

WINN

ELEMENTARY SCHOOL



Student & Parent Handbook
2019-2020

Letter from the Principal

Dear Parents, Students, and Friends,

Welcome to Winn Elementary School. We are committed to providing quality education for all of our students. We *believe* that every child has the potential to learn. We are committed to helping our students *achieve* to the utmost of their abilities. We know that by working together as a school community they will *succeed*.

The purpose of this handbook is to communicate with you the beliefs, policies, and programs of Winn Elementary School. Together we will build a successful partnership between the home, the students, and the school. Our focus is on learning, and we will achieve our greatest success by supporting one another in a respectful and caring environment. We are glad that you are a part of the Winn family, and we know that each child will have a fantastic educational experience this year.

It is the responsibility of the child and parent to review and to be aware of this handbook and its contents (you will need to sign an acknowledgment of this on the last page). Your questions and comments are important to us. As you read, please consider how we can all help our children to believe, achieve, and succeed.

Sincerely,

Laurie Richards, Principal

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INTRODUCTION AND STAFF

Winn Elementary School

Parent/Student Handbook

It is the desire of the Board of Education that two-way channels of communication be open at all times between the school system and the people of the school district. The board will continuously attempt to create and maintain schools that reflect the public's wishes, and will do its best to keep the people informed of the affairs of the school system.

The Shepherd Public School Board of Education holds regularly scheduled monthly meetings on the 3rd Tuesday of each month, unless otherwise posted.

ADMINISTRATION

<i>Superintendent of Schools</i> Steve Brimmer sbrimmer@shepherdschools.net	<i>Principal</i> Laurie Richards lrichards@shepherdschools.net	<i>Business Manager</i> Julie Freeze jfreeze@shepherdschools.net
<i>Special Education Director</i>	<i>Technology Director</i> Corey Grim cgrim@shepherdschools.net	<i>Homeless Liaison</i> Mike Evans mevans@shepherdschools.net
<i>Federal Programs & Curriculum Director</i>	<i>Transportation & Maintenance Director</i> Steve Sura ssura@shepherdschools.net	<i>Food Service Director</i> Tina Schafer tschafer@shepherdschools.net

BOARD OF EDUCATION MEMBERS

Mr. Michael Klumpp – President

Mr. Matthew Showalter – Vice President

Mr. Rick Judge – Treasurer

Mrs. Lisa Myers – Secretary

Mrs. Melissa Hutchinson – Trustee

Mr. Brent Curtiss – Trustee

Mr. Jon Daniels- Trustee

SCHOOL BUILDING INFORMATION

Superintendent's Office Phone.....	989-828-5520
Elementary School Office Phone.....	989-866-2250
Elementary Office Hours.....	7:30 a.m. – 4:00 p.m.
Elementary School Day.....	8:00 a.m. – 3:00 p.m.

ELEMENTARY STAFF AND EMAIL ADDRESSES

TEACHERS

Kindergarten

Mr. Dan Pudell dpudell@shepherdschools.net

First Grade

Ms. Susan Finch sfinch@shepherdschools.net

Second Grade

Ms. Chrissy Walters cwalters@shepherdschools.net

Third Grade

Ms. Mary Verhaar mverhaar@shepherdschools.net

Fourth Grade

Mr. Dan Watters dwatters@shepherdschools.net

Fifth Grade

Ms. Tina Gluch tgluch@shepherdschools.net

Special Ed. /Title I

Ms. Amy Martin amartin@shepherdschools.net

SPECIALS TEACHERS

Art

Ms. Tami Seger tseger@shepherdschools.net

Computers

Ms. Deb Kanine dkanine@shepherdschools.net

Gym

Mr. Mark Wieferich wieferich@shepherdschools.net

Health & Diversity

Ms. Daniele Kasper dkasper@shepherdschools.net

Music

Ms. Kim Voigt kvoigt@shepherdschools.net

OFFICE STAFF

Elementary Office Secretary

Mrs. Sheila Gall sgall@shepherdschools.net

Special Education Secretary

Ms. Vickie Shoff vshoff@shepherdschools.net

School Nurse

Ms. Heidi Galan hgalan@shepherdschools.net

Educational Assistants (EAs)

Ms. Tamara Rodriguez, Ms. Dawn McQueen &
Ms. Debra Hornoff

Paraprofessionals

Ms. Sue Hall Ms. Brenda Huber

Mr. Dan Kusbel Ms. Katie Simaz

Ms. Olivia McQueen

Custodian/Food Service

Food Service

Ms. Maggie Lamb

Bus Drivers

Mr. Gary Fockler & Mr. Steve Habedank

WINN ELEMENTARY SCHOOL
STUDENT HANDBOOK

All administrators, teachers, and staff members of Shepherd Schools are vested with legal authority to enforce the policies set forth by the Board of Education. Refusal on the part of students to respect this authority at all school functions may be considered insubordinate and dealt with accordingly.

SPS MISSION STATEMENT

Through a safe and caring learning environment, Shepherd Public Schools is committed to preparing our students for success in a changing world. We believe that student learning is the top priority and it is our responsibility to ensure each student reaches his or her fullest academic potential.

The Mission Statement declares the fundamental purpose of Shepherd Public Schools. Our mission is to educate students and prepare them for the challenges and demands of adulthood. Shepherd students are required to make good decisions, behave appropriately, and accept responsibility for their actions. Behavior that interferes with the fulfillment of the mission statement will be subject to disciplinary action.

No person because of race, color, national origin, sex, age, or handicap shall be discriminated against in the Shepherd Public Schools.

This Student Handbook shall be applied in a manner consistent with the rights secured under federal law to pupils who are determined to be eligible for special education programs and services. Shepherd Public School (K-12) accredited by the State of Michigan.

SPS VISION STATEMENT

The vision of Shepherd Public Schools is to be a leader in K-12 education. Our students will achieve personal success and become responsible and productive citizens.

SPS BELIEFS

1. Do what is best for ALL Students.
2. Recognize that students learning as our most important work.
3. Promote integrity, responsibility and accountability to self and community.
4. Provide a pertinent and demanding curriculum.
5. Cultivate student and staff leadership.

WINN ELEMENTARY MOTTO

“Winn Elementary – Everything a Kid Needs”

WINN ELEMENTARY MISSION STATEMENT

Winn Elementary School, in partnership with parents and community, will educate all students to be productive, responsible, lifelong learners.

Winn Elementary School, in partnership with parents and community, will educate and challenge all students to be **S.T.A.R.S.**

Solvers of Problems

Thinkers

Achievers

Responsible Citizens

Self-Motivated Learners

COUNSELING AND GUIDANCE

Guidance services are available to students in school. These services include assistance for education planning, interpretation of test scores, study habits, help at home, school and/or social concern, or any question a student might like to discuss. Winn Elementary provides a part time social worker and at-risk counselor.

CONFERENCE WITH TEACHERS

1. Students and parents are encouraged to consult with the teacher pertaining to any phase of the students learning process.
2. Each teacher is assigned a preparation period during the day and is available at that time for a conference.
3. Parents can call the school at 866-2250 to request a conference with a teacher or email the teacher.
4. Parents must report to the office for assistance upon arrival for a conference.
5. All school parent/teacher conferences are provided two times per year, and parents are encouraged to attend.

PARENT-TEACHER CONFERENCES

Conferences are scheduled twice a year (Fall and Spring). Parents are encouraged to attend these conferences. Additional conferences may be initiated as warranted any time throughout the school year.

REPORT CARDS

Report cards are sent home for elementary students at 12-week intervals, three times a year. Mid-term progress reports may be sent home if warranted. The final report card of the school year will be sent home with students the last day of school.

SCHOOL BUILDING ASSIGNMENT

School assignments are based on current enrollment and the number of sections at each building. Families moving in and out of the district and students being retained can change the class size at a grade level. There is always the possibility of a class size decreasing at one elementary while increasing at the other. When these changes produce an overload of students at either elementary building an attempt will be made to balance the sections within a grade level by moving students to another building. Please be aware that students living west of Shepherd and/or students living east of Winn may be affected by these adjustments.

PROMOTION & PROMOTIONAL POLICY

As a student finishes each school year, grade placements are marked on the report card and in the permanent file. The following definitions should help parents understand the specific placement term:

Promoted - means that the student is working at or near grade level.

Placed - means that the student is working 1 to 2 years below grade level.

Lifted - means that the teacher has recommended retention, but the parents disagrees and has signed a waiver to move the child to the next grade.

Retained - means that the student will remain in the same grade for another year. This recommendation is made by a mutual decision between parents, teachers and administration with the child's best interests in mind.

ATTENDANCE

Michigan School Code 15, Section 73-Compulsory Education, "Every parent, guardian, or other person in the State of Michigan, having control and charge of any child between the ages of six (6) and eighteen (18) years, shall be required to send such a child to the public school during the entire school year and such attendance shall be continuous and consecutive for the school year fixed by the school district in which such a child is enrolled." The Shepherd Board of Education believes that attendance is a cooperative effort between parents, students and Shepherd Public Schools. State laws also require school boards and administration to be responsible for the whereabouts of students during school hours. All attendance policies will be applied with equity and consistency, keeping in mind that students are individuals, with individual needs. Rules are provided to help our students develop accountability and become more responsible citizens, not unduly punish or ridicule the person.

In order to insure that Shepherd Public Schools students are in regular attendance, the school will adhere to the following attendance policy, which delineates responsibilities by all parties:

STUDENT RESPONSIBILITIES:

1. Always check in or out at the school office when arriving late or leaving early.
2. Bring parent notes to the school office for absences or being late.
3. Be on time and in school.

PARENT RESPONSIBILITIES:

1. If your son/daughter will not be in school, please call the school office by 9:30 am to verify the absence.
2. If you do not call in, a note is required on the first day back to school. If not, the absence will be marked unexcused.

SCHOOLS RESPONSIBILITIES:

1. The school office will send six (6), ten (10) and fifteen (15) day letters to parents to notify about absences.
2. Adhere to all legal requirements regarding the student's rights and regarding due process.
3. Recognize regular attendance as a worthy achievement.

Research shows that there is a direct relationship between good attendance and classroom success. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school. Likewise, poor attendance may be one factor in the student not achieving the minimal expectations of the class.

ATTENDANCE PROCEDURE:

Good school attendance is a habit every student should develop while attending elementary school. Regular attendance is essential for each student to take advantage of his/her educational opportunities. If it is necessary for a child to be absent from school, the following is required:

- A. A phone call to the school *on the day of the absence* letting the school know why the student is absent, and when the student is expected to return to school OR upon return to school, the student or parent/guardian must bring a note signed and dated by the parent/guardian, with a specific reason for the absence.
- B. If absence is due to medical appointments, bring in signed note from doctor's office for a no charge absence.
- C. The student is responsible for making up any schoolwork missed due to their absence.

