

A. Lunch Program

Students purchase lunch on a daily basis only or parents may elect to deposit money in their child's debit account. Younger students should bring their lunch money in a sealed envelope with their name, grade and room number on the outside. Milk will be available for purchase by students who bring a sack lunch.

B. Debit Rules & Procedures

The debit program allows each child to have a food service account in which deposits can be made to cover the cost of breakfast and/or lunch and snack. Students may use their debit or punch in their student ID number at lunch/breakfast time to pay for their meal. Students are not allowed to purchase lunches for other students. When the debit balance is depleted, a charge is made against that account and parents are notified.

Students may charge up to \$20.00. This means that if a student does not have money, either in his/her account or at school, then a charge can be made.

If the \$20.00 charge is not reimbursed and the student again does not have money for lunch, then they will receive a sandwich and milk. Sandwiches and milk will be served each day until the account is brought current. For those students whose balances have not been brought current, letters will be sent home weekly from the Food Service Department.

Money left in a student's account at the end of the school year will be carried over to the next school year. The only time money can be taken out of an account is when a student leaves the district or graduates. Parents may request a refund.

C. Cafeteria Rules and Procedures

1. No student is allowed to leave school grounds during lunch time without permission of the parent. The parent must follow check out procedures for each building.
2. Lunch time is a time to relax and socialize. Practicing good manners is important to developing successful social relationships.
3. Students must respect cafeteria supervisors at all times.
4. Students must follow seating arrangements if directed by your room's lunch supervisor.
5. Talk to friends with a normal voice (conversational).
6. Clean your eating area and empty your garbage into the trash containers provided.
7. All food must be consumed in the cafeteria.
8. Any student leaving the lunchroom or playground area during lunch must have a valid pass.
9. Students are not allowed to cut in line or save spaces.
10. Students are not permitted to throw food or objects in the lunchroom.
11. Students who behave inappropriately will be disciplined.

Monthly menus will be made available to elementary students (DK-6) through building newsletters sent out electronically to families. Menus are also available on the Davison Community Schools website.

IX. Athletics

Athletics are an important part of our school program. The purpose of athletics is to aid in the development of leadership, cooperation, sportsmanship, physical fitness and competitive spirit of young men and women. Athletics is a privilege, not a right.

Additionally, Davison High School Student-Athletes have a dual responsibility as a student and Athlete. With this responsibility, students will be held to the highest levels of conduct and scholarly achievement. In the case of disciplinary matters, students may have both school and athletic consequences for their misconduct.

MHSAA/Davison Athletics Code of Conduct for Student Athletes

1. Know and adhere to the athletic code of the school.
2. Exceed all attendance and academic requirements as practical evidence of loyalty to school and team and proper philosophy of school-sponsored athletics.
3. Observe completely all policies regarding conduct, doing so as a duty to school, team, and self.
4. Counsel with the athletic director over questions of eligibility.
5. Practice and play, giving complete effort in all circumstances giving credit in victory to teammates and to opponents in defeat. "Play for the name on the front of your jersey rather than the name on the back."
6. Accept favorable and unfavorable decisions, as well as victory and defeat, with equal grace.
7. Demonstrate respect for opponents and officials before, during, and after contests. This includes but is not limited to the use of social media.
8. Participation in extracurricular competitive interscholastic athletics is a student's privilege, not a right that can be removed at any time for failure to meet the set standards and requirements. A sense of entitlement WILL NOT be tolerated. Your commitment and dedication to the team and the team's goals are paramount to the team's success.

Davison Athletic Code

Participation in Davison's Sports Programs is a privilege. Athletes must adhere to MHSAA, Saginaw Valley League Conference and Davison Community School District expectations. Davison Community School District athletes must conduct themselves in an exemplary manner at all times and remember that they represent much more than just themselves.

"Davison Made" means something very important to Davison Athletics, it is what we all stand for, respect, integrity, sportsmanship, honor, trust, hard work and team mentality, and it is vital that our student athletes know and understand that. This standard applies to school and community activities that may occur on or off school property.

Violations may result in suspension or dismissal from a team in addition to consequences outlined in the Davison High School's Parent Student Handbook. The purpose of Davison's Athletic Code of Conduct is to establish an awareness of sports-related consequences for violation of established school rules.

The disciplinary actions recommended in each case should be considered as the minimum. Each coach may establish and enforce additional rules and penalties.

These rules must be in writing, approved by the athletic director and/or building principal, and shared with all participating students and parents. If circumstances warrant, a more severe disciplinary action may result.

High School Sports

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Cheerleading	Boys Basketball	Baseball
Cross Country	Girls Basketball	Boys Golf
Football	Boys and Girls Bowling	Lacrosse
Girls Golf	Cheerleading	Girls Soccer
Pompon	Competitive Cheer	Softball
Boys Soccer	Hockey	Girls Tennis
Girls Swimming	Pompon	Track & Field
Boys Tennis	Boys Swimming	Dance
Volleyball	Wrestling	

Middle School Sports

<u>Fall</u>	<u>Early Winter</u>	<u>Late Winter</u>	<u>Spring</u>
Football	Volleyball	Co-ed Swimming	Boys Baseball
Co-ed Cross Country	Wrestling	Boys Basketball	Boys Track & Field
Girls Basketball	Cheerleading	Competitive Cheer	Girls Track & Field
Cheerleading	Pompon	Pompon	Girls Softball
Pompon			

