



Glen Lake Community Schools
Code of Conduct

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Section 1: Glen Lake Philosophy

At Glen Lake, we are a school family of continual learners. Our mission is to inspire and prepare students to achieve at their highest potential for today's ever-changing world.

Utilizing the most up to date research supporting the whole child, Glen Lake Community Schools staff members and students will adhere to the principles in the Code of Conduct.

- Foster a positive culture within the school environment by focusing on proactive and restorative strategies while addressing challenging behaviors in a consistent manner through cohesive policies and practices.
- Build upon the positive district wide environment of high expectations that is inclusive and engages all stakeholders.
- Expand upon opportunities that examine, motivate, and ensure physical, mental, and nutritional health and overall wellness for students, families and staff members.
- Continue to enhance a multi-tiered system of support that will ensure consistency and transparency in the delivery of interventions and/or enrichments to all students with fidelity.
- Develop and evolve our curriculum and assessments to ensure high quality instruction for all students while reducing the achievement gap.
- Improve upon diverse and culturally responsive school practices while supporting the staff through professional development.
- Engage students in equitable, authentic, and relevant learning while promoting global citizenship and fostering life-long critical thinking with boundless creativity.

This document intentionally proposes an approach to school discipline and brain development that gives preference to keeping students in school where they can receive the academic and social emotional support they need. It includes responsibilities of each school member, and it lists the proactive steps of positive behavior support and restorative practices available before articulating the school community's consequences for difficult, disruptive conduct.

Glen Lake Community Schools Goals of Discipline

- Foster safe, inclusive positive learning environments
- Teach lifelong social and emotional skills including self awareness, social awareness, self management, responsible decision making, and relationship skills
- Identify and address the root causes of behaviors
- Restore community, repair harm and address the needs of those who are harmed
- Protect Instructional time for all students
- Create common language from class to class, grade to grade, and school to school
- Support internal development and external connections
- When necessary, re-teach that “connection is safe”
- Build on student’s needs and create a sense of purpose
- Have high expectations for ourselves and others
- Teach and foster empathy
- Be accountable for our actions, understand “effort = outcome”
- Build hope, belief, trust, motivation, stability, and belonging

“Live into knowing that through judgment we separate, through understanding we grow”

The Code of Conduct will be administered fairly, without partiality or discrimination. The Code of Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq) of a student determined to be eligible for special education programs and services.

When and Where the Code of Student Conduct Applies

The Code of Conduct applies before, during, and after school and whenever a student is engaged in a school related activity. Each student is expected to follow this code of conduct:

- At school which means in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school sponsored activity or event, whether or not it is held on school premises
- When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff
- When a student is using school technology networks, accounts, or other district services at school, home and/or other places

Numerous studies have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, and other difficulties. Research also clearly shows that school attendance is linked to better academic success while exclusionary discipline is connected to lower school performance. When considering intervention options, we will strive to address disciplinary matters as opportunities for

learning and reserve exclusion for only the most serious offenses. Grades should reflect learning, therefore, when a student is suspended they have the right to complete, turn in, and receive credit on assignments and tests scheduled during their absences.

Glen Lake Community Schools will support each student's academic and pro-social development by utilizing research-based social and emotional learning strategies and options designed to promote self awareness, social awareness, self management, responsible decision making, and relationship skills. Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We use a restorative discipline approach that emphasizes relationships and community. This is not a 'soft' approach to behavior. Restorative discipline helps students learn the impact of their behavior both on themselves and on others. Students learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we will resolve conflicts, encourage students to take responsibility for their actions, repair harm done, restore relationships, and reintegrate students into the school family.

We use schoolwide discipline policies to create a safe, positive and inclusive school climate for all. We are committed to applying school discipline policies and practices in a fair and equitable manner to ensure we don't disproportionately impact students of color, students with disabilities, LGBTQ+ students, students with limited English proficiency, students with adverse childhood experiences, or other students that have been historically marginalized in schools

Progression from Traditional Discipline to Restorative

Glen Lake Community Schools is moving from a traditional discipline approach to an approach based on research that supports social emotional and optimal brain development. Below is a graphic that shows more specifics about our work.

	Traditional Approach	Community, Restorative
Motivation	<p>Rewards & Punishments</p> <p>Following and/or breaking school rules results in an extrinsic reward or predetermined consequences. Should experience success and failure not as reward and punishment; but as information.</p>	<p>Connection & Contribution</p> <p>Everyone works together to build relationships, problem solve, support and achieve a mutually desired outcome. We know connections govern behavior.</p>
Goal	<p>Obedience</p> <p>Process relies on authority figure establishing what rules are broken and who is to blame</p>	<p>Problem Solving</p> <p>Understand the impact of one's actions, taking responsibility for choices, repairing harm, restoring the community and change in behavior.</p>
Foundation	<p>Rules</p> <p>Pre-determined by an authority figure, stayed constant year after year, expected but not taught</p>	<p>Community</p> <p>System (district/school) is organized to create supports for all students and takes off a 'neurological load' with an intentional class and school environment</p>
Power	<p>External Control</p> <p>Short term behaviors often stop in the moment, especially for students with pro-social skills, but return once punishment is over.</p>	<p>Internal Self Regulation</p> <p>Self-regulation is the cornerstone skill for all development. It refers to both the conscious and unconscious processes that allow us to regulate our thoughts, feelings and actions, and change in behavior.</p>
Skills	<p>Punishment, Consequences</p> <p>Brain functions differently under stress. Students may be compliant with punishment/consequence or go through the motions, but repeat behaviors.</p>	<p>Social Emotional Learning & Restorative Practices</p> <p>Difference between compliance and regulation. Through SEL and Restorative practices we teach regulation and support a feedback system.</p>
Philosophy	<p>Rejection</p> <p>Students become or continue to be disconnected. Disassociation, survival, hypervigilance and subconscious recall.</p>	<p>Acceptance</p> <p>Connection and belonging primes the brain for willingness, engagement and academics.</p>