Attendance is taken by teachers on the following bases;

Elementary (TK-5th) - At the beginning of the school day and following lunch period.

Secondary (MS/HS) - At the beginning of each scheduled class period.

EXCUSED ABSENCES:

Absences will be excused as long as the parent/guardian notifies the school, the absence is for a legitimate reason, and the absences do not become excessive. Sufficient reasons shall include, but not be limited to:

- A. Illness of Student (only 15 parent notes will be accepted)
- B. Extreme Family Emergency
- C. Family vacation with prior administrative approval*
- D. Religious observances
- E. Mandatory court appearance

* Family Vacation: Limited to 5 excused absences.

UNEXCUSED ABSENCES:

Students will be unexcused unless the parent/guardian sends written notice to the school explaining the student's absence. Sufficient reasons do not include:

- A. No phone call is made within the time period
- B. Students missing a class to work on assignment(s) from another class
- C. Any absence that does not fit into one of the categories described as excusable.

NON-CHARGEABLE ABSENCES:

1. School related absences (field trips, class meetings, etc.)
2. Suspensions
3. Funerals
4. College Visit/Job Shadowing with prior approval and documentation*
5. Doctor/Dentist/Counseling appointment (documentation is needed when returning to school). **The office must receive documentation of this appointment within seven (7) school days of the absence.**
6. Extenuating Circumstances - administrative discretion

*College Visits/Job Shadowing must be arranged through the Counseling Office and the student must return to school with documentation of the visit. Failure to do so may result in the student receiving an unexcused absence.

TARDINESS:

Tardiness is when a student arrives late for school/class.

Elementary Schools (TK-5th):

If a student arrives/leaves *more than thirty (30) minutes* from the beginning/end of the school day, the student will be considered absent for half (1/2) a day.

When a student reaches five (5) tardies, the student will be marked absent half (1/2) a day. Every fifth tardy will be officially counted as such.

Secondary Schools (MS & HS): Students are required to report to class before the tardy bell rings.

- A. The teacher will mark the student tardy provided they are in the classroom within the first ten (10) minutes of class.
- B. Any student arriving more than ten (10) minutes late will be marked absent.
- C. An accumulation of ten (10) tardies in any one (1) hour will result in one (1) unexcused absence.

EXTENDED ABSENCES:

In cases when a student plans to be absent for a non-school-related or other matter, every effort should be made to notify the school office ahead of time. It is expected that reasonable advance notice will be given (minimum of 10 school days). In most cases, assignments are due upon the student's return to school unless otherwise arranged with the teacher.

CHRONIC ABSENTEEISM/TRUANCY:

Truancy is defined as excessive/chronic absenteeism or missing school without permission, which includes half-day absences and tardiness, and means missing 10% or more of the academic school calendar. Michigan law places the responsibility on each student to attend school on a daily basis, and on each parent or guardian to send their child to school on a daily basis. The law also states that a parent or guardian who fails to ensure that their child has regular attendance is guilty of a misdemeanor and may face a fine or jail time.

Students who are absent for eighteen (18) days or more (an average of 6 absences a trimester, excused or unexcused) throughout the school year will be reported as being truant. Shepherd Public Schools are working in close cooperation with the Gratiot-Isabella RESD Truancy Officer and the Isabella County Prosecutor's Office. It is important that parents and students comply with the school's attendance procedures. It is the hope of Shepherd Public Schools that together with the help of our parents/guardians we can reduce truancy, and that all children will be in attendance on a regular basis.

NOTIFICATION PROCEDURE:

If a student is chronically absent/truant, the following steps will be taken.

- 1. **6 Absences** (Excused & Unexcused) = Parents will be notified (Phone call & letter mailed home) of number of absences.
- 2. **10 Absences** (Excused & Unexcused) = Parent will be notified (Phone call & letter mailed home) of number of absences and meeting will take place to review attendance patterns.
- 3. **15 Absences** (Excused & Unexcused) = Parent will be notified (Phone call & letter mailed home) of the number of absences and meeting will take place to develop an Attendance Improvement Plan.
- 4. **18 Absences** (Excused & Unexcused) = A referral, for Truancy Action, to the County Truancy officer will be made.

THE SCHOOL DAY

Students may arrive as early as 7:45, and supervised by our paraprofessionals. At this time, students may take advantage of our Breakfast Program or visit with their friends. If a child arrives before 7:45, they must be enrolled in the Winn Area Activity Center (WAAC) before school program. This licensed program is free during the morning hours and provides the needed supervision from 6:30 a.m. until the school day begins.

School begins at **8:00 a.m.** and is dismissed at **3:00 p.m.** Students should report to the gym upon their arrival to prepare for morning opening. If students arrive after 8:00 a.m., parents are to bring their child/children into the school office and sign them in. Time is an important factor of achievement.

During the school day students in K-2 will have (2) recess times; one at lunchtime and another in the afternoon. Students in 3-5 will have (1) longer recess at lunchtime. This is an important part of the school day where students learn to apply social and organizational skills, as well as “get some fresh air”. While this is a break from the classroom, it is still part of the students’ day. Recess time may be used to complete unfinished work or to provide additional instruction.

In the event that you must pick up your child early, all students must be checked out of school through the office. Anyone picking up a child during the school day must be prepared to show legal identification (drivers’ license, state id. etc.) This person must be over 18 years old, and listed on the child’s emergency card, or have a note from the parent giving permission (a fax will be accepted, 989-866-2740). Please come directly to the office to sign your child out and we will contact the room to have your child sent to the office. Students returning from appointments should be checked back in through the office.

After School Changes: It is the policy of Winn Elementary School not to accept telephone calls to change after school plans for children. Changes over the phone will only be honored in an emergency. If you want to change your child’s after school routine, **YOU MUST SEND A NOTE.** Our Parents’ Club provides forms to do this. You may also fax your permission before 11:00 a.m., and follow up with a phone call to be sure the fax was received. Your child will follow their normal after school routine if we do not have your request for change in writing. The reason for the policy is for the protection of your child.

Dismissal: School is dismissed at 3:00 p.m. If you are picking up your child at the end of the day please wait in the entryway or school office. We request that you try to avoid taking your child out of school early unless absolutely necessary. Please try to schedule doctor, dentist, and other appointments so as not to interfere with their learning time. In the event that you must pick up your child early, all students must be checked out of the school through the office.

CLASSROOM VISITORS

To ensure building security and safety, all visitors at Winn Elementary must report to the office and if cleared through the office, a visitor's pass/name tag will be issued. Anyone entering the building, beyond the main office, during the school day, must have a current background check (ICHAT) on file with the school district. This includes parents attending their child's field trips and classroom parties.

HOMEWORK

Students are sometimes directed to complete classroom assignments at home. Occasional long-term projects are required of older students. However, the most meaningful kinds of educational experiences are those which are under the direct supervision of a teacher or parent. It can be said that most of the time students have enough time during the day to complete assignments. If you have any questions/concerns regarding your child's homework, please contact the teacher (email anytime or phone call during planning period).

FIELD TRIPS

In order to enhance and enrich the educational program, teachers conduct periodic field trips. Prior to any field trip, parents are notified with a written explanation of the trip. A general field trip permission form, which must be signed by parents and returned to school, will be included in the beginning of the year packet.

***IMPORTANT:** If parents accompany their child on a field trip and would like to bring him/her home with them, they must have prior approval by Administration BEFORE LEAVING on the field trip. Parents must also have an ICHAT background check completed and on-file at the school.*

ENROLLING GUIDELINES

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides, unless enrolling under the District's open enrollment policy.

New students under the age of eighteen must be enrolled by their parents or legal guardian. When enrolling, parents must provide the following:

- A birth certificate or similar document
- Court papers allocating parental rights and responsibilities, or custody (if appropriate)
- Proof of residency
- Proof of immunizations

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison of Homeless Children with regard to enrollment procedures.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

STUDENT CONDUCT

It is the goal of the staff and community to prepare students for active participation in our school and society. Students will be expected to take personal responsibility for their achievement and behavior at all times.

The **Personal Rights** are:

We have the right to be **HAPPY** and to be **TREATED FAIRLY**.

We have the right to be **SAFE**.

We have the right to **HEAR** and **BE HEARD**.

We have the right to **LEARN**.

We have the right to be **OURSELVES**.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

SCHOOL GUIDELINES

Our Golden Rule:

The students and staff will respect all people and their property, and they will be responsible for themselves.

General Student Conduct: **All students are expected to:**

- Respect the rights of others and treat all other people with respect.
- Follow adult directions and take pride in their work.
- Walk in classrooms and hallways and keep hands, feet, and objects to themselves.
- Use quiet voices and appropriate language.
- Complete all classroom and homework assignments.

- Violence is not allowed.

DISCIPLINE

A code of conduct has been formulated to define guidelines and rules in an attempt to function fairly and equitably. An attempt has been made to define limits of behavior and to implement conditions that clarify the rights of all participants in our school community. It is recognized that each student is an individual and that there are situational variances involving misconduct; therefore, certain circumstances may warrant discipline and control to be treated as an individual matter. You are reminded that you have all rights of due process of law.

VIOLENCE in any form (verbal, physical, visual) will not be tolerated. **We have a zero tolerance policy. An atmosphere of safety and family closeness is a continuing tradition at Winn. We believe that every child and adult has the right to learn and teach in a safe environment.**

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

SUSPENSION

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused. A suspended student is required to make-up school work due to suspension. Tests and quizzes will be made up and a grade given based on the results of the tests and quizzes.

RESPONSIBLE THINKING (The Disciplinary Code)

Students must be allowed to learn in a safe environment and teachers must be allowed to teach if we are to achieve our goals. Any disruption to this fundamental premise affects everyone. In an effort to maintain a quality school setting it is necessary to teach our students to be responsible thinkers. We accomplish this through a program that creates mutual respect.

Your support in the area of discipline is critical. If a student continues to interfere with the learning environment, or refuses to follow school rules, a parent will be contacted to discuss future interventions.

Depending on the disruption, a conference may be required *before your child may return to school*. Please realize that the School reserves the right to issue suspensions or to consider expulsions for major and/or repeat infractions to School and District Rules.