A. Spectator Expectations

1. Be positive, enthusiastic, supportive, and maintain high standards of ethics, integrity, sportsmanship, and leadership.
2. Work together with coaches and parents, within the program, regarding rules, processes, and procedures. Remember the importance of confidentiality during coaches meetings regarding other students and the fact that the coach cannot discuss another student's situation with you. When adults and coaches get together, kids win! We need to work together to help kids to be as successful as they can in every possible situation and in everything they want to do.
3. Understand how his/her sport fits into the total athletic effort of the Davison Community School District and know that we are trying to create unity among all.
4. Understand that officials will make mistakes, and will make bad calls at times, remember that as the athlete, your job is to play, not complain about officials, and as the adult, you are the model to our student-athletes. If you are causing a substantial disruption as a spectator, the Athletic Director or the Administration reserves the right to ask you to leave.
5. Demonstrate the ability to relate to and deal with different people in an appropriate and professional manner (i.e., students, parents, faculty, and administrators)

** If this is a continued problem, you may be expelled from athletic events for a longer period of time up to and including the entire season or longer.

B. Middle/High School Requirements for Eligibility

The following general requirements must be met to be eligible to represent your school in inter-scholastic athletics. A complete athletic handbook of rules and regulations is available in the Athletic Director's office and Middle School.

1. Middle School Enrollment Requirements:

A student must be enrolled in the middle school, in 7th and 8th grades.

High School Enrollment Requirements:

A student must be enrolled in a high school no later than Monday of the 4th week of the present semester.

2. Middle School Age Requirements:

A 7th-grade student must be under fourteen (14) years of age, except that a student's birthday occurs on/or after September 1st of current year. An 8th grade student must be under fifteen (15) years of age, except that a student's birthday occurs on/or after September 1st of current year. If a student becomes fifteen (15) before September 1st the student may participate in the 9-12 athletic program.

High School Age Requirements:

A student must be under 19 years of age at the time of contest unless the student's 19th birthday occurs on or after September 1st of a current school year, in which case the student is eligible for the balance of the school year.

3. Middle/High School Physical Examination/Insurance Coverage:

A student-athlete must have passed a satisfactory physical examination for the present school year dated **after April 15th**. A Physical-Eligibility-Insurance form must be on file in the athletic director's office before you can participate in any sports program. Davison

Community Schools does not carry insurance for athletic injuries, and coverage or costs are the parent's responsibility. This includes medical transportation costs. Middle school athletes MUST have consent and emergency cards on file.

4. **Middle School Seasons of Competition:**

Students enrolled in grades 7 or 8 are not limited to the number of semesters of competition.

High School Seasons of Competition:

Students must not have competed for more than 4 first - and 4 second-semester seasons in a sport in a four-year high school.

5. **Middle School Semester of Enrollment:**

There are no limits on the number of semesters in which students may be eligible.

High School Semester of Enrollment:

Students must not have been enrolled in grades 9-12, inclusive, for more than 8 semesters. The 7th and 8th semesters must be consecutive. Enrollment in a school for a period of 3 weeks or more counts as a semester. Participation in one or more interscholastic athletic contests also constitutes a semester.

6. **High School Undergraduate Standing**

A student athlete must not be a high-school graduate.

7. **Middle School Eligibility Standards:**

All 7th graders are eligible the first semester for all athletics.

Weekly eligibility Those that are failing one or more classes must have that grade up to passing by the end of the school week. If the student is failing one or more classes on Monday of the following week the student may NOT participate in competition. Ineligible athletes may practice; however, they are not allowed to play in a scheduled game until grades are passing on the next report week. The first time in the season that a student receives an "E" in any class, he/she will have a one-time only "grace" period of one week to bring the failing grades up to passing. Further "E's" in any class will result in the athlete being automatically ineligible until the eligibility report for the following week reflects that the athlete is passing in all classes.

If an athlete is ineligible for several weeks the Athletic Director(s) and the coach may decide to remove the student from the team.

A student who receives two (2) E's for the semester will be ineligible to take part in any sport in the next semester for 60 calendar days. On the 60th calendar day in order to be eligible, the athlete must be passing all classes.

****Tryout eligibility:** This policy also applies to sports tryouts. At the time of tryouts, students with two (2) E grades may attend tryouts and hold a probationary spot if they make the team.

8. **High School Eligibility Standards:**
Eligibility Requirements

All 9th graders are eligible for the 1st semester of all athletics.

2nd Semester 9th graders, 1st and 2nd semester 10th, 11th, and 12th graders -

Student-athletes must have passed five classes the previous semester and currently be passing at least all but one class to remain eligible.

****Tryout eligibility:** At the time of tryouts, students with two (2) E grades may attend tryouts and hold a probationary spot if they make the team.

Eligibility checks

Eligibility checks will be conducted every two weeks. If at that time you are not meeting the requirements, you have two weeks to become eligible. If, after two weeks, you have not met the requirements, you will be held out of competition the following week and subsequent weeks until you meet the requirements and are deemed eligible by the athletic office. Students who do not meet eligibility requirements by the end of the semester are INELIGIBLE for the following semester.