Components of graph from Dr. Becky Bailey

Rights & Responsibilities

The Code of Conduct sets forth the rights and responsibilities while at school and school-related activities. It is dedicated to support, create, and maintain a safe, inclusive learning environment for all students and staff. All members of our school family including students, educators including teachers, secretaries, custodians, paraprofessionals, and other school staff) parents/families, and engaged service providers must assume a responsible role in promoting behavior that enhances academic and social success; and receive ongoing support, training, and professional learning.

Glen Lake Students have the right and responsibility to:

- Be respected as an individual and be their authentic self
- Be respectful of school and district property, materials and belongings
- Be provided challenging and student centered, authentic work
- To learn in a range of settings that leverage digital resources and connect in global ways
- Be an active participant in all activities regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, disability
- Be an active learner on a daily basis by being engaged, completing assignments, and participating in class.
- Have voice and input in their school experience(s)
- Treat others as you want to be treated with understanding and respect

Glen Lake Parents/Families/Guardians have the right and responsibility to:

- Be respected as parents/families
- Be an active participant in their child's school success
- Be informed of their child's attendance, performance, behavior, and school success
- Be informed in a timely manner regarding inappropriate or disruptive behaviors by their child and any disciplinary actions taken by administration or staff members and have a voice in how to address concerns in a proactive manner
- Share information with school staff of any issues that may impact the educational experiences of their child

Glen Lake Teachers and Staff members have the right and responsibility to:

- Establish a safe, inclusive environment that is intentional in supporting self awareness, social awareness, self management, responsible decision making, and relationship skills
- Be knowledgeable about the best practices in both instructional pedagogy and social emotional, restorative behavioral supports
- Be knowledgeable about the neurological effects of neglect, stress and trauma in order to build on student needs
- Establish learning goals/targets and success criteria for academics and behavior

- Utilize pedagogical practices to meet the varying needs of students and provide equitable educational opportunities
- Ensure effective feedback to support academics and behavioral growth
- Clearly articulate and model the policies, rules, and expectations for behavioral and academic success based on school expectations
- Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all
- Utilize the communication systems approved to support ongoing, positive and information communication efforts
- Seek and receive support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students academic and social emotional needs

Glen Lake Administrators have the right and responsibility to:

- Establish a safe, inclusive environment that is intentional in supporting self awareness, social awareness, self management, responsible decision making, and relationship skills
- Be knowledgeable and understanding of secondary trauma and the well being of all staff members
- Be knowledgeable about the best practices in both instructional pedagogy and social emotional, restorative behavioral supports
- Be knowledgeable about the neurological effects of neglect, stress and trauma in order to build on student needs
- Clearly articulate and model the policies, rules, and expectations for behavioral and academic success of the district, school, and classroom
- Communicate policies, rules and expectations of the district, school, classroom throughout each year in cooperation with students, parents, and families
- Research, share, teach and model pedagogical practices to meet the varying needs of students and provide equitable educational opportunities
- Ensure effective feedback to support academic and behavioral growth for staff and students
- Respond in a timely manner to each other, parents/families to general questions, correspondence, and/or concerns/complaints from students, parents/families in a positive manner and a language understood by all
- Utilize the communication systems approved to support ongoing, positive and information communication efforts
- Seek, receive and provide support in high quality instruction, school culture, intervention and enrichment, and assessment and results as a direct means to support all students academic and social emotional needs

Our Community-based, local organizations, agencies and nonprofits have the right and responsibility to:

- Work in partnership with the Glen Lake School Family, district, and individual schools
- Share ideas and strategies to support the whole child

- Integrate supports and strategies with existing school based practices in an effort to create a cohesive, equitable framework

Notification & Communication

Each year the district will provide parents/guardians a copy of the Glen Lake Community Schools Student/Family Handbook(s) and Code of Conduct and other important policy guidelines and procedures. Annually, the Glen Lake Community Schools Student/Family Handbook(s) and Code of Conduct are updated and made available online on the Glen Lake Community Schools website.

We clearly communicate our behavioral expectations and policies to all school stakeholders by:

- Visually displaying our positive core values (portrait of a graduate) and behavioral expectations throughout the school, hallways, classrooms, and offices
- Specific expectations are visually displayed pertinent to the setting (Hallways, Cafeteria, Gym, Restrooms)
- Weekly announcements (Every Monday Matters) supporting health & well being, behavioral expectations, district character traits, and positive affirmations provided by administrators and/or students
- Students are taught specific structures and strategies within each classroom to support social emotional growth
- Provide a wide variety of experiences to teach core values, behavioral expectations, and discipline policies in an age appropriate manner
- Conduct follow up school wide and classroom teaching of lessons based on data review and school wide need
- Take a proactive, positive approach by modeling composure and affirmative language
- Have student leaders on social emotional and other committees to ensure voice, advocacy and agency
- Counseling team supports Tier 1 - Tier 3 academic, behavior and well being for students

Discipline Framework

Within a restorative practice framework we provide differentiated interventions for students. These interventions are designed to address the root cause of student academic and/or behavioral concerns. We focus on teaching behaviors rather than excluding students.

