



Fourth Street Learning Center  
Secondary Student Handbook  
2019-20

**Jackson Public Schools  
Board of Education**

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## 2019/20 Jackson Public Schools – Building Principals/Central Administration

|  |  |  |
|--|--|--|
| <b>Bennett Elementary School (K-2)</b> .....                                     | 820 Bennett Street, 02.....  | PH 841-2730 / FAX 768-5901                                       |
|  | Principal: Julie Baker <a href="mailto:julie.baker@jpsk12.org">julie.baker@jpsk12.org</a>  | Secretary: Amy Reamer Wright, 841-2732                           |
| <b>Cascades Elementary School (K-2)</b> .....                                    | 1226 S. Wisner Street, 03.....   | PH 841-3900 / FAX 768-5902                                       |
|  | Principal: Martha Kuhn <a href="mailto:martha.kuhn@jpsk12.org">martha.kuhn@jpsk12.org</a>  | Secretary: VACANT, 841-3902                                      |
| <b>Dibble Elementary School (K-5)</b> .....                                      | 3450 Kibby Road, 03.....   | PH 841-3970 / FAX 768-5903                                       |
|  | Principal: Joe Zessin, <a href="mailto:joe.zessin@jpsk12.org">joe.zessin@jpsk12.org</a>  | Secretary: Rosie Talmage, 841-3972                               |
| <b>Fourth Street Learning Center (6-8)</b> .....                                 | 2400 Fourth Street, 03.....  | PH 841-2300 / FAX 768-5903                                       |
|  | Principal: Tim Allen <a href="mailto:tim.allen@jpsk12.org">tim.allen@jpsk12.org</a>  | Secretary: Kelli Dickerson, 841-2313                             |
| <b>Frost Elementary School (3-5)</b> .....                                       | 1226 S. Wisner Street, 03.....   | PH 841-2600 / FAX 768-6045                                       |
|  | Principal: Martin DuBois <a href="mailto:martin.dubois@jpsk2.org">martin.dubois@jpsk2.org</a>  | Secretary: Denise Patronik, 841-2602                             |
| <b>Hunt Elementary School (K-5)</b> .....  | 1143 N. Brown Street, 02.....  | PH 841-2610 / FAX 768-5900                                       |
|  | Principal: Mary Jo Raczkowski-Shannon <a href="mailto:maryjo.raczkowski-shannon@jpsk12.org">maryjo.raczkowski-shannon@jpsk12.org</a> | Secretary: Erica Scott, 841-2612                                 |
| <b>JPS Montessori Center (Ages 5-9)</b> .....                                    | 205 Seymour Ave., 02.....  | PH 841-3870 / FAX 990-0370                                       |
|  | Principal: Julie Baker <a href="mailto:julie.baker@jpsk12.org">julie.baker@jpsk12.org</a>  | Secretary: Nacomie Wallman, 841-3897                             |
| <b>Northeast Elementary School (3-5)</b> .....                                   | 1024 Fleming Avenue, 02.....   | PH 841-2500 / 768-5911   |
|  | Principal: Erik Weatherwax <a href="mailto:erik.weatherwax@jpsk12.org">erik.weatherwax@jpsk12.org</a>                                | Secretary: Rachel Hemry, 841-2502                                |
| <b>Sharp Park Academy (K-5)</b> .....  | 766 Park Road, 03.....   | PH 841-2860 / FAX 784-1325                                       |
|  | Principal: Jasper Lusby <a href="mailto:jasper.lusby@jpsk12.org">jasper.lusby@jpsk12.org</a>   | Secretary: Dawn Rigelman, 841-2862                               |
| <b>Middle School at Parkside (6-8)</b> .....                                     | 2400 Fourth Street, 03.....  | PH 841-2300 / FAX 768-5968                                       |
|  | Principal: Jeremy Patterson <a href="mailto:jeremy.patterson@jpsk12.org">jeremy.patterson@jpsk12.org</a>                             | Secretary: Judy Sheets, 841-2302                                 |
| <b>Jackson High School (9-12)</b> .....  | 544 Wildwood Avenue, 01.....   | PH 841-3700 / FAX 768-5910                                       |
|  | Principal: VACANT  | Secretary: Lori Wilgenhof, 841-3702                              |
| <b>Jackson Pathways (9-12)</b> .....   | 544 Wildwood Avenue, 01.....   | PH: 841-3729 / FAX 768-5968                                      |
|  | Principal: Willie Lewis <a href="mailto:willie.lewis@jpsk12.org">willie.lewis@jpsk12.org</a>   | Secretary: Beth Phillips, 841-3728                               |
| <b>T.A. Wilson Academy (6-12)</b> .....  | 310 W. Morrell Street, 03.....   | PH 841-2800 / FAX 783-3582                                       |
|  | Principal: Tim Allen <a href="mailto:tim.allen@jpsk12.org">tim.allen@jpsk12.org</a>  | Secretary: Kelli Dickerson, 841-2802                             |
| <b>South Central Michigan Virtual (K-12)</b> -----                               | 1060 Jackson Crossing, 02.....   | PH 841-2820 / FAX 990-0002                                       |
|  | Director: Fred Parker <a href="mailto:fred.parker@jpsk12.org">fred.parker@jpsk12.org</a>   | Secretary: Amy Barton, 841-2820                                  |
| <b>Superintendent of Schools</b> .....   | 522 Wildwood Avenue, 01.....   | PH 841-2201 / FAX 789-8056                                       |
|  | Jeff Beal <a href="mailto:jeff.beal@jpsk12.org">jeff.beal@jpsk12.org</a>   | Executive Assistant: Michele Oxley, 841-2202                     |
| <b>Assistant Superintendent<br/>Finance and Operations</b> .....                 | 522 Wildwood Avenue, 01.....   | PH 841-2800 / FAX 768-6030                                       |
|  | John Ruddell <a href="mailto:john.ruddell@jpsk12.org">john.ruddell@jpsk12.org</a>  | Finance Secretary: Laurie Nearpass, 841-2152                     |
| <b>Assistant Superintendent<br/>Human Resources</b> .....                        | 522 Wildwood Avenue, 01.....   | PH 841-2153 / FAX 768-5193                                       |
|  | Nicole Johnson <a href="mailto:nicole.johnson@jpsk12.org">nicole.johnson@jpsk12.org</a>  | HR Associates: Jessica Carter, 841-2155 / Jennifer Way, 841-2154 |
| <b>Assistant Superintendent<br/>Elementary Curriculum/Federal Programs</b> ..... | 522 Wildwood Avenue, 01.....   | PH 841-2157 / FAX 990-0556                                       |
|  | Willye Pigott <a href="mailto:willye.pigott@jpsk12.org">willye.pigott@jpsk12.org</a>   | Curriculum Secretary: Donna Mizerik, 841-2147                    |
| <b>Assistant Superintendent, Secondary Curriculum</b> .....                      | 522 Wildwood Avenue, 01.....   | PH 841-2208 / FAX 990-0556                                       |
|  | Dr. William Patterson <a href="mailto:william.patterson@jpsk12.org">william.patterson@jpsk12.org</a>                                 | Curriculum Secretary: Donna Mizerik, 841-2147                    |
| <b>Director, Communications</b> .....  | 522 Wildwood Avenue, 01.....   | PH 841-2148  |
|  | Kriss Giannetti <a href="mailto:kriss.giannetti@jpsk12.org">kriss.giannetti@jpsk12.org</a>   |  |