Requirements to Return to Eligible Status

A student who did not meet the academic eligibility requirements the previous semester **and** has failed **more than one class** may become eligible after sixty calendar/in-season days if they meet the following requirements:

- To be eligible on the 61st calendar/in-season day, the student must have met the academic standards stated below on the 60th calendar/in-season day and currently be passing all but one class.
- To regain satisfactory academic standing and become eligible, the student must recover all but one credit of classes failed in the previous semester. (For example, if three classes are failed then two of the credits must be recovered)
- Any class used to recover credit for athletic eligibility during the school year must be pre-approved by the principal's office.
- Students attempting to make up credit must have completed ALL assignments and the final exam by the end of the 60th calendar/ season day to be deemed eligible.

MHSAA Sixty-Day Rule:

If a student-athlete has failed three or more classes, the MHSAA Sixty-Day Rule applies. Students must have received credit for at least the equivalent of 66 percent of the full credit load potential for a full-time student in the previous semester of enrollment. They must also be currently receiving credit toward graduation or a certificate of completion and passing the same on the transcript of the school they represent in competition. The MHSAA minimum period of ineligibility is 60 school days for a student who has not passed 66% at the end of a term.

9. **High School Transfers (MHSAA Transfer Rule):**

A student who, after starting 9th grade, changes schools (**unless he or she meets one of the 15 stated exceptions such as a “full and complete residential change” as defined by the MHSAA**) is not eligible in a sport “participated in” during the previous season or school year. A fall or winter athlete who participated as above and changes schools will not be eligible unless an exception is met. Participation under the rules means playing in or entering one scrimmage or contest against another school. Simply

practicing with a team is not considered participation under the transfer rule. A spring sport athlete who never got into a scrimmage or a game this spring could change schools and be eligible next spring in his or her sport. More information on the transfer rule is available at

<https://www.mhsaa.com/portals/0/Documents/AD%20Forms/Regulations%20Summarized%20Transfer.pdf>

10. **Awards:**

A Student athlete may accept, for participation in athletics, a symbolic or merchandise award such as trophies, medals or plaques, which do not have fair market value or cost in excess of \$40. Awards for athletic participation in the form of cash, merchandise, certificates, or any other type of negotiable documents are never allowed.

11. **Middle/High School Amateur Status:**

Student athletes must not accept any money or other valuable consideration (merchandise, etc.) for participating in any form of athletics, sports or games, for officiating in inter-scholastic athletic contests, or have signed a contract with a professional baseball team.

12. **Middle/High School Limited Team Membership:**

Student athletes may not participate in any outside competition in a sport during the season after the athlete has represented his or her school in that sport except individual participation in a maximum of two individual sports meets or contests; not have participated in a so-called all-star, charity or exhibition football, basketball or ice hockey game during the school year.

13. **Middle/High School Suspension:**

A student athlete suspended from school for any reason will be ineligible to practice or play in any games during the time of suspension.

Note: The terms “semester” and “trimester” are interchangeable.

14. **Middle School/ High School Attendance:**

Daily Attendance: A student must be in school for at least one-half of the school day to participate in any athletic activity on that day. The Athletic Director must approve any exception to this rule.

- If a student misses more than 50% of the school day, they will not be allowed to participate in extracurricular activities, athletic competition, and/or practices on that school day. School-sponsored activities do not count toward those absence totals.
- Daily attendance checks will be conducted after the 5th hour, and coaches and other staff will be notified if a student is unable to participate in extracurricular activities, athletic competitions, and/or practices on that school day.

Tier 1: Good Standing

- Absences: 0–5 absences per semester
- Eligibility: Fully eligible to participate
- Action:
No intervention necessary.

Tier 2: Monitoring Status

- Absences: 6–9 absences per semester
- Eligibility: Eligible but flagged as at-risk

- Action:
 - Written notification sent to parents/guardians.
 - Student meets with counselor, coach/advisor, or administrator.
 - Attendance/Tardiness Reflection Form may be required.
 - Attendance improvement plan encouraged.
 - Continued participation contingent on showing progress

Tier 3: Probationary Status

- Absences: 10–12 absences per semester
- Eligibility: Participation on probation
- Action:
 - Parent/guardian conference required.
 - Formal attendance and/or punctuality improvement plan created.
 - Temporary restriction from activities may apply.
 - Student must demonstrate commitment to improvement for continued eligibility.
 - Excused vs. unexcused absences considered.

Tier 4: Ineligible Status

- Absences: 13+ absences per semester
- Eligibility: Ineligible for participation
- Action:
 - Written notification of ineligibility sent to family.
 - Must show significant improvement or mitigating circumstances with documentation.
 - Reinstatement may occur following 20 consecutive school days of improved Attendance.
 - Students must participate in four hours of community service to be placed on probationary status, which will be determined by the administration.

**Additional absences may result in removal from the activity for 20 consecutive school days.

Definitions & Clarifications

- Absence: Missing more than 10 minutes of a class or school day, regardless of reason. School-sponsored activities (e.g., field trips, athletic events) do not count toward absence totals, excused medical or extenuating circumstances with pre-approval from administration.
- Excused Absences: Absences due to illness, medical appointments, bereavement, religious observance, or pre-approved family emergencies with documentation.
- Unexcused Absences: Any absences without valid documentation or approval.

Attendance Contract:

Athletes placed on an attendance contract may need to show a marked improvement in attendance to continue eligibility for play.

C. EQUIPMENT

Middle School Equipment:

Athletic equipment issued to a student becomes his/her responsibility. If you lose any equipment you must pay the replacement cost. Students will turn in all their equipment after the

last game. If you do not pay for lost equipment you will not be allowed to go out for another sport.