Challenging behavior must be addressed in the context of a comprehensive, multi-tiered approach to behavior support that is designed to teach, encourage, and support each student. We offer academic, behavioral, mental health, and social emotional tiered

supports for all students who need additional help. We can no longer think of behavior in a flow chart manner, but as a web of support and consequences.

Approach To Student Behaviors

Our goal is to create a safe, inclusive environment where all students can learn, grow, and thrive while developing the academic, social and emotional skills needed for everyday success. Therefore, when a behavior or challenging behavior takes place we are committed to address the concern in the most constructive way possible supporting both real time consequences and long term strategies. We need to be instructional and corrective to increase the pro-social skills over time.

Our discipline approach is tailored to the individual incident and varies in method and severity according to the nature of the behavior, the age and development level of the student, and the student's history of behaviors. Sometimes termed as, Progressive Discipline.

Anytime an incident occurs, consideration will be given first as to whether the incident can be addressed using a restorative practice, through behavior support practices, or through other available, appropriate interventions such as mental health support (but not limited to). To prevent students from being excluded from school, school staff must attempt non-exclusionary discipline prior to using out of school suspensions or expulsions, except in exigent and emergency situations involving school safety and in adherence to legal mandates. Legal mandates and community safety may require removal of individuals who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct (Gun Free Schools act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311A), and/or commit assault against another at school or a school-related event (MCL 380.1310, 380.1311, 380.1311a, 380.1312).

SECTION II: DUE PROCESS PROCEDURES

The Due Process Clause of the Fourteenth Amendment to the U.S. Constitution provides two types of protection: substantive due process and procedural due process. In *Goss v. Lopez*, the U.S. Supreme Court found that students had a property interest in educational benefits and a liberty interest in their reputations, both of which qualify for Fourteenth Amendment protection. Substantive due process demands that a school rule must be reasonable and fair.

Procedural due process protections apply to exclusionary discipline, including suspensions and expulsions from school. Due process, in either instance, is a flexible concept. The standards required depend upon the seriousness of the allegations and the possible discipline action that may be imposed.

Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ positive behavioral expectations, restorative practices and discipline measures and early intervention/diversion strategies that focus on screening and treatment to minimize suspended students' time away from school and potential court involvement. Please note that when used to address a situation of serious misconduct, restorative justice should be administered by a fully trained practitioner.

If criminal charges result from the incident, the school may choose to engage the affected parties in restorative justice after the case is resolved in the judicial system.

In developing a policy governing school rules and regulations, the following principles to assure substantive due process should be considered:

- The policy must provide notice of what conduct is prohibited or permitted.
- The rules must be reasonably understandable to the average child/student, taking into account the age of the individual child/student.
- The rules must be rationally related to a valid educational purpose.
- The rules must be precise so as not to prohibit constitutionally protected activities.
- The policy must provide students with notice of potential consequences for violating specific rules.
- The type of consequence specified in the policy must be within the expressed or implied authority of the school district to utilize.
- The consequence must be of reasonable severity in relation to the seriousness of the misconduct or the number of times the misconduct was committed.
- Rules and procedures must be disseminated to all students and parents.

The following are some of the elements of procedural due process that should be considered:

- The timely and specific notice of charges against a student.
- The student's right to question school staff or students involved in or witness to the incident. The student's right to have copies of all documents to be used in the hearing and a list of all witnesses slated to testify.
- The student's right to present evidence on his or her behalf.
- The student's right to an impartial hearing.
- The student's right to rebut adverse testimony.

- The student's right to be represented by qualified counsel at the hearing.
- The student's right to a record of the hearing.
- The student's right to appeal.

The Code of Student Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) for a student determined to be eligible for special education programs and services. Students with an Individualized Education Program (IEP) are responsible for following The Code of Student Conduct. As a consequence of a violation of The Code of Student Conduct by a student with an IEP, specific procedures may apply. Information about these procedures is available at www.michigan.gov/ose-eis.

Short-Term Suspension Definition

For purposes of this code, a short-term suspension occurs when a student is suspended for one (1) school day, up to and including five (5) school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

Research links school attendance with academic success, and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

Due Process for Short-Term Suspensions

For a suspension of five (5) days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), consideration of the 7 factors, what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student's removal from school. If the student's presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student's removal from school as soon as possible.

Except in extraordinary circumstances, alleged violations of The Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student and the parent/guardian with oral or written notice of the charges or allegations and an explanation of the evidence or basis for the charges. Barring a situation requiring immediate action, the student shall be given the opportunity to contact an adult

advocate such as a parent or other family member, guardian, mentor, friend, and/or an attorney before presenting an explanation or a differing statement of the facts. The student's request to have a parent/guardian present should be respected.

If misconduct is found, the principal may authorize disciplinary action in accordance with The Code of Student Conduct, including short-term suspension. A student whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical. The student and parent/guardian shall be notified of the circumstances and action taken.

All suspensions between 6 - 10 days will be mutually agreed upon by the Superintendent and the Principal and/or Assistant Principal.