Shepherd Public Schools Board of Education Guidelines

The Board of Education believes that the primary objectives of student conduct and control are to produce a school environment, which offers the most favorable setting for teaching – learning activities. The Board further believes that the code of student conduct and control must consider the welfare and development of the individual and the student body collectively; that it should include the entire program of adapting the child to life in his/her society; and that it involves two major emphases:

- To guide the pupil so that he/she benefits from the immediate efforts of teachers and does not threaten the classroom or the instruction that is taking place.
- To guide the pupil so that he/she may become a responsible, productive, and self-disciplined citizen in preparation for assuming adult responsibilities.

Our fundamental belief is that teachers have a right to teach and students have a right to learn.

DANGEROUS SUBSTANCES

The Board prohibits the use, possession, concealment, or distribution of any drug or look-alike drug at any time on District property or at any District event. The use and/or possession of alcohol or tobacco products or look-alike products are not allowed in school buildings, on school grounds, in school vehicles, and at school related events. Consequences may be suspension, up to and including expulsion.

WEAPONS/DANGEROUS WEAPONS

A student shall not knowingly possess, handle, or transmit ANY weapon to include illegal and/or dangerous weapons such as a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, brass knuckles, or any other object which could cause bodily harm or which may be used as a weapon which could inflict bodily harm. The Board will not tolerate the possession of weapons or look-alike weapons such as cap guns, B.B. guns, pellet guns, etc. by anyone while on school property or a district related event. Any student in violation may be suspended up to and including expulsion. If a student violates the Michigan Legislative Dangerous Weapons Act, the Shepherd Public Schools Board of Education shall expel the student for a minimum of 180 days.

DISCIPLINE AND DUE PROCESS

It is our strong belief that if students are to be successful they must be allowed to learn in a safe environment, and teachers must be allowed to teach in a non-disruptive setting. Discipline is the self-control that makes this happen. Students who choose not to follow school rules will be dealt with on an individual basis and will be disciplined according to their disruption. Our staff is committed to **teaching respect and responsibility**. A disruptive student may be removed from the classroom environment until his/her behavior is such that it conforms to the school rules. A plan for responsible actions will be developed either verbally or in writing. Parents will be notified of persistent

misbehavior. Parents will be notified immediately of any extreme behaviors including physical or verbal abuse, destruction of property and/or potentially harmful behaviors. A course of action will be discussed with the student, parent, teacher, and principal. Shepherd Public Schools Board of Education Guidelines will be followed. Consequences may include suspension up to and including expulsion.

To ensure appropriate due process, guidelines have been established when suspension and/or expulsion are being considered. A student must be given written notice of his or her suspension, the reasons for the suspension, and the opportunity to respond to the charges prior to the suspension. The student may request a hearing with the principal. If the issue is still unresolved after meeting with the principal, the student may request a hearing with the Superintendent. If a student is subject to long-term suspension or expulsion, the student and his/her parent or guardian will be given an opportunity to appear with a representative before the Board of Education to answer the charges. The student and /or their guardian must be provided, at that time, with a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Board, and a summary of the facts to which the witnesses will testify. The hearing may be private, but the Board must act publicly.

A student, while serving a suspension or expulsion is not allowed on school district property without the permission of the principal.

Suspension is defined as exclusion of a student from school for a specific period of time terminating at the end of the specified period or upon the fulfillment of a specific set of conditions. Suspensions should not exceed a period of ten school days.

Expulsion is defined as permanent exclusion of a student from school. Parents shall be informed of, and involved in, any case of a student exhibiting a history of unacceptable behavior.

All Shepherd Public Schools Board of Education policies will be enforced at Winn Elementary.

CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board of Education of Shepherd will not condone the use of force and fear as appropriate procedure in student discipline. No person employed by the Shepherd Schools, or engaged as a volunteer or contractor by the Board, shall threaten to inflict, or cause to be inflicted, corporal punishment upon any pupil in accordance with state law. However, professional staff, support staff, volunteers, or contractors by the Board, may, within the scope of their employment, use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or with the control of the student, in self-defense, or for the protection of persons or property. Alternatives to corporal punishment will be used as a first option. These include detentions, suspension, restrictions from activities, or withdrawal of privileges. Other methods of discipline may be used that are not in the above list.

STUDENT SECLUSION & RESTRAINT

Seclusion/restraint will be used only under emergency situations and if essential. Emergency situation means a situation in which a student's behavior poses a risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention.

In the event that staff members need to restrain and/or seclude students, it will be done in accordance with School policy, which is intended to:

- A. promote the care, safety, welfare and security of the school community and the dignity of each student;
- B. encourage the use of proactive, effective, evidence and research based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all students;
- C. ensure that seclusion and restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation and reporting by trained personnel.

NUISANCE OBJECTS

Any objects brought to school that interfere with the educational process (such as: show & tell items, trading cards, toys, fidget spinners, athletic equipment, etc.) will be taken from the child and kept in the elementary office where it must be picked up by a parent. Persistent violations of this policy could result in loss of the item(s) until the end of the school year.

DIGITAL MEDIA DEVICES, FOR EXAMPLE IPODS, TABLETS, CAMERAS, CELL PHONES, OTHER ELECTRONIC DEVICES OR AUDIO/VIDEO RECORDING DEVICES.

Most electronic equipment necessary in school is supplied by the school. Students are not allowed to have iPods, electronic toys, cameras, cell phones, laser pens, radios, or other similar devices at school activities or in the classroom without the permission of the principal, classroom teacher, bus driver, or person in charge. Although cell phones may be used on buses, inappropriate use of cell phones or cameras on school buses is also prohibited. The use of cell phones while boarding and un-boarding buses is also prohibited. The property will be confiscated and disciplinary action will be taken. Violations of this rule could result in suspension or expulsion.

****Electronics such as e-readers/tablets and graphing calculators are allowed, with prior approval from the teacher, for educational use only. The school is not responsible for loss or damage, and these items may only be used in a classroom setting (not to be used at recess).**

DRESS CODE

Students are to be appropriately dressed in a manner that is not distracting to the elementary school educational setting. This would include instructional time as well as outside recess. Please dress for seasonal and daily weather conditions.

- Appropriate footwear is required at all times. For safety reasons, open toe shoes are discouraged. Students who wear open toe shoes will not be allowed to climb on playground equipment or participate in some outdoor games.
- Clothing which is distracting, offensive, or obscene will not be considered acceptable. (Examples: short shorts and skirts, midriff-baring tops, undergarments showing) Clothing which promotes tobacco, alcohol, and other drugs will not be allowed. Clothing which advocates violence is unacceptable. Pants/shorts must be worn about the natural waistline. For some students this may require the use of a belt. Hats and hoods are not to be worn in the classroom. Avoid any apparel that might get caught on the playground equipment and potentially cause injury.
- Students should have two pairs of shoes/boots available for inclement weather days during the school year when our playground is wet or snowy.
- The following items are not acceptable school attire: bedroom slippers, pajama pants, bandanas, jackets (in the classroom), any kind of “gang related” jewelry, clothing, or types of grooming.

GYM CLASS DRESS CODE

- Students do not have to bring special clothes for gym class.
- CLEAN athletic shoes, with Velcro or laces that tie are recommended.
- Shorts are recommended to be worn under dresses, on gym class days.

PENALTIES FOR VIOLATIONS

INSUBORDINATION

Refusal to comply with the reasonable directives of teachers, support staff, or administrators, use of profane language, violation of state law, local ordinances, and laws pertaining to civil disobedience and derogatory actions against school personnel is considered insubordination.

FALSE ALARMS, FALSE REPORTS, AND BOMB THREATS

A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank, is a dangerous stunt. Violations of this rule could result in suspension or expulsion along with notification of Authorities.

BULLYING & 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.

NOTIFICATION

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

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

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

REPORTING

No later than May 30, 2015, the District shall submit to the Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

IMPLEMENTATION

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

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

PROCEDURE

Any student who believes he/she has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

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

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

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

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

NON-RETALIATION/FALSE REPORTS

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

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

DEFINITIONS

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

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

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

"Staff" includes all school employees and Board members.

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

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

Bullying activities of any type are prohibited at all times on school property, at any school-sponsored function or in a school vehicle. Bullying includes any willful act done by a student or students to another student for the purpose of subjecting that student to humiliation, intimidation, physical or mental abuse or threats of abuse, social or other ostracism, shame, or disgrace. Permission, consent, or assumption of risk by the student subject to hazing does not lessen the prohibition.

DUE PROCESS RIGHTS

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the Board establishes the following guidelines:

- A. Students subject to short-term suspension: Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of the suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The Principal or other designated administrator shall provide the opportunity to be heard and shall be

responsible for making the suspension decision. An appeal may be addressed to the Superintendent whose decision will be final.

- B. Students subject to long-term suspension and expulsion: A student and his/her parent or guardian must be given written notice of the reasons and intention to suspend or expel and an opportunity to appear with a representative before the Board/Superintendent to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Board/Superintendent, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private, but the Board/Superintendent must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion

(policy 5610 and /or policy 5610.01), to a request for reinstatement (policy 5610.01), or to a request for admission after being permanently expelled from another district (policy 5610.01).

The Superintendent shall establish procedures so that all members of the staff use the above guidelines when dealing with students that have been suspended. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

BUILDING & GROUNDS

HALLWAYS EXPECTATIONS

BE SAFE

- Walking Feet
- Stay to the Right
- Face Forward

BE RESPONSIBLE

- Walk with a Purpose
- Keep Lockers or Area Neat
- Keep Hallways Clean
- Carry Items Responsibly

BE RESPECTFUL

- Keep Hand and Feet to Self
- Keep 1 Step Between You and the Next Person
- Voice Level = 1 (Whisper Voices)

Classroom Rules: All teachers will construct and publish their own classroom rules in line with Board Guidelines and expectations for general student conduct.

PLAYGROUND/RECESS EXPECTATIONS

These playground expectations have been established for the safety and well-being of all students. Everyone is to use the equipment in the following manner.

BE SAFE

- Use Hands, Feet and Objects Appropriately
- Use Equipment Properly
 - Only one person on a swing at a time; two on a tire swing.
 - Students are to slide down the slide and not climb up it.
 - Only one person going down the slide at a time.
 - Students may not climb over the climbing wall
- What is on the Ground Stays on the Ground
- Stay within Playground Boundaries

BE RESPONSIBLE

- Report Any Unsafe Behavior to Adult's Immediately
- Put Equipment Away After Use
- Line Up Quickly and Quietly when Directed

BE RESPECTFUL

- Take Turns on the Equipment
- Use Appropriate Words and Voice Levels
- Follow Adults Directions
- Voice Level = 4 (Outside Voices)

Inside Recess

The children will be kept inside for recess on all days when the temperature, including wind chill drops below ten degrees Fahrenheit. Other factors such as precipitation, sunshine, time of day, playground conditions and how long the children have been inside will be taken into consideration.