High School Equipment:

Athletic equipment which is issued to a student becomes his/her responsibility, and charges will be attached to the student's records if it is not returned. Caps and gowns and/or diplomas will be held until all athletic equipment has been returned or paid for. All school-owned equipment and uniforms must be returned to the coach within two days after the last game. When a student drops a sport, equipment and uniforms are to be returned immediately to the coach or the athletic office. All athletic equipment should be stored during the school day in a locker, in your vehicle or in another designated athletic area.

D. Middle/High School – In Addition to School Policies concerning Alcohol, Drugs and Tobacco:

The Davison High School Athletic Department will operate under the following policies in regard to alcoholic beverages, drugs, use of tobacco products and performance enhancing drugs as specified under the Public Acts regarding performance enhancing drugs (Acts 31 and 187) (these policies are in addition to Davison High School policies that cover all students in regard to alcoholic beverages, drugs and use of tobacco products). Violations are cumulative and begin on the first day of full sports in the student athlete's academic year. Participating is a privilege, not a right. All infractions will be reported to the Athletic Director and the school principal.

1. Use of Tobacco Products

Any athlete known to be using tobacco products, or any athlete observed using tobacco products by a coach, faculty member or administrator should be reported to his/her coach and the athletic director. If investigation of the report finds the information to be correct, the athlete will be disciplined as described below. ALL infractions will be reported to the Athletic Director.

Athletic Consequences for Tobacco Violations

- a. The first violation of a training rule regarding tobacco products will result in the suspension of an athlete from the sport competition he/she is a participant in for nine days. The nine days are to occur during the regular interscholastic season when contests are actually being played. Suspensions can be carried over from one scholastic sport season to the next if the athletic director sees fit.
- b. The second violation of a training rule regarding tobacco products will result in further discipline of the athlete up to and including removal from the team he/she is participating in for the balance of the sport season. Suspensions can be carried over from one scholastic sport season to the next if the athletic director sees fit.

Note: All violations of Section IX, Part D, may include additional consequences in Student Code of Conduct, Section 5 – Controlled Substances.

2. Alcoholic Beverages and Drugs

- a. **An athlete on school property** - Any athlete consuming, having in his/her possession, or under the influence of any alcoholic beverage or drug on school property, or while in attendance at any school-sponsored activity, will be disciplined as described below.

- b. **Observation of an athlete** - Any athlete observed by a coach, faculty member or administrator, consuming, having in his/her possession, or under the influence of any alcoholic beverage or drug should be reported to his/her coach or the athletic director. If investigation of the report is correct, the athlete will be disciplined the same described below.
- c. **Reported Incidents** - Suspicion that any athlete is involved with alcoholic beverages or drugs will be investigated by the Athletic Director, Assistant AD and/or building administration. If the suspicion is proved to be correct, the athlete will be disciplined the same as described below.

Note: All violations of Section IX, Part D, may include additional consequences in Student Code of Conduct, Section 5 – Controlled Substances.

3. **Consequences of Drugs/Alcohol Violations**

- a. The first violation regarding alcoholic beverages, and/or drugs will result in the suspension of an athlete from the sport he/she is or will be a participant in for up to 21 calendar days. The time of suspension is to occur during the interscholastic season when contests are being played. Suspensions will carry over from one scholastic sports season to the students next sports season.
- b. The second violation regarding alcoholic beverages or drugs during a school year will result in the suspension of the student-athlete for 60 consecutive calendar days from all athletic competition. The last day of school until the first day of fall practice will not be counted as part of the 60 calendar days. Violations are cumulative beginning with the first day of the fall sport season of a student's freshman year.
- c. The third violation regarding alcoholic beverages or drugs will result in a 365-day suspension from all athletics. Violations are cumulative beginning with the first day of the fall season of their freshman year.

Note: All violations of school policies will be referred to the High School Principal for further investigation and possible consequences. Note: All violations of Section IX, Part D, may include additional consequences in Student Code of Conduct, Section 5 – Controlled Substances.

E. **Hazing**

Public Acts 111 and 112 (2004) prohibit and penalize hazing. In 2004, the Michigan Legislature enacted legislation that prohibits hazing activities at educational institutions and provides penalties. Hazing is defined in the law as an intentional, knowing or reckless act by a person who acted alone or with others that was directed against an individual and that person knew or should have known would endanger the physical health or safety of the individual, and that was done for the purpose of affiliation with, participation in, or maintaining membership in any organization. The law does not apply to an activity that was normal and customary in an athletic program sanctioned by the educational institution. If the violation resulted in physical injury, the person would be guilty of a misdemeanor punishable by imprisonment for not more than 93 days, a fine of not more than \$1,000, or both. A violation resulting in impairment of a body function would be a felony resulting in imprisonment of up to five years and a fine up to \$2,500, or both, a violation resulting in death of the person hazed would be punishable by up to 15 years imprisonment and a maximum fine of \$10,000, or both. Public Acts 119.

F. Student Athlete Game Conduct

1. Each student athlete should set an example of proper behavior for the next student athlete who will “borrow” the uniform. Their behavior and actions are a direct reflection and representation for the Davison Athletic Department and school district. Good sportsmanship is a must regardless of the situation. There is absolutely NO excuse for anything less!
2. Officials are human, they are individuals that volunteer their time for a very minor cost to the school, and are there to have a good game just like you. Refrain from questioning a call or having an interaction with an official unless it is a positive one. If a question in regards to a call is needed, allow your coach to do that, in the right manner, at the right time, under his/her judgement.
3. Maintain a professional and respectful demeanor whenever you are in a position of being observed by others.
4. MHSAA rules state student athlete game misconduct may result in disciplinary action at the discretion of Athletic Director, Coach and/or administration.