Long-Term Suspension and Expulsion Definition

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

Recognizing exclusionary discipline's negative impact, based on a preponderance of research, the school community will reserve exclusion for only the most serious offenses and employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

An expulsion occurs when the school district's board of education or Superintendent terminates the student's rights and privileges to attend school, including extracurricular activities, for sixty (60) school days or more. An expulsion may be for an indefinite time, as specified by the school board or state law.

Due Process for Long-Term Suspension and Expulsion

A more formal due process procedure is required when serious disciplinary measures are alleged against a student. This includes rebuttable presumption and consideration of the 7 factors. When the student's misconduct requires legal action, school district staff will work to protect the student's due process by explaining what the student is accused of and giving him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney. (links to agencies listing pro-bono or affordable legal assistance is listed in MDE's On-line Tool

Kit at http://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html.) The school district may also provide, upon request, a list of resources for representation or other advocacy support.

The student shall be given reasonable time to prepare for a hearing. At Glen Lake, the Superintendent along with the building administrator holds all expulsion hearings to determine whether to impose a long term suspension or expulsion.

The student and parent/guardian shall be notified of the allegation(s), the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. The explanation may include the written or oral testimony of others, but names or personally identifying information of student witnesses may be redacted.

Prior to the hearing, the student and parent/guardian will have an opportunity to review all documents, videos, and other media, or any other types of evidence, and a list of all witnesses slated to testify within a reasonable amount of time. In addition, be notified of all of the district's processes for hearings and appeals.

The student and parent/guardian may be represented at the hearing by an attorney or other adult. Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the Superintendent shall issue a decision, including a determination of disciplinary action.

In all cases resulting in short-term suspension, long-term suspension, or expulsion, appropriate due process rights must be observed. For more, please see Policy 5610 & 5611.

Appeal Process

A student may, within five (5) days of receipt of the decision, petition the board of education for the opportunity to request an appeal or reconsideration by the board or its designee. The petition shall be in writing and contain the reason that the board or its designee's decision should be reviewed or reconsidered. The board of education may grant or deny the request for an appeal or request for reconsideration. If granted, the board shall notify the student in writing of the procedures to be used for the appeal or the request for reconsideration.

SECTION III: TYPES OF SUSPENSION AND EXPULSION

The Revised School Code provides each school district with the authority to establish a local discipline policy. Each local school board or its designee has the authority to suspend or expel students guilty of “gross misdemeanor or persistent disobedience,” after considering the 7 factors, including lesser interventions. This must not, however, infringe on any of the federally protected rights guaranteed to students who qualify for special education programs and services [MCL 380.1311(9)]. County Intermediate School District or Regional Educational Service Agencies’ consultants, Community Mental Health Centers, medical clinics, and other human service agencies may need to be involved with a child whose behavior is “persistent.”

Recognizing exclusionary discipline’s negative impact, the school community will reserve exclusion for only the most serious offenses and will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize a suspended student’s time away from school and potential court involvement. Districts are required to develop and implement a code of student conduct and to enforce its provisions with regard to student misconduct in a classroom, on school grounds, on a school bus or other school-related vehicle, and/or at a school-sponsored activity or event whether or not it is held on school grounds.

In considering students’ suspension or expulsion, a district shall comply with MCL 380.1310(c)(d). For more, please see Policy 5610.

The Superintendent shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

If the Superintendent decides to utilize restorative practices as an alternative to or in addition to suspension or expulsion, the restorative practices may include victim-offender conferences that:

- are initiated by the victim;
- are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;

- are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");
- would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

As used in this section, "restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct. For more, please see Policy 5610.

Before suspending or expelling a pupil under section the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following factors:

- The pupil's age.
- The pupil's disciplinary history.
- Whether the pupil is a student with a disability.
- The seriousness of the violation or behavior committed by the pupil.
- Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

In exercising discretion with regard to a suspension of more than 10 days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, can demonstrate that it considered each of the seven factors listed. For a suspension of 10 or fewer days, there is no rebuttable presumption, but the board or board of directors, or its designee, shall consider each of the factors listed. This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone. Consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the board of a school district or intermediate school district or board of directors of a public school academy, or its designee.

Subject to 1310(d), Michigan law requires a school district to permanently expel (subject to possible reinstatement) a student who possesses a dangerous weapon in a weapon-free school zone unless that student meets one of four exceptions (listed below) provided in the law. Michigan law also requires permanent expulsion (subject to possible reinstatement) of students who commit arson, criminal sexual conduct (as defined in the law and noted below), or a physical assault against a school employee, contractor, or volunteer. Michigan law also requires school districts to suspend or expel a student in grades 6 and above who commits physical assault against another student. Those exclusions can last no more than 180 days. In addition, Michigan law also allows any teacher to impose a one-day “snap suspension” from his/her class for students, and it establishes procedures the teacher must follow when exercising this option. Under the law, the suspending teacher must take a number of steps to follow.

Weapons, Arson, or Criminal Sexual Conduct Expulsion

School districts are required to permanently expel students in grades 6 and above who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. The term “criminal sexual conduct” is defined in the Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, taser or electronic weapon, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as:

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
- The frame or receiver of any such weapon.
- Any firearm muffler or firearm silencer.
- Any destructive device.

Dangerous Weapon Exceptions: School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
- The weapon was not knowingly possessed by the student.

- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon. 17
- The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- The school board or its designee determines in writing at least 1 of the factors listed has been established in a clear and convincing manner.
- The pupil has no history of suspension or expulsion.

A student who possesses a weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement procedure.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notify the individual's parent or legal guardian, or, if the individual is at least age 18 or an emancipated minor, notifies the individual of the referral. [MCL 380.1311(5)].