CONSEQUENCES: All consequences accumulate for the entire school year.

Minor Infractions: Improper use of equipment, intentional rough play, profanity, disrespect toward staff, and other violations of Personal Rights.

Steps to Correct Misbehaviors:

1. Warning / Time Out for the remainder of the recess.
2. Administrative contact / Learning Plan or Think Sheet
3. Parent contact. May result in child being sent home.

Major Infractions: Intentional harm of others, either verbal or physical, damage to property, and stealing.

Step to correct behavior:

1. Administrative contact / Learning Plan or Think Sheets
2. Parent contact.
3. Child sent home.

AFTER SCHOOL ACTIVITIES

Any student or groups of students involved in any after school activity shall have a chaperone or sponsor present at all times. The activity shall be in a designated area.

NON-SCHOOL SPONSORED CLUBS AND ACTIVITIES

Non-school-sponsored student groups organized for religious, political, or philosophical reasons may meet during non-instructional hours. The application for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that non-school persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate. No non-district sponsored organization may use the name of the school or school mascot.

PESTICIDE USE POLICY/INTEGRATED PEST MGMT. (IPM)

Shepherd Schools, if needed, may use pesticides for pest control. Advanced notice will be posted on all entrance doors and provided on the school website. If you want to be included on the notification list, contact Maintenance & Transportation (989-828-4539) to be included on the notification list. Those on the notification list will be notified three days prior to application of the pesticides.

ASBESTOS NOTICE

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. In Accordance with the Environmental Protection Agency Regulations, Shepherd Public Schools has been inspected for Friable (easily crumbled) and Non-Friable materials which contain asbestos. Asbestos may be in school buildings and procedures will be taken if needed. The material is inspected regularly as governed by law. Should any further questions arise, please contact the Maintenance & Transportation office (989-828-4539).

LIBRARY USE

Students come to the library once a week. K-2 may check out one book each week, while grades 3-5 may check out two items. Books are due back in one week. If they are not returned, the student will not be allowed to check out new books. In addition, the following procedures will be followed:

- After 3 weeks, a reminder will be sent home. After 4 weeks, a reminder will be sent along with a notice of replacement cost of the book. The parents are then expected to pay this cost. If, after these procedures are followed the book is found, it can be returned to the library and the money will be refunded. Students who frequently forget to return library materials will not be allowed to take library items home.

SEARCH POLICY

All lockers and other storage areas provided for student use remain the property of the District. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using a locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein. In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against Board policy. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken, held, or turned over to the police. The school reserves the right not to return items which have been confiscated. No students shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.

The principal may search student lockers and storage areas and the contents contained therein at any time for justifiable reasons.

The principal may, at any time, request assistance of the local law enforcement agency having jurisdiction over the facilities of the District. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

TECHNOLOGY ACCEPTABLE USE POLICY **SHEPHERD PUBLIC SCHOOLS (SPS) ACCEPTABLE USE POLICY** **ACCESS TO ACCOUNTS**

It is expected that each individual will accept responsibility for his/her actions using district technology. District technology includes, but is not limited to, computers, disks, printers, scanners, network, cameras, photocopiers, telephones and other related resources. Edzone refers to our Internet access, a regional service coordinated by the Gratiot-Isabella R.E.S.D., which utilizes filtering software in addition to the district's local filter. The following guidelines are provided pursuant to the federal Child Internet Protection Act (CIPA).

The signature(s) at the end of this document is (are) legally binding and indicate(s) the party who signed has (have) read the terms and conditions carefully and understand(s) their significance.

TERMS & CONDITIONS:

Users at Shepherd agree to the Terms and Conditions set forth in this document.

Access to the Internet is a privilege and not a right. District technology users agree to engage in activity that is legal and non-disruptive to other users of technology.

Specifically, they agree to the following:

Use of technology must be in support of education and research and be consistent with the curriculum objectives of the Shepherd Public Schools District. Any activity that fosters that purpose is encouraged. Any other activity is discouraged or, in some cases, prohibited. Any services accessed which require a monetary charge or financial commitment shall be the responsibility of the individual users.

DISTRICT TECHNOLOGY GUIDELINES:

Users are expected to abide by the generally accepted rules of district technology etiquette.

At the present time, these include, but are not limited to, the following:

1. Be polite; do not be abusive in your messages to others.
2. Use appropriate language.
3. Do not reveal any personal information.
4. Gmail is to be used for all school communication. (Note that your electronic mail is not guaranteed to be private.)
5. Do not use technology in such a way that you would disrupt the use for other users.
6. Vandalism will result in the cancellation of all district technology privileges.
7. Do not use chat or social networking for personal purposes on the school network.
8. Follow these rules even when using personal equipment, such as laptops, cell phones or iPods.

NETWORK SECURITY:

Security on any network computer is critical, especially when the system involves a variety of users.

1. Do not attempt to gain security codes, passwords, or other private information regarding another user or system.
2. Do not share your security codes or passwords.
3. Do not misrepresent yourself on the system in any way.
4. Unauthorized efforts to log on the network or Internet are prohibited and may result in cancellation of other district technology privileges.
5. Shepherd Public Schools reserve the right, at their sole discretion, to suspend or terminate a member's access upon any breach of terms. Revocation of privileges may range from a minimum of two weeks up to and including permanent loss of access.

Any action by any user that is deemed to be a threat to district technology will result in the loss of all privileges and could result in civil or criminal charges being filed. Warranty

While Edzone and Shepherd Public Schools make every effort to maintain a safe and error free system, they make absolutely no warranties of any kind, neither expressed nor implied for the service being provided. Edzone or Shepherd will not be responsible for any damages suffered or caused by any user. This includes, but is not limited to, any loss of data by any means. Any and all use of any information obtained by the Internet is the user's own risk. Edzone and Shepherd Public Schools specifically deny any responsibility for the accuracy and/or quality of any information obtained through their Internet services. The user (or parent/guardian, if applicable) agrees to indemnify and hold harmless Edzone or Shepherd Public Schools, its sponsors, individual board members, agents or employees from and against any claim, lawsuit, cause of action, damage judgment, or administrative complaint arising out of the use of district technology

All users are encouraged to make use of the school's facilities in pursuit of their academic goals, but are asked to remember that an INTERNET account is a privilege, not a right offered each academic year to the following:

1. All SPS students approved by their parents.
2. All SPS students approved by the building principals and/or network administrator.

Usage Guidelines

The INTERNET account holder is held responsible for his/her actions and activity with his/her account. Unacceptable uses of network resources are reported to the Network Administrator and Building Principal and will result in restrictions or suspensions of these privileges. Repeat violators will also be subject to further disciplinary actions such as Saturday detentions and/or out of school suspensions. Some examples of unacceptable uses are:

1. Using the network for illegal activity, including violation of copyright or other contracts;
2. Using the network for financial or commercial gain;
3. Degrading or disrupting equipment, software or system performance;
4. Vandalizing the data of another user;
5. Wastefully using finite resources;
6. Gaining unauthorized access to resources or entities;
7. Invading the privacy of individuals;
8. Using an account owned by another user;
9. Posting personal communications without the original author's consent;
10. Posting anonymous messages;
11. Downloading, promoting links to, or the storing and/or printing of files or messages that are profane, pornographic, obscene, that use language that offends or tends to degrade others or that encourage criminal activity;
 - a) Transmitting, executing, promoting links to, or storing malicious, threatening, or abusive
 - b) programs or material;

- c) Downloading, executing, or storing programs from the INTERNET on network drives or network directories. This includes files that end with the extension of .exe., .bat, .zip or .com;
- d) Violating the Content Guidelines as outlined below;
 - a. If a student inadvertently accesses an inappropriate site, (See 11 above) the student must immediately report this to the responsible teacher. This is necessary to update protective software packages. (Note: this provision is not intended to excuse continued misuse by students).

CONTENT GUIDELINES:

Students, as part of a valid classroom assignment, may be allowed to produce materials for electronic publications on the INTERNET. Teachers and the Network Administrator may monitor these materials to ensure compliance with content standards. The content of student materials is constrained by the following restrictions:

1. No personal information about a student will be allowed. This includes home telephone numbers and address as well as information regarding the specific location of any student at any given time.
2. All student work must be signed with the student's full name.
3. Individuals in pictures, movies or sound recordings may be identified by initials. Absolutely no first or last names may appear in reference to individuals in any image, movie or sound recording.
4. No text, image, movie or sound that contains pornography, profanity, obscenity, or language that offends or tends to degrade others will be allowed.

TRANSPORTATION

Shepherd Public Schools Transportation Department considers safety of the students as our first priority. In view of the responsibility and bus safety factors dealing with the lives of the youth, the driver has authority over the bus and its passengers. Students are expected to behave and respond to the requests of the driver or lose their privilege to ride the bus. Transportation is a privilege not a right on a public school bus.

Whether the student regards riding a school bus as privilege or not, this privilege may be denied to any student for improper conduct while riding the school bus. The length of this denial may vary from one day to the complete school year, depending on the number of times reported and seriousness of the misconduct.

Proper student conduct is the most important factor in the safe and wholesome operation of a transportation program. The Board of Education and Administration expect the same level of

appropriate student behavior while riding a school bus as they would in the classroom or any public place.

Therefore, it is of utmost importance that bus drivers, the Director of Transportation, Principal, and parents continually work together to assure the best possible student behavior.

The school bus driver is in charge of the bus at all times when it is in operation and has authority to demand observance of proper student conduct and the school bus rules. A proper amount of discipline must be maintained on the bus in order to permit the bus driver to maintain adequate composure for the safest operation of the school bus. A rowdy, noisy, and destructive student will not be tolerated by the bus driver or the school administration. Each driver is given authority to stop the bus to talk with a student who is not conducting himself/herself properly and to report the student to the Director of Transportation and principal. Proper disciplinary action will be taken against the student and the incident will be recorded on his/her student record. Repeat offenders will be asked to secure their own transportation to and from school.

Students wishing to ride home on another bus may do so only with written permission from a parent. The note should be turned in to the office first thing in the morning. All changes are contingent on space being available on the bus. It is very difficult to accommodate large groups for sleepover and birthday parties. We discourage large groups from requesting the same bus on the same day. Notes should include the date and address as well as a daytime number where a parent can be reached if we are unable to honor the change. Changes can be faxed to the school (989-828-6947). We ask that all faxes be sent by 11:00 AM, and followed up with a phone call. Changes over the phone will only be honored in an emergency.

The following rules and expectations are to be followed, and will be enforced.