G. Middle School Transportation

All athletes are expected to ride to and from the game on the bus. Parents wishing to have their son/daughter ride home with them must sign the student out with the coach. Athletes can ride home only with their parents, no one else.

H. Injuries

Athletes are required to report all injuries to their coach.

I. Undue Influence

The use of undue influence for athletic purposes by any person directly or indirectly associated with the school shall cause the student to become ineligible. The offending school shall be placed on one year probation and the offending coach shall not coach at any MHSAA member school for one year. Non-Davison students showing an interest in attending Davison High School must be referred to the Superintendent’s office.

J. Middle School Team Guidelines

1. Each student/athlete that is on a team must be committed to attending all practices, games and finishing the season with their team.
2. In general practices will be no longer than two hours. Coaches and/or Athletic Supervisor will go over the practices and schedule at the beginning of the season.
3. A student who misses practice to make up a test, catch up on homework, etc. must bring a pass from the teacher stating why they are late for practice or why they missed practice.
4. At home and away games, athletes are to sit with their team in the designated area. The athletes are not to leave the gym area.
5. Students must wear appropriate school attire. Remember you are representing DMS.
6. On days of home games, athletes must be supervised by an adult in order to remain in the school before the game.

K. Concussions and Athletic Activities

To provide for the safety of student athletes all athletic programs of the district shall comply either with the concussion protocols of the Michigan High School Athletic Association or the protocols set for in AG 5340.01 which shall meet all the requirements of state law and Department of Community Health guidelines regarding concussion awareness training and

protection for youth athletes. Educational material for parents and students is located in the Appendix A-5.

Directions to schools can be found on the Davison Schools website, www.davisonschools.org or contact the athletic director's office at 810-591-3535.

X. Sexual Harassment and Sexual Assault Information Guide

SEXUAL HARASSMENT AND SEXUAL ASSAULT INFORMATION GUIDE

What is Sexual Harassment?

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment.

Verbal:

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love



Physical:

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose



Visual:

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")



Sexual harassment can make someone feel many emotions

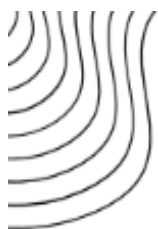


You may feel scared, uncomfortable, upset, embarrassed or angry.

When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never OK. It is wrong and it is against the law.





What is Sexual Assault?

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

Here are a few examples of sexual assault:

- Touching someone's genitals, breast, or butt without their permission (consent)
- Unwanted behavior or touch over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act
- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

**Sexually assaulting another person is wrong and it is against the law.
In Michigan statute, this is called "Criminal Sexual Conduct."**

About Consent

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.
- Just because someone said "yes" before, does not mean "yes" now.
- It is not OK to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

If someone doesn't consent to sexual acts it is sexual assault.



What if This is Happening to Me?

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won't be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you're not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you ("I have a friend who...").
- If the first person isn't helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don't be afraid to seek help from someone you trust.
- Resources listed on page 4 are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is OK and is normal.

What if This is Happening to Someone I Know?

Believe. Listen. Support.



- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.



Resources



There is Help.

You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. **You don't have to tell them your name.** They can connect you with people and organizations nearby who can help you with questions or needs.

Michigan's Sexual Assault Hotline (VOICES4)

Text: 866-238-1454 **Call:** 855-864-2374

Chat: <https://mcedsv.org/sexual-violence-hotline-chat/>



Michigan's Domestic/Dating Violence Hotline (VOICEDV)

Text: 877-861-0222 **Call:** 866-864-2338

Chat: <https://mcedsv.org/hotline-domestic-violence/>



Youth Resources Web Page

<https://mcedsv.org/resources>



School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See page 5 for your school's Title IX information and other related policies.

This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).



Davison Community Schools

Sexual Harassment and Sexual Assault Information Guide

Davison Community Schools District

District Title IX Coordinators

Amy Chorley
Assistant Superintendent of Student Services
1490 N. Oak Road
(810)591-0913
achorley@davisonschools.org

Christine Kuzinski,
Director of Human Resources and Operations
1490 N. Oak Road
(810) 591-0808
ckuzinski@davisonschools.org

District Policies Related to Sexual Harassment and Sexual Assault

Policy 5517 on Anti-Harassment

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

Policy 2266 Nondiscrimination on the Basis of sex education in education programs and activities

The Board of Education of the Davison Community School District (hereinafter referred to as “the Board” or “the District”) does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

For the complete policies on 5517 and 2266, visit the district’s Board Policy webpage at [DCS Board Policies](#)

The policies prohibit adverse action against a person for reporting sexual harassment and sexual assault. Districts should review their anti-harassment and nondiscrimination policies that prohibit sex discrimination, including sexual harassment. Policies should include sexual orientation and gender identity as protected classes to comply with the Elliott-Larsen Civil Rights Act’s (ELCRA) amendment (Public Act 6 of 2023) that went into effect on February 13, 2024.