Weapon-Free School Zone and School Property Definition: “Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 750.237a].

Reporting Requirements: If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student’s parent/guardian and the local law enforcement agency [MCL 380.1313(1)].

Physical Assault - Student to Employee, Contractor or Volunteer

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

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement process.

If a student in grade six (6) or above is expelled for committing a physical assault against a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual’s parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the school board or

its designee if the physical assault is reported to the school board, superintendent, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

Bomb Threats or Similar Threats

If a student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee.

Teacher “Snap Suspension”

While “Snap Suspension” is part of the law, we believe that it should be used minimally, if at all. The Board recognizes that it may be necessary for a teacher to remove a student from class for conduct disruptive to the learning environment, and that such removals are not subject to a prior hearing, provided the removal is for a period of less than twenty-four (24) hours. However, if an emergency removal may result in a suspension, then due process must be ensured.

A student may be removed from a class, subject, or activity for one (1) day by his/her teacher for certain conduct as specified in the Code of Conduct, or he/she may be given a short-term suspension by the Superintendent. A student so removed may be allowed to attend other classes taught by other teachers during the term of the one (1) day removal.

Petitioning for Reinstatement

For students in grades six (6) or above, although the law calls for the “permanent” expulsion, if the district has considered the 7 factors and not found a suitable lesser intervention, of a student who possesses a dangerous weapon in a weapon-free school zone, commits arson, criminal sexual conduct, or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, the law provides a process for petitioning for reinstatement to school [MCL 380.1311(5) and 380.1311a(5)]. It is the responsibility of the petitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

LEAs may consider early reinstatement, particularly in cases where students have followed through on district recommendations and services such as counseling, social skills training, etc.

Petition for Student to Return to School

If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available. The form is provided as Attachment 3. For a student in grade five (5) or below that is expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition for reinstatement at any time after 60 school days following the date of the expulsion. The student may be reinstated 90 school days following the date of expulsion.

For a student in grade five (5) or below that is expelled for committing arson or criminal sexual conduct in a school building or on school grounds, the parent/ guardian may initiate a petition for reinstatement at any time, and the student may be reinstated ten school days after the expulsion.

For a student in grade six (6) or above that is expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if he or she is at least 18 years of age or an emancipated minor) may initiate a petition any time after 150 school days following the date of expulsion. A student may be reinstated 180 school days following the date of expulsion. MCL L 750.1 to 750.568 sec. 520o states (1) as part of its adjudication order, order of disposition, judgment of sentence, or order of probation a court shall order that an individual who is convicted of or, a juvenile who is adjudicated for, a violation of section 520b, 520c, 520d, 520e, or 520g and who is a student at a school in this state is prohibited from doing either of the following:

- (a) attending the same school building that is attended by the victim of the violation.
- (b) utilizing a school bus for transportation to and from any school if the individual or juvenile will have contact with the victim during use of the school bus.

A district may establish reinstatement procedures for students expelled for reasons other than those listed.

Committee Review and Recommendation

The local school board may include conditions in a petition for reinstatement, including the successful completion of a restorative justice process or a similar effort, which the student can complete during the exclusion period or as a condition for returning to school. If the expelling school board denies a petition for reinstatement, the petitioner may petition another school board for reinstatement.

The following timelines and procedures apply to reinstatement:

Within ten (10) school days after receiving a petition for reinstatement, the school board must appoint a committee of two school board members, one school administrator, one teacher, and one parent of a student in the school district to review the petition and any supporting information submitted by the petitioner.

During this time, the superintendent may prepare and submit information concerning the circumstances of the expulsion and any factors weighing in favor of or against reinstatement.

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

According to the law, the committee's recommendation must be based on all of the following factors:

- The extent to which reinstatement of the student would create a risk of harm to pupils or school personnel.
- The extent to which reinstatement would create a risk of school district or individual liability for the school board or school district personnel.
- age and maturity of the individual.
- The student's school record before the incident that caused the expulsion.
- The student's attitude concerning the incident that caused the expulsion.
- The student's behavior since the expulsion and the prospects for remediation.

If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by, and that can be expected from, that person if the student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement [MCL 380.1311(6)(e)]. The committee may also choose to consider such factors as the successful completion of restorative justice measures, the presence of mental health considerations, family situations that might be impacting the child's behavior, observations from a school-based advocate for the student, and more.

School Board Decision

After receiving the committee's recommendation, the school board must make a decision no later than the next regularly scheduled board meeting. The school board must decide either to reinstate the student, to conditionally reinstate the student, or to deny reinstatement. Before conditionally reinstating the student, a school board may require a student and the parent or legal guardian to agree in writing to specific conditions. The conditions may include, but are not limited to, the following:

- Successful completion of a restorative justice process and evidence of compliance with the resulting agreement developed by the participating affected parties.
- Agreement to a behavior contract which may involve the student, parent or legal guardian, and an outside agency.
- Participation in, or completion of, an anger management program or other appropriate counseling.
- Periodic progress reviews.
- Specified immediate consequences for failure to abide by a condition.

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

Alternative Education

A school district may provide alternative education for a student who has been suspended or expelled. The Michigan Attorney General issued an opinion cited as 1985 OAG 6271 in which he stated that the board of education of a school district which, in accordance with due process requirements, suspends for a lengthy period of time or permanently expels a non-disabled student who is subject to the compulsory education requirements is not required to provide an alternative education program for a student. The Michigan State Board of Education, however, encourages school districts to provide alternative education opportunities for excluded students.