BUS PICK-UP & DROP-OFF EXPECTATIONS

1. Students need to be at the bus stop ready to board at least 5 minutes before the scheduled arrival time of the bus.
2. Students are expected to conduct themselves in a proper manner at bus stops. The District will not enter into disputes involving parents and/or students concerning matters that take place prior to the student boarding the bus or after the student has disembarked from the bus on his/her way home.
3. Students are to stay off the traveled roadway at all times while waiting for the bus.
4. For safety reasons, keep pets/animals away from the loading area.
5. Students may be required to walk a maximum of 1/2 mile (elementary) or one mile (high school).
6. Wait until the bus has come to a stop before attempting to get on or off.
7. **We will not drop-off Lower Elementary (TK thru 3grade) students unless we visually see an adult, or they accompanied by older student/sibling.** If no one is home at the time

of delivery, the student will remain on the bus and the student will be returned to the School. *(See Lower Elementary Drop-Off Policy on following page).*

8. Each student is permitted a maximum of TWO designated bus pick-up/drop-off locations. (Ex: Home and Daycare)
9. Students who ride the bus to school will not be permitted to walk or ride any other bus or get off at another stop unless the driver has written permission from parent or guardian.
10. Cross the traveled roadway, if necessary, in the following manner:
 - Make sure the bus has come to a complete stop.
 - Upon signal from the driver, look both to the right and the left, then proceed across the roadway in front of the bus.
 - Walk 10 feet to the front of the bus, within sight of the driver and wait for the proper signal for crossing.
 - Walk, don't run, in front of the bus when crossing the roadway.
11. Designated pick up and drop off points defined by the district must be utilized in order to operate an efficient transportation system. If there is a need to use a different bus stop for your child, the parent/guardian must make arrangements with the school and the transportation department. Please do your best to limit the alternate bus stops to one.

BUS EXPECTATIONS

Be Safe

- Stay Seated and facing forward
- Keep Hands, Feet and Objects to Self
- Stay Out of Aisle

Be Responsible

- Take All Your Belongings with You
- Pay Attention to Stops and Use Jump Seat

Be Respectful

- Use Appropriate Words and Voice Level
- Use Manners. Say Hello, Good Bye, etc.

TRANSPORTATION TO AND FROM ACTIVITIES

When using school transportation, the driver has authority over the bus and its passengers. To ensure the safety of all, parents are expected to:

- ensure that their children arrive at the bus stop on time.
- provide necessary protection for their child in going to and from the bus stop.
- accept responsibility for proper conduct of their child.

Keep in mind that loss of transportation can occur at any time depending on the severity of the violation. Should the student be denied bus transportation it will be the parents' responsibility to transport their student to and from school for a determined period of time.

MISCONDUCT ON SCHOOL TRANSPORTATION

When a student violates one or more of the above safety bus rules thereby causing an unsafe and/or disruptive condition, the following disciplinary procedure will be used;

1st offense: written warning and possible RTC

2nd offense: 3 days loss of transportation

3rd offense: 10 days loss of transportation

4th offense: loss of transportation for the remainder of the year. (Parent may request last chance ride meeting with building principal, transportation director, and superintendent.)

A suspension from the bus, means is suspended from ALL Shepherd Public School buses, including field trips and extracurricular activities.

LOWER ELEMENTARY DROP-OFF POLICY

Due to safety concerns, we are strictly enforcing our bus policy regarding student drop-offs. An adult or older sibling must be in clear view of the bus driver in order for TK through Third grade students to be allowed off the bus after school. If no adult is clearly present, the student will be returned to school on the bus, and parents/guardians will be responsible for picking the student up from the Elementary office by 4:15 p.m. Chronic violations of this policy may result in the loss of transportation privileges. Consequences for having your child returned to school will result in a bus referral and the consequences that result in that referral, including loss of bus privileges.

Consequence:

1st offense: written warning

2nd offense: 3 days loss of transportation

3rd offense: 10 days loss of transportation

4th offense: loss of transportation for the remainder of the year. (Parent may request last chance ride meeting with building principal, transportation director, and superintendent.)

CAFETERIA AND LUNCH HOUR RULES

Our lunch program is set up on a computer similar to a bank checking account. Your payments are deposited and the account is charged when meals are purchased.

Students need to prepay their accounts; no money will be accepted in the lunch line. To insure proper credit to your account, best paid by check or money order. You may also pay on-line by going to www.shepherdschools.net under Food Service or go directly to sendmoneytoschool.com to pay for lunch and to keep track of balances and what is being purchased. Lunch money is collected from

students daily. Lunch money envelopes are available in the gym. Please write name, teachers name and amount included on envelope.

All Parents will be contacted by an automatic e-mail system when your child balance begins to run low (<\$4.00) and e-mails continues as the student runs out of money. If payment is not made and the account brought up to a positive balance the next day, students will be offered Cook's Choice (sandwich, fruit, and milk for lunch or cereal and milk for breakfast). All charges must be paid by the last day of the current school year. Families that have extenuating financial circumstances may contact the Building Principal or Food Service Director.

Breakfast is served daily starting at 7:45 a.m.; the costs are \$1.40/full pay, \$0.30/reduced. In the event of a delay, breakfast WILL NOT be served. Breakfast includes four items from different food groups; students may take all four but must take three to receive a full breakfast.

Our lunch menu consists of a choice between two entrees and includes five items from different food groups. Students may take all five but must take three including a fruit or vegetable to receive a full lunch. Milk may be purchased by students who bring cold lunch. They can either use their account funds or bring \$0.45 to buy it during lunch. **NO LUNCH WILL BE SERVED ON HALF DAYS.** The cost for Elementary lunch is \$1.85/full pay, \$0.40/reduced.

LunchApp.com is a secure web-site that allows you to fill out your free/reduced application on-line. You can access this site though the cafeteria web page on the Shepherd Schools web-site.

Due to state/federal regulations, we cannot allow students to receive free/reduced meals until their application has been received and approved. Therefore, **students will be charged a full pay price until their application is accepted**, which may take up to a week after being received. Any charges made prior to the acceptance of your application must be paid within the first week of notification. After the first week, your children will receive cook's choice for breakfast and lunch until these charges have been paid.

Restrictions and special instructions can be posted on individual student accounts. Please contact the school with these requests. Any credits will be carried over to the next school year.

CAFETERIA EXPECTATIONS

Be Safe

- Walking Feet
- Eat Only Your Own Food
- Carry Your Tray With 2 Hands

Be Responsible

- Clean Your Whole Table Space
- Wait Your Turn

- Raise Your Hand for Help

Be Respectful

- Keep Your Hands, Feet and Germs to Yourself
- Use Kind Words and Manners
- Help Others if Asked
- Voice Level = 2 (Small Group Voice)

FOOD ALLERGIES

When the Food Service Department is asked to make a menu substitution for a student, it is the responsibility of the parent/guardian making the request to discuss options with the Food Service Director and submit a properly filled out documented medical statement form. Students with food anaphylaxis (severe food allergies) are covered under the Disability Act 1990 and a document must be filled out for proper food substitutions. If, however, a request for food substitutions is made for a student without severe food allergy but intolerance, for example: lactose intolerant, the Food Service Department may make substitutions listed on the medical statement form. Both forms must be filled out and signed by a recognized medical authority. Please fill out the correct form for your child (with a disability - severe without a disability - intolerance) and return to cafeteria before the first day of school.

WELLNESS FOOD AND SAFETY POLICY

Shepherd Schools has developed a wellness policy. This policy is to help assist us as a school and community to a healthier life-style. The following policies are in place to assist us with this goal:

1. We encourage students and families to make good health choices for lifelong benefits.
2. We promote safe learning environments by ensuring that appropriate behaviors are modeled by staff and practiced by students.
3. We encourage the use of healthy food if used as a reward.
4. We prohibit withholding food from any student as a punishment.
5. We encourage offering predominantly healthy food/beverages for classroom celebrations/parties.
6. We encourage not selling foods with low nutrient value in school fund-raising or fund-raising promoted to the students through the school.
7. We encourage predominantly healthy foods and beverages be offered at school events (open houses, conferences, and meetings).
8. We stipulate that predominantly healthy food and beverages are offered as ala carte options.
9. We audit annually to make sure our sidewalks, cross country track, lighting, and/or other key elements are safe.
10. We prohibit staff from withholding physical education class, with the exception of the Physical Education Teachers in their class, as a punishment or to make up missed instructional time, class work, or test in other subjects.
11. We prohibit the use of physical activity as punishment.

EMERGENCY & MEDICAL PROCEDURES

EMERGENCY MANAGEMENT PROCEDURE

All exterior doors will be locked at 8:05 a.m. each day. Visitors will need to be buzzed in to the Elementary School, in addition to checking in and checking out when entering and leaving the building.

Emergency plans are in place that will cover such things as intruders in the school building, violence/crimes in and outside the school building, bomb threats, mechanical failure within the school, and any other incidences that would endanger students.

EMERGENCY SCHOOL CLOSING, DELAYS, OR EARLY DISMISSALS

School may be delayed, closed, or dismissed early if conditions are unsafe for school to be in session. The decision will be made by the superintendent or her designee. In the event of a change in the school day, information will be posted on the district website (www.shepherdschools.net) and broadcast on the following radio/television stations:

WCEN	WFYC	WMMI	WCFX	MLM
WUGN	WGER	WCMU	WIOG	WGR
WWTN (9&10)		WNEM TV5		WJRT TV 12Flint

Parents are responsible for having an alternate plan for their child if school hours are changed, including early dismissal.

EMERGENCY DRILLS

Fire Drill Regulations and Emergency Exits Steps to Follow:

- Classroom teachers and students have the special duty of seeing that drills and emergency actions are characterized by safety, order, control, and rapidity.
- Teachers must always take their class record book with them when exiting the classroom/school building.
- The teacher will go directly to the door and will lead the group single-file out the designated exit, without stopping for books, papers, jackets, etc. to a location outside of the building. If the designated exit is blocked, the teacher will lead the group to the nearest exit.
- All classroom windows must be closed with the lights turned off as the classroom is emptied.
- All students will observe the rules for emergency drills.
- Exemplary conduct is essential – NO talking, laughing, pushing, shoving or running.
- Follow the instructions of teachers.

- Keep calm, quiet, alert and be safety conscious.
- Students must remain with their class and teacher.
- When the all clear is sounded, students will return to class in an orderly manner.
- Teachers who have a conference period at the time of the drill/emergency will participate by assisting other teachers and checking empty rooms and areas before leaving the building.
- All school personnel will participate in all drills, aiding in the evacuation of any pupils. Close all windows and doors, turn off lights, and extinguish any flame.
- Fire Exits will be discussed by each classroom teacher at the beginning of the year. Posted signs in each room will help instruct you as to the way you should exit.