To keep the district policies to one page, use brief synopses and hyperlinks to the district’s nondiscrimination/Title IX webpage. The nondiscrimination/Title IX page, or link to it, should be prominently displayed on the district’s homepage. Best practice is to place a link in the footer of the district’s homepage. This will make the information available regardless of the webpage the student or parent is on when they are seeking the information.

Y. Appendix - Forms

Medication Form

Pre-Arranged Absence Form

Transportation Form

Concussion Fact Sheet

Concussion Awareness Form

Chronic Illness Form

Petition for Student Reinstatement

Public Act 213 of 2022



Davison Community Schools
1490 N. Oak Rd. Davison, MI 48423
Phone (810) 591-0913 Fax (810) 591-2674
Authorization to Administer Medication

Student Name _____ School _____

Teacher _____ Room Number _____ Grade _____

Physician's Order (Must be completed by physician or designee)

Name of medication _____	Reason for medication _____
Dose _____	Time to be Given _____
For episodic/emergency use only <input type="checkbox"/> yes <input type="checkbox"/> no	
Route to be given (please check)	
<input type="checkbox"/> by mouth (<input type="checkbox"/> capsule <input type="checkbox"/> tablet <input type="checkbox"/> liquid)	
<input type="checkbox"/> injection	
<input type="checkbox"/> inhaler/nebulizer	
<input type="checkbox"/> drops	
<input type="checkbox"/> other _____	
Side effects to observe: <input type="checkbox"/> none anticipated <input type="checkbox"/> yes, describe _____	
Special storage considerations: <input type="checkbox"/> none <input type="checkbox"/> refrigerate	
Start date _____	Stop date _____ End of school year _____
<u>Self-Administration</u>	
This student is both capable and responsible for carrying and self-administering this medication. <input type="checkbox"/> Yes <input type="checkbox"/> No	
Physician Name _____	Phone Number _____
Address _____	
Physician Signature _____	Date _____

Parent/Guardian Authorization to Administer Medication (Must be completed by parent or guardian)

I have read the school's policy and procedures pertaining to administration of medication. I agree to follow the procedures and request that (student's name) _____

_____ Receive the medication specified above at school according to school policy and procedure.

_____ Request that my child be allowed to self-administer the medication specified above according to school policy and procedure. *(Can only be requested with physician's written approval above.)*
(Note: School policy does not allow students to self administer controlled substances.)

Parent/Guardian Signature _____ Date _____

Home phone _____ Cell phone _____ Work phone _____

Office Use Only Date received _____ Number of pills received _____ Date medication returned to parent _____
--



**DAVISON COMMUNITY SCHOOLS
ELEMENTARY PRE-ARRANGED ABSENCE
FOR 3 OR MORE CONSECUTIVE ABSENCES**

*Please complete and turn in this form one week
prior to the scheduled absence.*

Regular school attendance is a critical component of student achievement. Simply completing "make-up" assignments does not guarantee that a student will have adequate knowledge in a subject to achieve a passing grade. Class discussion, participation and activities cannot be made up and can have an impact on a student's final grade. Some courses require student attendance, such as physical education and choir; therefore, alternate "make-up" work for these courses may be necessary. Parents are advised that student absenteeism may result in lower grades due to missed face-to-face instruction time and direct assistance from the teacher. Pre-arranged absences count toward the maximum absences allotted within the school handbook.

Name of Student _____ **Grade** _____

Home Phone _____ **Cell Phone** _____ **Other Phone** _____

Dates of Anticipated Absence(s) _____ **Through** _____

Total Number of Days _____ **Reason for Absence** _____

Parent's Signature _____ **Date** _____

Teacher Signatures

Teacher Recommendations

Classroom Teacher:

Specials Teacher:

Administrator's Comments

_____ Student is approved for absence.

_____ It is recommended that student should not miss school for academic reasons.

Administrator's Signature _____

All make-up work is due on date of return unless special arrangements have been made with the individual

**DAVISON COMMUNITY SCHOOLS
SECONDARY PRE-ARRANGED ABSENCE FORM
FOR 3 OR MORE CONSECUTIVE ABSENCES**

*Please return the completed form to the main office
one week prior to the date of absence(s).*

Name of Student _____ Grade _____

Home Phone _____ Cell Phone _____ Other Phone _____

Dates of Anticipated Absence(s) _____ Through _____ Total School Days _____

Reason for Absence _____

Parent Signature _____ Date _____

Regular school attendance is a critical component of student achievement. Simply completing "make-up" assignments does not guarantee that a student will have adequate knowledge in a subject to achieve a passing grade. Class discussion, participation and activities cannot be made up and can have an impact on a student's final grade. Some courses require student attendance, such as physical education and choir; therefore, alternate "make-up" work for these courses may be necessary. Parents are advised that student absenteeism may result in lower grades due to missed face-to-face instruction time and direct assistance from the teacher. Pre-arranged absences count toward the maximum absences allotted within the school handbook.

Period/Subject	Teacher Signature	Current Grade	Assignments	Due upon return?
1.				yes/no
2.				yes/no
3.				yes/no
4.				yes/no
5.				yes/no
6.				yes/no
7.				yes/no

Administrator's Comments

_____ Student is approved for absence.

_____ It is recommended that student should not miss school for academic reasons.

Administrator's Signature _____ Date: _____

All make-up work is due on the Date of return unless special arrangements have been made with the individual teachers.