- Ideally students would be placed in a comprehensive alternative program that devotes resources to academics and social skills.

- In situations where programs are full or unavailable, districts may provide community-based or home-based instruction and receive prorated per pupil funding. Students may be enrolled in an online program, with attention paid on providing proper instructional support.

The SBE encourages schools to explore the Michigan Department of Education’s list of alternative education providers at https://www.michigan.gov/documents/mde/2018_Alternative_Education_Programs_661284_7.xlsx with the goal of keeping suspended and/or expelled students engaged in learning. Ultimately, however, it is the responsibility of the parent or legal guardian to locate a suitable alternative education program and to enroll their child in a program during the expulsion.

- A student who has been suspended or expelled from his or her resident district for any reason may attend a nonresident alternative education program without the resident district’s approval (MCL 388.1606(60)(h)).
- If there is no available alternative education program through his or her resident district, an expelled student may enroll in an adult education program (MCL 388.1707 (2)(b)(ii)). The expelled student must be at least 16 years of age on September 1 of the school year. The reason of expulsion 23 must be due to weapons, arson, criminal sexual assault or physical assault against an employee or a volunteer of the district.

Mandatory Permanent Expulsion

Subject to 1310(d), a student who has been expelled for possession of a dangerous weapon, arson, criminal sexual conduct, or physical assault against an employee, contractor, or volunteer is expelled from all Michigan public schools unless the district operates or participates in an alternative education program appropriate for the mandatory expelled student. [MCL 380.1311(2) and 380.1311a(2)].

A program operated for mandatorily expelled students must ensure that a student is physically separated at all times during the school day from the general pupil population.

SECTION IV: DISTRICT RESPONSES, VIOLATIONS OF THE CODE OF CONDUCT AND SERIOUS VIOLATIONS OF THE CODE OF CONDUCT

Michigan students, in all of their diversity, have the right to be educated in a safe and supportive environment that fosters academic success and healthy social development. In the event that students violate the rules, the school community will prioritize keeping them in school and helping them learn from mistakes. Restoring students and those affected by their behavior is the desired outcome of this approach. Schools are required to consider restorative practices as an alternative to, or in addition to, suspension or

expulsion. [MCL 380.1310C(1)] Schools are also required to implement a plan that reduces expulsions and suspensions that exceed 10 school days. [MCL 388.1767a]

Glen Lake Community Schools wants to provide a safe, inclusive achievement-oriented culture by implementing positive behavior supports and restorative practices to support student success. Partnered with social emotional learning curriculum and access to counselors, mental health specialists, and other supports, will contribute to a positive school climate. As part of that climate, the school community will check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property.

Students Right and Responsibilities

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact a school or district administrator, teacher, or staff member in whom they trust.

Individual rights relate to individual responsibilities and must be seen in relation to the safety, health, and welfare of all members of the school community.

Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible. The practices outlined above are powerful tools educators have used successfully to address misconduct and conflict at all levels.

All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and, as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected using restorative practice framework.

Violations of the Code of Student Conduct

Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action, including “snap suspension” by a teacher for misconduct in a class, subject, or activity.

School district staff may use intervention strategies including preventative measures such as social-emotional learning, PBIS, restorative practices, intensive instruction, teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here.

As required by law, the staff will refer the last group of violations directly to school administrators due to the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of The Code of Student Conduct may be referred to a school social worker, counselor, restorative practice coach, mental health specialist, mental health therapist in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board or designee will consider any mandatory sanctions as required by law.

School Community Responses to Violations

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Student Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff should use mutually respectful and accountable intervention strategies, but not limited to, restorative practices, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. They may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others. In many cases it's important to work in partnership with the student to mutually decide on specific interventions, strategies, and/or consequences.

Administrators may use the following intervention strategies and disciplinary actions alone or in combination, but not limited to this specific list:

- administrator/student conference
- administrator and teacher-parent/guardian conference
- referrals and conferences involving various support staff or agencies including mental health specialist, Restorative Practice Coach, social worker, or psychologists
- daily/weekly progress reports
- visual supports
- behavioral contracts developed in partnership with student
- Behavior Intervention Plan (BIP)
- coordinate behavior intervention strategies among all personnel who work with the student
- consultation with a behavioral specialist
- cooperate with the parent/guardian to ensure follow-through on behavior intervention
- counseling and psychological services
- change in student's class schedule
- school service assignment
- confiscation of inappropriate item
- support restitution of offense
- restoration for all affected parties
- before- and/or after-school detention
- denial of participation in class and/or school activities
- in-school suspension
- other intervention strategies, as needed based on current research practices
- teacher "snap suspensions" (see Section III)
- out-of-school suspension (short-term) from one (1) school day up to and including five (5) school days
- expulsion
- law enforcement agency notification

Intervention strategies are not limited to those listed above. Other methods of addressing concerns may be more appropriate, depending upon the circumstances. Glen Lake Community Schools will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.

Violation Definitions

Attendance: Good attendance has a direct link to better outcomes. The presence in the classroom enables the student to participate in instruction, class discussions, and other related activities.

Leaving School Without Permission: A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Skipping: A student who attends some classes, but not all without proper documentation is considered skipping. Attendance laws require students to be in school all day or have a legitimate excuse for absence.