TORNADO SAFETY

In the event of a tornado watch, (alert that weather conditions are such that there is a possibility of a tornado) a decision will be made as to the closing of school based upon the facts available. In the event of a tornado warning (immediate danger or a tornado has been sighted) students will be sent to the safest area of the building.

TORNADO EMERGENCY PLAN: PA ANNOUNCEMENT

- A. Large rooms with high ceilings should be evacuated: the gym, cafeteria, and library.
- B. Areas with glass should be avoided: the lobby and other entry ways.
- C. The classrooms on the south side of the building should be evacuated and the students moved into the hallways to be seated against the supporting walls and locker rooms.
- D. All classrooms on the north side of the building should be evacuated and the students should be directed to sit against a supporting wall in the hallways, sitting facing the lockers on the south or west side of the building. In the classrooms, windowed areas should be avoided.
- E. All classrooms should be evacuated and students should be directed to the halls.
- F. In the gym, if classes are being held inside, the students should be directed to the hallway. If the classes are being held outside, it will be up to the instructor's discretion what action should be taken. Time permitting; the class should be taken inside to the corridor. If time doesn't allow this, the students should be directed to lie face down on the ground or in any available ditch or depression.
- G. On the buses, the driver will have to determine if conditions warrant the evacuation of the bus. If so, the students should be directed to the ditch on either the south or west side of the roadway.

The Department of Education suggests that during a TORNADO WATCH, teachers be informed to review EMERGENCY PROCEDURES, and that a staff member be assigned as a lookout. The destruction brought about by a tornado derives from pressure differences between the inside and outside

of the buildings, causing those buildings to literally explode. Windows and doors on the north and east sides of the buildings should be kept OPEN during those times when a tornado is a possibility.

HEALTH ISSUES

The school nurse is available for consultation from 8:00 a.m. to 3:00 p.m., Monday through Friday. The school nurse is located at Shepherd Elementary School and can be reached at 828-6601.

IMMUNIZATION

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student is not in compliance or does not have an authorized waiver by October 1, he/she may be excluded from school. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the elementary office.

MEDICATION POLICY

State Health Department guidelines for administering medications at school are becoming stricter each year. The current medication policy has been working efficiently. All parents need to be aware of the procedure as follows:

1. A permission form must be completed for any prescription or over-the-counter medication that needs to be administered at school.
2. This form **must** be completed by the physician **and** the parent.
3. Over-the-counter medications will be administered by the office **ONLY** if they are recommended by a physician.
4. All medications should be brought to the school office by a parent or responsible adult. Medications must be in the original container, dated, with the student's name and dosage.
5. Medications will be counted and the amount recorded on the student's medication log. All medications will be counted on a weekly basis.
6. Each dose given will be recorded on the student's log.
7. Provisions can be made for students to self-administer medications. Students who self-administer must have a completed permission form on file in the office. A meeting with the principal, parent and student is required to set individual guidelines for self-administering.
8. Parents will be notified if an error has been made with medication administering (forgotten dose, lack of medication, refusal to take, etc.).
9. At the end of each school year, parents are expected to pick up all leftover medications. Any medication not retrieved within one week of notification will be properly disposed of by school personnel.

Parents are encouraged to try to arrange for prescription medication (such as temporary antibiotics) to be taken at home. Regular medications that must be given during school hours will be handled according to the above guidelines.

We discourage sending over-the-counter medication (such as Tylenol, Advil, antacids, etc.) that need to be given “as needed”, with your child to school. Storing and monitoring of these types of medications can become overwhelming. If you feel your child may need an occasional over-the-counter medication, please make arrangements for it to be brought in by an adult when necessary.

If a doctor prescribes an over-the-counter medication, a permission slip must be completed. Any questions concerning the medication policy should be directed to the elementary office.

Injury:

Most injuries are minor and can be easily treated by school personnel. In the event a student who is injured cannot be easily treated (possible fracture, concussion, large cuts), every attempt will be made to reach a parent or guardian first and then back-up emergency numbers will be called. Should the injury be judged serious or life threatening, an ambulance will be called.

Illness:

Most illnesses are minor and can be treated at the school. When space allows, a student can lie down and rest on the cot. The student is then either returned to class or a parent/emergency number is called.

Emergency Cards:

All parents of students enrolled in Shepherd Public Schools shall provide the school with **at least two emergency contact telephone numbers**. It is also extremely important that any medical information about the student be provided (examples are: bee sting/food allergies, diabetes, seizure disorders) and any other health problems. If you list a person on the emergency card, they may sign out your child from school. They must be at least 18 years of age and be able to show some form of legal identification (driver’s license, state identification, etc.). Be sure to update this card regularly with accurate information such as work/home phone numbers, who is to be contacted first, or any changes in medical information. It is the parent's responsibility to update these numbers as necessary. Should the injury be judged serious or life-threatening, an ambulance will be called.

Nonparticipation Notes:

Written communication from a doctor is needed if your child needs to be excused from participation in physical education. If your child cannot go out for recess for more than 3 days in a row, a doctor’s note will also be necessary.

It is important that the nurse be provided important medical information such as bee sting allergies, diabetes, seizure disorder, asthma, or any other condition that affects the wellbeing of the child.

All medications taken at school must be dispensed under the guidance of the nurse (this includes over-the-counter medications). All medicine must be in the original, labeled container, with the medication name, dosage, and time to be given. A permission slip needs to be filled out for all medications and must be on file. The school cannot supply any medications.

As a general guideline, students who are well enough to attend school are well enough to be outside during recess. Exception may be made to this policy if there are long-term medical problems. Please provide the school with a note from the doctor if you are requesting that your child stay inside.

CONTROL OF NON CASUAL-CONTACT COMMUNICABLE DISEASES

In the case of non-casual contact, communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact, communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A,B,C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

Parent Notification Letter

We recently have been notified by the Federal Government that the District is subject to new regulations from the Occupational Safety and Health Administration (OSHA) to restrict the spread of hepatitis B virus (HBV) and human immune deficiency virus (HIV) in the workplace. These regulations are designed to protect employees of the District who are, or could be, exposed to blood or other contaminated body fluids while performing their job duties.

Because of the very serious consequences of contracting HBV or HIV, the District is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment.

Part of the Federally-mandated procedures include a requirement that the District request the person who was bleeding to consent to be tested for HBV or HIV. This information would then be provided both to the exposed employee and the treating physician to determine proper medical treatment.

The law does not require parents or guardians to grant permission for the examination of the child's blood, but it does require the District to request that consent. Although we expect that incidents of exposure will be few, we wanted to notify parents of these requirements ahead of time. That way, if the situation does develop you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation we can prevent them from spreading.

HBV/HIV EXPOSURE PARENT CONSENT

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If you have any questions or concerns, please contact the Nurse's office, located within the Elementary Office, at (989) 828-6601.

HEAD LICE POLICY

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice. Any removal will only be for the contagious period as specified in the school's administrative guidelines.

The problem of contracting head lice can be a problem in any school setting. We do not do pre-planned "all-school" head lice checks. Any student with live lice may remain in school until the end of the

school day. Children will be allowed to ride the school bus home. Immediate treatment at home is advised. The student will be readmitted to school after treatment and examination. If, upon examination, the school designated personnel finds no live lice on the child, the child may reenter school. Parents should remove nits daily and treat if live lice are observed.

SCHOOL LICE PROCEDURES: When a member of the school staff suspects a child is infested with head lice, the following procedures will be followed:

1. The child will be restricted from activities involving close contact (i.e., hugging) or sharing personal items (i.e., hats, clothing, and brushes) with other children.
2. The school office will be notified, and the parents will be contacted verbally and/or in writing.

CHRONIC HEAD LICE

A chronic head lice problem exists when a child has nits and/or live lice detected in his/her hair twice a month, 2 weeks apart, for two months. The parent/guardian of this child will be notified both times of lice detection and treatment options. Parents identified as chronic offenders of the policy will have consequences imposed for this occurrence and every occurrence thereafter. These consequences include removal of the child from the school setting upon detection until all lice and nits are removed from the child's hair. Parents need to provide the school with a signed "Confirmation of Treatment" slip upon the child's return to school. Transportation may not be provided to and from school unless the child is determined to be lice-free by school personnel. Only by working together can we eliminate this pest that interferes with the learning of all children.

SPECIFIC DISEASES

The following specific diseases must be reported to the Central Michigan District Health Department: diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

INSURANCE

The school is in no way liable for medical costs resulting in injuries at school. The school takes no part in reporting accidents to the insurance company; these are handled by each parent with the insurance company. We encourage all parents to check their own insurance policies as to the type of coverage that they now have.

CONCUSSIONS

To provide for the safety of students, the District shall comply the protocols set forth in AG 5340.01, which shall meet all the requirements of state law and Department of Community Mental Health guidelines regarding concussion awareness training and protection for youth.

WEAPON-FREE SCHOOL ZONE

The Board of Education of Shepherd Public Schools, as both an employer and a public school district, is concerned with and interested in protecting the health, safety, and welfare of students, employees, and visitors. The Board recognizes that school buildings, facilities, vehicles, grounds, and other school property are best utilized in the educational process in the absence of the threats to physical well-being and safety by individuals possessing weapons and/or dangerous weapons.

Accordingly, the Board of Education of Shepherd Public Schools (or the Superintendent, Principal, or other District official as may be designated by the Board) shall permanently expel a student from attending school in the school district if the student possesses a weapon in a weapon free school zone. Such expulsion will result, unless the pupil establishes, in a clear and convincing matter, at least one of the following:

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

POSSESSION OF A WEAPON

A weapon includes conventional objects like guns, pellet guns, knives, or club-type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion.

It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her knowledge. If it can be confirmed that a weapon was brought on district property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement, if she/he brings onto or has in his/her possession on school property, or at a school related activity, any of the following:

- A. Any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item.
- B. Any cutting instrument consisting of a sharp blade over three inches long fastened to a handle.
- C. Any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air Gun, blow gun, toy gun, etc.)

Threats of violence or use of the above items may also subject a student to expulsion.

USE OF AN OBJECT AS A WEAPON

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes, but is not limited to, padlocks, pens/pencils, laser pointers, jewelry, and so on. Intentional injury to another can be a felony and/or a cause for civil action. This may subject a student to expulsion.