Davison Community Schools' Transportation Department is committed to making sure that each and every student has a safe and positive riding experience each time they board a Davison

Dear Parent and/or Guardian,

Students who are eligible to ride district buses are assigned to bus stops based on their home address. It is **assumed** that every student will be picked up and dropped off at this bus stop. We understand that in some cases this may not be true.

Please understand that in the interest of safety and efficiency:

One transportation form is allowed per student, per school year. This form must be returned at Registration or no later than two (2) weeks prior to the first day of school, in order to be approved and take effect the first day of school. If a form is not received by the deadline, the default AM/PM pick up/drop off will be the student's home address. Unfortunately, we are unable to honor changes made after the deadline until the third week of school in order to allow us time to map routes and provide a smooth start to the school year.

Student: _____ School: _____ Grade: _____

Home Address: _____ Phone #: _____

Parent/Guardian: _____

TRANSPORTATION INFORMATION:

Please note when completing this section, AM/PM pick up/drop off will be the same each week for the year. In the event long term transportation needs to be changed, after September 16, notice needs to be submitted in writing to the Transportation Office. The Transportation Office will require a minimum of two (2) weeks to attempt to accommodate the request for change.

MY CHILD NEEDS TRANSPORTATION IN THE AM: YES NO (Parent drop off)

Home Address (bus stop): _____

AM – One (1) Alternate Pick-Up Address: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MY CHILD NEEDS TRANSPORTATION IN THE PM: YES NO (Parent pick up)

Home Address (bus stop): _____

PM – One (1) Alternate Drop-Off Address: _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

We appreciate the opportunity to serve the students of Davison and their families.

Thank you for your support of Davison Community Schools.

OFFICE USE ONLY:

Date Received Start Date



UNDERSTANDING CONCUSSION

Some Common Symptoms

Balance Problems	Haziness	“Feeling Down”	Dizziness
Double Vision	Fogginess	Nausea/Vomiting	
Blurry Vision	Grogginess		
Sensitive to Light	Headache	Feeling Irritable	
Pressure in the Head	Poor Concentration	Slow Reaction Time	
Sensitive to Noise	Memory Problems	Sleep Problems	
Sluggishness	Confusion		

WHAT IS A CONCUSSION?

A **concussion is a type of traumatic brain injury** that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out.

You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

IF YOU SUSPECT A CONCUSSION:

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY** – 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.

Parents and Students Must Sign and Return the Educational Material Acknowledgement Form



CONCUSSION AWARENESS

EDUCATIONAL MATERIAL ACKNOWLEDGEMENT 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 Parents and/or the Concussion Fact Sheet for Students provided by Davison Community Schools.

Student Name Printed

Parent or Guardian Name Printed

Student Name Signature

Parent or Guardian Name Signature

Date

Date

Return this signed form to the school in which your student attends. The district will keep this form on file for the duration of participation or age 18.

Students and parents please review and keep the educational materials available for future reference.

Parent Notification Record of Incident at School

Date: _____ Notification made to: _____ Notification made by: _____

Date: _____ Notification made to: _____ Notification made by: _____

Date: _____ Notification made to: _____ Notification made by: _____

Date: _____ Notification made to: _____ Notification made by: _____

Chronic Illness Document

To Be Completed By Parent or Guardian

Student Name _____ Grade _____ Birthdate _____

Parent Name _____ Home Phone _____ Work Phone _____

Address _____ City _____ Zip _____

Please release appropriate medical information to Davison Community Schools for the above named student. I authorize school personnel, the Genesee County Public Health Nurse, and the doctor indicated below to share pertinent health information.

PARENT'S/GUARDIAN'S SIGNATURE: _____ DATE: _____

TO BE COMPLETED BY PHYSICIAN (Physician Recommendation/Plan of Care)

To provide for the student's ongoing education, the following information is needed from the physician:

1. The above named student has been under my medical care since _____
2. My diagnosis indicates the student's illness is _____
3. The student should be excused from school when experiencing the following symptoms:

4. It is recommended that the school do the following if the student experiences these symptoms during the school day _____
____ A supply of medicine should be kept at school to be taken
____ Student may carry own medicine and administer if needed
5. The student could be expected to miss in the range of _____ day(s) per week for this condition. If the student's absences exceed this expectation, the school should inform the doctor.
6. When the student misses school for any period of time due to this chronic illness, the following will be expected of the student:
 Contact _____ doctor _____ office nurse _____ clinic _____ hospital
 Complete assignments, homework missed during absences
 Take prescribed medication
 Return to school when _____
 Other (please specify): _____

PHYSICIAN'S SIGNATURE: _____ PHONE #: _____

This Petition for Reinstatement was developed by the Michigan Department of Education pursuant to the Revised School Code, MCL 380.1311(7) and MCL 380.1311a(7). This form may be adopted or modified at the option of local school districts or petitioners.

PETITION FOR STUDENT REINSTATEMENT

DATE: _____

TO: Board of Education of _____

[Insert Name and Address of School District]

FROM: _____, Petitioner

[Insert Name of Petitioner]

1. Status of Petitioner:

Parent(s) or Legal Guardian(s) of the Expelled Individual

Expelled Individual (18 years of age or older)

Expelled Individual (as an Emancipated Minor). A copy of the court order of emancipation must be attached.