Truancy: A student will not willfully and repeatedly fail to report to the school's assigned class or activity without prior permission, knowledge, or excuse by the school and parent/guardian. Attendance laws require students to be in school all day or have a legitimate excuse for absence.

Tardiness: A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

Glen Lake Community Schools will work in partnership with Northwest Ed and Local Court to support the process of Truancy issues.

Human Dignity Policy: Glen Lake Community Schools will not tolerate behavior by students or staff that insults, degrades, or stereotypes any race, gender, disability, physical condition, sexual orientation, marital status, ethnic group, or religion.

A. Harassment/Intimidation: A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. "Harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal, or physical act.

B. Sexual Harassment: A student will not use verbal, nonverbal, or physical contact including, but not limited to words, pictures, objects, gestures, technology, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, requests for sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or person associated with the district.

C. Gender/Ethnic/Religious/Disability Harassment: A student will not use verbal, nonverbal, or physical contact including, but not limited to oral innuendoes, comments, jokes, insults, threats, disparaging remarks, pictures, graphic commentaries, intimidating or disparaging actions such as hitting, hissing concerning a person's gender, sexual orientation, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the district.

D. Bullying/Cyberbullying: A student will not engage in bullying or cyberbullying any student for any reason 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.

"Bullying" means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

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

"At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

Peer conflicts are a normal part of growing up, and social conflicts are many times mistaken for acts of bullying. While some reported cases of bullying are unfounded and determined to be a social conflict, Glen Lake staff members are always available to support students through social conflicts as well.

Social Conflict vs. Bullying

Social conflict is a disagreement or argument in which both sides express their views.	Bullying is a negative behavior directed by someone exerting power and control over another person.
Social conflict happens once, or occasionally, and may be accidental and/or less serious in nature.	Bullying is pervasive, purposeful and happens repeatedly, or presents a serious physical or emotional threat.
Social conflict is equal power between those involved.	Bullying is a conflict where one person has more power than the other.
Social conflict shows that the individual is remorseful, generally stops and changes behavior when they realize it is hurting someone.	Bullying shows no remorse, blames victims, and continues behavior when they realize it is hurting someone.

Resource: Pacer's National Bullying Prevention Center

Cheating/Academic Misconduct: A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

Destruction or Defacement of Property: A student will not intentionally cause destruction or defacement of property of the school or others. Actions such as writing in

school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are examples of acts of defacement. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are examples of acts of property destruction.

Disruption of the Educational Process: All students are entitled to a disruption free learning environment. Any action that interferes with school activities and disrupts the normal educational process is a disruption. A student will not knowingly misbehave in a manner that causes confrontation, disruption, or obstruction to the normal educational process. Disruption can be caused by excessive talking, making noises, throwing objects, antagonistically confronting another person or otherwise distracting another constitutes disorderly conduct. Behavior is considered confrontational/disruptive if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

Failure to Serve Assigned Detention: A student shall serve an assigned detention of which students and/or parents/guardians have been notified. The detention notification method must be confirmed by a school employee. Alternative consequences may, on a case-by-case basis, be approved by school administrators for students who lack transportation.

False Identification or Forgery: A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel, to avoid discipline, to falsely obtain money or property, or for any other reason. A student will not sign the name of another person for the purpose of defrauding another.

Fighting: A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.

Fraud: A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.

Gambling: A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.

Gang Activity: A student will not, by the use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

Gangs are defined as an ongoing organization, association, or group of 5 or more people, other than a nonprofit organization, that identifies itself by all of the following:

- A unifying mark, manner, protocol, or method of expressing membership, including a common name, sign or symbol, means of recognition, geographical or territorial sites, or boundary or location.
- An established leadership or command structure.
- Defined membership criteria.

Hazing: The act of hazing is a crime in Michigan and will not be tolerated in the district. A student will not engage in or participate in any behavior that is included in the definition of hazing. The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization." The term "organization" means "a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution." [MCL 750.411t].

Improper, Negligent, or Reckless Operation of a Motor Vehicle: A student will not intentionally or recklessly operate a motor vehicle so as to endanger the safety, health, or welfare of others on school property.

Public Display of Affection: Affection between each other is personal. Students will not engage in any displays of affection that are considered sexual in nature.

Appropriate Dress and Grooming: Glen Lake Community School recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. We will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools. For more, please see Policy 5511.

Insubordination: A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop.

*Staff must take into consideration other reasons a student is not complying with directions, refusing to do an assignment, work with others, or do other class activities knowing there are other variables rather than intentionally being insubordinate.

Loitering: A student will not remain or linger on school property without a legitimate purpose and/or without proper authority. Students should speak to administration if there are reasons they stay at school.

Possession of Inappropriate Personal Property: A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including, but not limited to, pornographic or obscene material, laser lights, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.

Profanity and/or Obscenity Toward Students and/or Staff: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student, staff member or others associated with the district.

Safety Concerns: Students are entitled to a safe, inclusive, and equitable learning environment. Students are expected to support and adhere to school expectations, adhere to safety rules, and follow all safety guidelines. We encourage and expect safe, helpful behaviors before, during, and after school including all school grounds and activities.

Unsafe behavior is prohibited. Such behavior includes, but not limited to: Running in hallways, throwing objects, pushing or shoving including horseplay, possessing unsafe objects or engaging in behavior which may create danger or threat of danger/injury.

Students may not use rollerblades, bicycles, skateboards, scooters, or shoes with rollers in school hallways or district pedestrian areas.