WEAPONS MEANING (DEFINITION)

A weapon is any device, instrument, material, or substance, animate or inanimate, which under the circumstances in which it is used, attempted to be used or threatened to be use, is capable of causing death or serious bodily harm. A dangerous weapon is defined as “a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles” or other devices designed to or likely to inflict bodily harm including but not limited to, air guns and explosive devices. Weapons shall include, but are not limited to firearms; pellet guns; knives; metal knuckles; straight razors; club type implements;

explosives; noxious, irritating, or poisonous gases; and drugs or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff, parents or the public. It may also include any toy that is presented as a real weapon or used to threaten or injure another. This includes, but is not limited to, padlocks, pens, pencils, scissors, chairs, jewelry, and other items.

KNOWLEDGE OF DANGEROUS WEAPONS OR THREATS OF VIOLENCE

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the Principal. Failure to report such knowledge may subject the student to discipline.

DOCUMENTATION AND REFERRAL

All expulsions pursuant to this policy shall be entered and preserved on the student’s individual permanent record. This information shall be disseminated, as part of the student’s permanent record, to any other public or private (primary or secondary) school where the expelled student seeks to enroll and where the district is requested, or otherwise required, to forward or release records to that institution. The school district shall immediately report any incident involving the possession of a weapon or dangerous weapon on school property, in writing, to the student’s parent or legal guardian (if the student is not emancipated) and to the local law enforcement agency.

The school district shall, within three days of expulsion, refer the expelled student to the appropriate county department of Social Services or county community mental health agency. The school district shall also notify the individual’s parent or legal guardian or (if the individual is at least 18-years old or otherwise legally emancipated) notify the expelled student of the referral. The school district shall also refer for prosecution, conduct by any individual that is believed to violate state or federal laws establishing weapon-free or gun-free school zones.

PETITIONS FOR REINSTATEMENT

Students expelled pursuant to this policy (or their parent or legal guardian if the student is not emancipated) may petition the Board of the school district for reinstatement to school. An individual

who was in grade five or below when expelled may petition for reinstatement at any time after the expiration of 60 school days subsequent to the date of expulsion. Individuals who were in grade six or above at the time of expulsion may petition for reinstatement at any time after the expiration of 150 school days subsequent to the date of expulsion. However, the student may not be reinstated before 180 school days from expulsion date. The petitioner shall provide an authorization and release for the Board of Education and its designated committee to request, receive, and review all student records and student record information maintained by any public or private school which the petitioning student has attended. If such records are already in possession of this district the parent/guardian or student (if emancipated) shall furnish written authorization for review of same by committee and Board of Education members.

Upon receipt of a petition for reinstatement, the district shall do the following:

1. Not later than ten school days after receiving a petition for reinstatement, the Board of Education shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian (if the expelled student is not emancipated) or from the expelled student.
2. The committee shall consist of two Board of Education members, one school administrator, one teacher, and one parent of a student attending the school district.
3. The Superintendent of the School District may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against rein-statement.
4. Not later than ten school days after all members are appointed, the committee shall review the petition and any supporting information, including any information provided by the school district, and shall submit a recommendation to the Board of Education on the issue of reinstatement, based on the following criteria;
 - a. the extent to which reinstatement would create a risk of harm to students or school personnel;
 - b. the extent to which reinstatement would create a risk of District or individual liability for the Board or District personnel;
 - c. the age and maturity of the student;
 - d. the student's school record before the expulsion incident;
 - e. the student's attitude concerning the expulsion incident;
 - f. the student's behavior since the expulsion and the prospects for remediation;
 - g. if the request was filed by a parent, the degree of cooperation and support the parent has provided and will provide if the student is reinstated

HARASSMENT

STUDENT HARASSMENT

Harassment of a student(s) by other students or any member of the staff is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn and may be a violation of Federal or State law.

In addition to sexual harassment, which includes unwelcome sexual advances or any form of improper physical contact or sexual remark, harassment shall also include any speech or action that creates a hostile, intimidating, or offensive learning environment.

The Superintendent is to ensure that the Student Rights and Responsibilities contains language prohibiting any form of sexual harassment and any use of racial, ethnic, or other verbal or physical harassment. It should also provide a means for a student to report any incidence of harassing behavior from a fellow student, staff member, or a school visitor, in a way that avoids embarrassment and protects the confidentiality of the student.

All such reports are to be investigated by the Superintendent promptly. Anyone found to have violated this policy and/or the Rights and Responsibilities shall be subject to disciplinary action up to and including suspension or expulsion from the district.

Conduct constituting harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

- A. Verbal: The making of written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the district.

- B. Nonverbal: Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the district.

- C. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse with a fellow student, staff member, or other person associated with the district.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/ WEIGHT/SEXUAL ORIENTATION HARASSMENT

- A. Verbal: Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the district.

- B. Nonverbal: Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the district.

- C. Physical: Any intimidating or disparaging action such as hitting, kicking, or spitting on a fellow student, staff member, or other person associated with the district.

REPORTING HARASSMENT

Any student who believes that she/he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the district should make contact with one of two or three persons selected by each building Principal with whom the students would most likely be comfortable in discussing a matter of this kind.

The student may make contact either by a written report or by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom she/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly.

Each report received by a designated person shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation. The purpose of this provision is to:

- A. protect the confidentiality of the student who files a complaint;
- B. encourage the reporting of any incidents of sexual or other forms of harassment;
- C. protect the reputation of any party wrongfully charged with harassment.

STAFF MEMBER HARASSMENT OF A STUDENT

If a student reports that she/he is being harassed by a member of the staff, the matter is to be reported immediately to the Principal who shall then contact the Superintendent. The Superintendent shall arrange promptly for a proper investigation by an agency that is experienced in such investigations. In addition, the Principal, upon receiving the complaint from a minor student or his/her parents, shall determine if the harassment may constitute child abuse and, if so, follow the child abuse reporting procedure.

During the investigation, the accused staff member may be removed from any contact with students. In addition, the Principal shall ensure that the alleged student victim receives proper guidance and support in dealing with any after effects of the alleged harassment.

Investigation of a complaint not involving a member of the staff will normally include conferring with the parties involved (may include parents), and any named or apparent witnesses. All students and others

involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence. Any form of sexual harassment is considered a form of child abuse and the abuser must be reported immediately.

The district recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the district recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow students, a staff member, or others associated with the district.

Each student handbook is to contain a section on harassment which:

- A. describes the various kinds of harassment that can occur;
- B. prohibits its occurrence;
- C. provides for appropriate penalties;
- D. describes the reporting and investigation process.

Each Principal is to arrange for students in his/her school to receive instruction, appropriate to their age, on the nature of sexual and other forms of harassment, means for dealing with harassment, and the school's procedure for reporting any incident in which they are involved or have observed. A synopsis of such information is to be contained in each parent/student handbook.

NOTIFICATION OF PARENT/STUDENT RIGHTS

Identification, Evaluation, and Placement

The following is a description of the rights granted by Section 504. of the Rehabilitation Act of 1973 to students with disabilities. The intent of this federal law is to keep you fully informed concerning decisions about your child and to inform you of your rights. If you disagree with any of the decisions made by the district you have the right to:

- A. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabling condition and for which the child is otherwise qualified;
- B. Have the district advise you of your rights under federal law;
- C. Receive notice with respect to identification, evaluation, or placement of your child;

- D. Have your child receive a free, appropriate education. This includes the right to be educated with non- disabled students to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child equal opportunity to participate in school and school-related activities for which the child is otherwise qualified;
- E. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504. of the Rehabilitation Act of 1973;
- F. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the child, the evaluation date, and placement options;
- G. Have transportation provided to and from an alternative placement at no greater cost to you that would be incurred if the student were placed in a program operated by the district;
- H. Have your child be given an equal opportunity to participate in co-curricular and extracurricular activities offered by the district;
- I. Examine all relevant records related to decisions regarding your child's identification, evaluation, educational program, and placement;
- J. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
- K. A response from the district to reasonable requests for explanations and interpretations of your child's records;
- L. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the district refuses this request for an amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
- M. Request mediation of an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to Administration.
- N. Ask for payment of reasonable attorney fees if you are successful in your claim.
- O. File a local grievance.

The person in the elementary school who is responsible for assuring that the district complies with Section 504 is the principal.

PARENTS' RIGHT-TO-KNOW

Shepherd Public Schools receive funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district is required to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you upon request and in a timely manner of the following:

1. Whether the teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to this information, parents may also request the following:

1. Information on the level of achievement of your child in each of Michigan's academic assessments. Michigan uses the Michigan Standardized Test of Educational Progress (M-STEP) to determine levels of achievement.
2. Timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualifications and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

STUDENT DIRECTORY INFORMATION ACCESS

The following information will be designated as "Directory" Information under the Family Rights and Privacy Act (FERPA) and will be the information that is disclosed when requested. No Child Left Behind (section 9528) requires student directory information to be made available to military recruiters and institutions of higher education.

- A. Student name, address. (Address will only be given out for high school students)
- B. Participation in officially recognized activities, events and sports.
- C. Weight and height of members of athletic teams.
- D. Honors, honor rolls, degrees, and awards received and grade placements.
- E. Photographic, video or electronic images of students.
- F. Information generally found in yearbooks.

Unless you have advised the Shepherd Public Schools in writing that you do not want any or all of this information released (including photographic, video or electronic images of students that may be used by the local or school paper or appear on the district website), school officials may release personally identifiable information that has been designated above as "directory" information. Upon receiving written notice from parents/guardians or eligible students objecting to disclosure, this information will not be released without the prior consent of the parents/guardians or eligible students. **Request to not release all or any directory information must be renewed annually.**

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the school. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

TRANSFER OUT OF THE DISTRICT

Parents must notify the principal about plans to transfer their child to another school. Transfer will be authorized only after the parent has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records, may not be released if the transfer is not properly completed.

DOCUMENT REQUESTS

Parents/Guardians who would like to request duplicate copies of information so that it goes to more than one household, can call the elementary office at 989-828-6601. Additional copies that are frequently requested are report cards, progress reports, and monthly newsletters to name a few.

HOMELESS STUDENTS

Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the district and will not be stigmatized on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the district including:

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar state and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs in gifted and talented students;
- E. school nutrition programs

The Superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the Superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Educations of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

GLOSSARY OF EDUCATIONAL TERMS

Accountability: Reporting a databased summary of student learning to the public, including identification of system-wide strengths and weaknesses; and specific plans for using the information to improve learning.

Accreditation: An ongoing and collaborative process, which confirms that a school has met a set of standards, deemed essential for quality education for all students. This accreditation process fosters school improvement, and ensures identifiable progress toward attainment of student outcomes, through requirements for institutional self-evaluation as a stimulus for growth and improvement.