2. This Petition for Reinstatement is made on behalf of:

Name: _____ Age: _____ Telephone #: _____

Address: _____

3. Parent(s) or Legal Guardian(s) of the Expelled Individual (include names, addresses, and telephone numbers of both parents/legal guardians, if appropriate):

Parent(s) Legal Guardian(s) Name(s): _____ Telephone #: _____

Address: _____

Parent(s) Legal Guardian(s) Name(s): _____ Telephone #: _____

Address: _____

4. Date of Expulsion: _____

5. Grade Level of Expelled Individual: _____

6. Expelling School District: _____

[Insert Name of Expelling School District]

_____ Telephone: _____

[Insert address and telephone number if the above-petitioned school district is not the expelling school district.]

7. Briefly describe the incident that caused the expulsion:

8. Has the expelled individual received assistance from a state or county social services agency?

Yes No Refuse to Answer*

If yes, attach all written documentation prepared by the agency regarding assistance the individual received

for the date of expulsion to the date of this Petition.

Decline to Provide Documentation*

9. Has the expelled individual received assistance from a state or county community mental health agency?

Yes No Decline to Answer*

If yes, attach all written documentation prepared by the agency regarding assistance the individual received

for the date of expulsion to the date of this Petition.

Decline to Provide Documentation*

10. Has the expelled individual received assistance from a private mental health professional from the date of

expulsion to the date of this Petition? Yes No Decline to Answer*

If yes, attach a detailed report from the mental health professional setting forth any findings, including results

of all tests and examinations performed, diagnosis, conclusions, and treatments provided from the date

of expulsion to the date of this Petition.

Decline to Provide Documentation.*

* Refusal to answer or produce documentation may be considered by the Board in its decision whether or not to reinstate the individual.

11. Was any criminal or juvenile court action initiated against the expelled individual as a result of the incident that caused the expulsion?

Yes No

Date	Charge	Case No.	Court, Address and Telephone No.	Status of Case

12. Was the expelled individual convicted as:

an adult, or adjudicated as a juvenile offender as a result of the incident that caused the expulsion?
 Yes No (If yes, attach a copy of the judgment of sentence or order of disposition, and I information regarding their probation officer.)

Probation Officer Name and Title: _____

Address: _____ Telephone #: _____

13. Other than the incident that caused the expulsion, was the expelled individual charged or convicted of any

criminal offense in any court in the United States since the expulsion date?
 Yes No

Date	Charge	Court, Address and Telephone #	Status of Case

14. Describe the expelled individual's attitude concerning the incident that caused the expulsion.

15. a. Describe the expelled individual's behavior since the expulsion.

b. List aspects of the expelled individual's prior school record that the Board should take into consideration.

16. What is the likelihood the expelled individual will be successful if reinstated to public education in the school district?

17. Attach 1-2 letters of reference from persons who are not related to the expelled individual (encouraged but not required).

I understand that I am required to inform the Board of Education of _____ School District, in writing, of any change of circumstances from those recorded in this Petition or its attachments. I understand that if I fail to keep the Board of Education informed, that failure may be cause to revoke or deny reinstatement. I understand that any false, incomplete or inaccurate information recorded in this Petition for Reinstatement or its attachments may result in the denial of this Petition, or revoke the individual's reinstatement to public school.

Signed: _____

[Insert Name of Petitioner]

[Insert Name of Petitioner]

Date: _____

Please Note: The reinstatement meeting will be held in a closed session, during which the petitioner and the student can advocate for the student's reinstatement. If any documents need to be submitted to the School Board to support the student's reinstatement to Davison Community Schools, please submit them to the office of the Executive Director of Student Services one week prior to the reinstatement meeting.

PUBLIC ACT 213 OF 2022

Section 1 of Article VIII of the Michigan Constitution of 1963:

Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Section 10 of the Revised School Code:

It is the natural, fundamental right of parents and legal guardians to determine and direct the care, teaching, and education of their children. The public schools of this state serve the needs of the pupils by cooperating with the pupil's parents and legal guardians to develop the pupil's intellectual capabilities and vocational skills in a safe and positive environment.

MCL 380.11a General powers school district.

(3) A general powers school district has all of the rights, powers, and duties expressly stated in this act; may exercise a power implied or incident to a power expressly stated in this act; and, except as otherwise provided by law, may exercise a power incidental or appropriate to the performance of a function related to operation of a public school and the provision of public education services in the interests of public elementary and secondary education in the school district, including, but not limited to, all of the following:

- (a) Educating pupils. In addition to educating pupils in grades K-12, this function may include operation of preschool, lifelong education, adult education, community education, training, enrichment, and recreation programs for other persons. A school district may do either or both of the following:
 - (i) Educate pupils by directly operating 1 or more public schools on its own.
 - (ii) Cause public education services to be provided for pupils of the school district through an agreement, contract, or other cooperative agreement with another public entity, including, but not limited to, another school district or an intermediate school district.
- (b) Providing for the safety and welfare of pupils while at school or a school sponsored activity or while en route to or from school or a school sponsored activity.
- (c) Except as otherwise provided in this section, acquiring, constructing, maintaining, repairing, renovating, disposing of, or conveying school property, facilities, equipment, technology, or furnishings.
- (d) Hiring, contracting for, scheduling, supervising, or terminating employees, independent contractors, and others, including, but not limited to, another school district or an intermediate school district, to carry out school district powers. A school district may indemnify its employees.
- (e) Receiving, accounting for, investing, or expending public school money; borrowing money and pledging public school funds for repayment; and qualifying for state school aid and other public or private money from local, regional, state, or federal sources.