Students who are eligible to drive to and from school must follow safety and traffic procedures including school sponsored activities.

Smoking/Vaping: A student will not smoke or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district. *Please see Policy 5512 and Youth Tobacco Act, Michigan Act 351*

Technology and other Electronic Devices:

At the elementary level no phones are permitted at school. Please see the building Principal if specific safety arrangements need to be made. For secondary buildings, please see building guidelines. If a student brings a phone or other electronic device and is not abiding by the guidelines we are unable to spend excessive time locating a lost or stolen phone/device.

Students are expected to use technology and electronic devices in an appropriate and acceptable manner as a tool to enhance their education in accordance with our district's, 'Technology Use Guidelines'. Failure to comply with the district guidelines or specific school rules regarding technology may result in losing technology privileges as well as disciplinary action. For more, please see Policy 7540, 7545

Recording without permission: A student may not record an audio, video or digital image, sound recording of any activities or situations at school, school grounds, or school related activities without prior permission.

Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property which does not belong to the student.

Threat/Coercion: A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting in person or via social media sites.

Trespassing: A student will not enter upon the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

Weapon Look-A-Likes: A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

Serious Violations

Legal mandates and community safety may require removal of individuals subject to MCL 380.1310(d) who possess weapons, commit arson, or engage in criminal sexual conduct (Gun Free Schools Act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311a), and who commit physical assault against another (380.1310, 380.1311, 380.1311a, 380.1312). However,

the USED links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. The district will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time away from school and potential court involvement.

Districts shall consider the 7 factors and rebuttal presumption, where appropriate, before using exclusionary practices such as suspension and expulsion. When the student's misconduct requires legal action, school district staff will take the following steps:

- To the extent practicable, the school will explain what the student is accused of and will give him/her the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney. (Links to agencies listing pro-bono or affordable legal assistance is listed in MDE's On-line Tool Kit at http://www.michigan.gov/mde/0,4615,7-140-74638_72831---,00.html.)
- If the student's disciplinary action requires a hearing, the school will provide the student and his/her representative with copies of all documents that might be used in the hearing, a list of all witnesses and an opportunity to prepare for the hearing ahead of time.
- If the student is found not guilty of the alleged misconduct in a criminal trial, the school district may consider re-evaluating the student's expulsion.

The school community will persistently check that students understand what is respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate the following rules, the school community will apply any of the options listed above with the support and guidance to increase the opportunity for the student to offer restitution, learn from mistakes, and restore both the offender and the offended.

1. Alcohol and Drugs: Glen Lake Community Schools is a drug free zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means any activity - sale, use, possession, distribution, of drugs, drug paraphernalia, fake drugs, steroids, inhalants, baked goods with drugs, or look alike drugs is prohibited. This also includes the possession, distribution, or sale of over the counter medication. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.

The district prohibits the use, sale, distribution, or possession of alcohol, including non alcoholic beer and wine, during school or at any school activity including going to and

from school, at school bus stops, and school related activities. The building administrator may arrange for a breath test for blood alcohol to be conducted on students whenever there is individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. Students will be taken to a private administrative area on school property with at least one other member of the staff present as a witness to the test. The purpose of the test is to determine whether or not students have consumed alcohol. If students refuse to take the test, they will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked.

2. Arson (Starting a Fire): A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Arson” means a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL 750.71 to MCL 750.80].

3. Extortion: A student will not make another person do any act against his or her will, by force or threat, expressed or implied.

4. False Fire Alarm or Bomb Report; Tampering with Fire Alarm System: Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building. If a student enrolled in grade six (6) or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee may be required to suspend or expel the student from the school district for a period of time as determined at the discretion of the school board, or its designee [MCL 380.1311a(2)].

5. Felony: A student will not commit a criminal act that approximates a felony offense.

6. Fireworks: A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.

7. Interference with School Authorities: A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence.

8. Physical Assault: A student will not physically assault another person. If a student enrolled in grade six (6) or above commits a physical assault at school against another student, then the school board or its designee may be required to suspend or expel the student from the school district for up to 180 school days [MCL 380.1310(1)]. If a student enrolled in grade six (6) or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5) [MCL 380.1311a(1)]. “Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence [MCL 380.1310(3)(b), MCL 380.1311a(12)(b)].

9. Robbery: A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

10. Sexual Assault: A student will not sexually assault another person. If a student commits and is convicted of criminal sexual conduct the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement in a different school from the victim, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Criminal sexual conduct” means a violation as set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].

11. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$100.00 that does not belong to the student.

12. Weapons: Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.

13. Dangerous Weapons: A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles [MCL 380.1313]. Except as noted below, the school board or its designee may be required to

expel permanently a student who possesses a dangerous weapon, subject to possible reinstatement. Note that under Michigan law, school boards are not required to expel a student for weapons possession if the student can establish in a clear and convincing manner at least one of the following:

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

14. Use of Legitimate Objects or Tools as Weapons: A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to, pens, pencils, compasses, or combs. As explained elsewhere in this code of conduct, a student who is expelled for possessing a weapon in a weapon-free school zone or for arson or criminal sexual conduct at school or on school grounds, or (if in grade six (6) or above for physical assault of a school employee, contractor, or volunteer is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, or (for students in grades 6 and above) for physical assault of a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the appropriate county Department of Human Services or county Department of Community Mental Health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

The school district may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation as a condition for reinstatement. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be a source approved by school district administration