Accredited: Certified by the State Board as having met or exceeded the standards established in the following areas: Administration and organization, curricula, staff, school plant and facilities, school and community relations, school improvement plans and student outcomes.

Adequate Yearly Progress (AYP): A school performance indicator.

Alternative Assessment: Any type of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, exhibitions, and portfolios.

Assessment: The systematic gathering of evidence to judge a student's demonstration of learning. Assessment aids educational decision making by securing valid and reliable information to indicate whether students have learned what is expected. Assessment built around multiple indicators and sources of evidence (combinations of performances, products, exhibitions, discourse, tests, etc.).

Assessment Standards: Principles for the assessment and analysis of student achievement and the opportunity afforded students to learn; the methods for achieving appropriate correspondence between the assessment information collected and the purposes that information will serve; the characteristics of valid and reliable assessment information; a variety of methods for collecting it; and appropriate concerns for reporting and interpreting the information.

Authentic Assessment: Assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble "real life" as closely as possible, engage students in activity, and reflect sound instructional practice.

Benchmarks: Statements that indicate what students should know and be able to do at various developmental levels (i.e., early/late elementary school, middle school, and high school).

Common Core State Standards (CCSS): Developed by education experts from 45 states, these K-12 learning standards go deeper into key concepts in math and English language arts. The standards require a practical, real-life application of knowledge that prepares students for success in college, work and life.

Common Core provides:

- Consistent learning expectations for all students.
- Clear standards that focus on understanding over memorization.
- Emphasis on the critical topics students need to succeed after high school.
- Faster testing results with a better more focused online assessment system.

Content: Subject matter from the disciplines of English language arts, mathematics, science and social studies.

Content Standards: What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subjects. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communication, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Core Curriculum: A plan for learning that defines the essential learning for all students and the instructional system to deliver these learnings.

Curriculum: A coherent plan for instruction and learning. Curriculum serves as the basis for teachers and students active involvement in the construction and application of knowledge.

Curriculum Alignment: The process of integrating and sequencing what is to be taught between, among, and within the elementary, middle, and high school levels. Curriculum alignment occurs when the standards for all learners are agreed upon and written (curriculum), the standards are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the standards have been achieved (assessment).

Curriculum Framework: A document (usually developed at the state level) that suggests the best thinking about the knowledge, skills, and processes students should know and understand about a particular discipline. It provides a structure within which to organize the other important curricular components of the instructional system, including standards, professional preparation of teachers, strategies for instruction, materials selection, and suggestions for teaching diverse populations, technology, and assessment.

DRA2 (Developmental Reading Assessment): A K-5th grade formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in students reading performance.

District School Improvement Team (DSIT): Composed of parents, teachers, administrators, Board members, students, and Shepherd community members who meet once a month to discuss issues, provide input, and make decisions that directly affect the education of students at Shepherd Public Schools.

English Language Arts (ELA): A general term given to the study of reading, writing, listening, speaking, and grammar.

Evaluation: Judgments made about students' performance and program efficacy based on quality information gathered systematically over time.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal privacy law that gives parents certain protections with regard to their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. As a parent, you have the right to review your child's education records and to request changes under limited circumstances. To protect your child's privacy, the law generally required schools to ask for written consent before disclosing your child's personally identifiable information to individuals other than you.

Fontas & Pinnell (F&P) Reading Assessment: A K-5th grade formative reading assessment in which teachers are able to systematically observe, record, and evaluate changes in students reading performance.

Gratiot-Isabella Regional Education Service District (GIRESD): The Gratiot-Isabella Regional Education Service District provides educational information, services, and support to all schools within Gratiot and Isabella counties. Offices are located in Ithaca and Shepherd.

Individualized Education Plan (IEP): A plan to help special needs students to be more successful in the school setting.

Instruction: The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.

Leveled Literacy Intervention (LLI): A short-term reading intervention, which provides daily, intensive, small-group instruction, which supplements classroom literacy teaching.

Local Curriculum: A plan for learning, developed and supported by the local school district, it includes the content of what is to be learned and a process to deliver the content to all students.

Michigan Student Test of Educational Progress (M-STEP): A summative online State standardized assessments designed to measure student growth effectively for today's students. English language arts and mathematics are assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8.

Michigan Model Core Curriculum: A K-12 plan for learning developed by the Michigan Department of Education that includes seven broad student outcomes and other specific student outcomes in nine curricular areas; its purpose is to guide districts in the development of a local curriculum.

Northwest Education Association (NWEA): A computer adaptive test called Measure of Academic Progress, or MAP is given to all students K-10th grade, three times a year (Fall, Winter, Spring) to measure academic growth and progress. The results help determine specifically where a student is at in the areas of reading, writing, and math.

Performance Assessment: Assessment based on observation and judgment of student created products and/or performances; intended to provide a rich portrait of student learning.

Performance Standards: Indicators, which establish the degree or quality of a student's performance. Sometimes levels of performance are used, such as: partially proficient, proficient, and advanced.

Performance Tasks: short- or long-term activities or demonstrations that include rich opportunities to learn and systematic opportunities to assess the quality of student work.

Professional Development: A continuous process of improvement to promote high standards of academic achievement and responsible citizenship for all students. Professional development increases the capacity of all members of the learning community to pursue lifelong learning.

Proficiency: Description of what a person who possesses the qualities articulated in a standard understands or can do; identifies quality criteria with which to evaluate products and performances and develops products and performances that meet those criteria.

Reliability: An indication of the consistency of scores across evaluators, over time, or across different versions of the test. An assessment is classified as reliable when the same answers receive the same score no matter when the assessment occurs or how or who does the scoring, or when students receive the same scores, no matter which version of the test they took.

Response to Intervention (RTI): a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children.

Restraint: Action that prevents or significantly restricts a student's movement.

Rubric: An established and written-down set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks. (Also known as Scoring Guides)

School Improvement: School improvement is a collaborative process through which staff identifies strengths and weaknesses of the school program and uses that information as a basis for making positive changes in observable and measurable student outcomes.

Scoring Guide: A scoring guide is a tool for evaluating student performance on an assessment task. It includes a set of criteria used to compute a score that represents the caliber of a student's performance. These criteria are sometimes called a rubric.

Seclusion: Confinement of a student in a room or other space from which the student is physically prevented from leaving.

Standard: An agreed upon level of performance that demonstrates proficiency of achievement.

Standard Based Report Cards: Report Cards in which subject areas are divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

Standardized Tests: Assessments administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and scored in the same way for all students. Standardization is an important consideration if making comparisons between scores of different individuals or groups.

Title I: Federal funding to schools. The funding is to help students who are at risk of falling behind academically. The funding provides supplemental instruction for students at risk for failing to meet state standards. The expectation is that students will show academic growth at a faster rate with the support of Title I instruction.

Validity: An indication of how well an assessment actually measures what it is supposed to measure rather than extraneous features. For example, a valid assessment of mathematics problem solving would measure the student's ability to solve mathematics problems and not the ability to read the problems.

Vision: A description of the philosophy and ideals upon which curriculum, instruction, and assessment are based.

Winn Elementary School
Title I School/Parent Compact
Learning is fun when we all work together!

As a Student I will:

- Attend school every day unless I am sick.
 - Do my personal best on my school assignments.
 - Ask my teacher questions when I don't understand something.
 - Read or be read to each night.
 - Be prepared for class each day.
 - Set goals for my learning.
 - Be my Bluejay best.
-

Student's Signature

As a Teacher I will:

- Provide high quality learning experiences in my classroom.
 - Maintain high behavioral and academic expectations for all children.
 - Find out what techniques and materials work best for the student.
 - Encourage parental involvement in their child's education.
 - Give feedback to the Title I teacher about the student's classroom progress.
 - Be a positive role model for your child.
 - Assist students in setting goals for their learning.
-

Teacher's Signature

As a Parent I will:

- Talk to my child about her/his school activities every day.
 - Assist my child with her/his homework assignments.
 - Take an active role in my child's reading.
 - Provide daily time for my child to read to me.
 - See that my child attends school daily, unless sick, and arrives to school on time each day.
 - Attend all conferences.
 - Be a positive role model to my child.
 - Contact my child's teacher if I have questions.
-

Parent's Signature

As a Title I Instructor I will:

- Provide quality individual or small group instruction for the student.
- Offer the student strategies to accelerate their learning.
- Maintain high behavioral and academic expectations.
- Encourage parental involvement in their child's education.
- Give feedback to the classroom teacher about the student's progress in Title I.
- Be a positive role model for your child.

STUDENT HANDBOOK CERTIFICATION

**This form must be signed and returned before the end
of the first week of school.**

In an effort to move to a more paperless organization, Shepherd Schools will no longer be printing handbooks for each student. The handbook will be available in PDF format on our website at www.shepherdschools.net. If you do not have access to the handbook online, you may request a paper copy at the elementary school office.

We, _____ and _____
(Parent/Guardian Name Printed) (Student Name Printed)

have read the Winn Elementary Student Handbook.

(Parent/Guardian Signature) (Date)

(Student Signature)

STUDENT PHOTO GRAPH/VIDEO RELEASE

As the parent/guardian of this student, I hereby consent to the use of any photograph and/or video taken of my child in his/her classroom or in connection with a school sponsored event or activity in any school district publication and also to its release to the media in connection with a school sponsored activity or event (i.e. newspaper, newsletter, etc.).

(Parent/Guardian Signature)

(Date)

FIELD TRIP PERMISSION

Each year the students of Shepherd Public Schools may have the privilege of going on field trips. Parental approval is required before students go on any field trip. This form is a “blanket” permission slip for all field trips. Teachers will notify parents of all upcoming field trips in the weeks leading up to the trip, but this grants written permission for your child to attend. All trips will have an educational purpose. Transportation is provided by the school, and teachers and other adults act as chaperones.

I give my permission for my child to go on all Shepherd Public Schools sponsored field trips.

(Parent/Guardian Signature)

(Date)

Winn/Shepherd Elementary
Acceptable Use of Technology Contract

STUDENT

I understand and will abide by all Terms and Conditions for the use of Shepherd's district technology. I further understand that any violation of these regulations may result in the loss of some/all technology access privileges, school disciplinary action, and/or legal action.

Student Name (Print)

Student Signature

Date

PARENT OR GUARDIAN

As the parent or guardian of _____, I have read the Terms and Conditions. I hereby give my student permission to use district technology.

Parent/Guardian Name (Print)

Parent/Guardian Signature

Date

I understand that this access is designed for educational purposes. I also recognize it is impossible for Shepherd Public Schools to completely restrict access to all controversial materials, and I will not hold the district responsible for such materials on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby also give my student permission to access the Internet through district technology

Parent/Guardian Signature

Date

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