August 21, 2019

Greetings and welcome back to the 2019-2020 school year!

My name is Tim Allen, Principal of 4th Street Learning Center. We are so excited about the opportunities available at 4th Street Learning Center. As we continue our journey together this year, our focus will be the development of the Whole Child, Whole Community initiative.

Parent involvement and communication is one of the key elements in building strong and positive relationships. We are committed as a staff to ensure that your child is equipped with the necessary academic, social and emotional skills to become a lifelong learner and workforce readiness.

We invite you to come along and join us on this fantastic journey at 4th Street Learning Center, where dreams become possibilities, where possibilities become opportunities and where opportunities create successful learning for ALL Students. Go Vikings!

*Tim Allen, MA., LMSW*  
Principal 4th Street Learning Center

## Jackson Public Schools 2019-20 District Calendar

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|           |          |  |
|-----------|----------|--|
| August    | 19       | Professional development (am-district & building) & Teacher work day (pm)          |
|           | 20       | Professional development (district level)  |
|           | 21       | <b>FIRST DAY OF SCHOOL</b> – Half day students/full day staff                      |
|           | 30       | No school – No students/staff  |
| September | 2        | Labor Day, no school   |
|           | 20       | Half day students (am) / Half day professional development (pm)                    |
| October   | 2        | Student count day  |
|           | 9        | JHS conferences, half day students (JHS only)                                      |
|           | 16       | K-5 conferences, half day K-5 students   |
|           | 17       | K-8 conferences, half day K-8 students   |
|           | 18       | K-12, half day students/staff  |
|           | 21       | Full day professional development (district), no school                            |
| November  | 13       | JHS exams  |
|           | 14       | JHS exams (Early Dismissal, JHS only)  |
|           | 15       | JHS exams / End of 1 <sup>st</sup> Trimester / K-12 Records Day, half day students |
|           | 27-29    | Thanksgiving recess, no students/staff   |
| December  | 20       | K-12, half day students/staff  |
|           | 23-Jan 3 | Winter break, no school  |
| January   | 6        | School resumes   |
|           | 20       | Martin Luther King, Jr. Day observed, no students/staff                            |
|           | 22       | JHS Conferences, evening   |
|           | 23       | Parkside/4 <sup>th</sup> Street Conferences, evening                               |
|           | 24       | Half day students (am) / Half day professional development (pm)                    |
| February  | 12       | Student Count Day  |
|           | 14       | No school – No students/staff  |
|           | 17       | President's Day – No students/staff  |
|           | 26       | JHS exams  |
|           | 27       | JHS exams (Early Dismissal, JHS only)  |
|           | 28       | JHS exams / End of 2 <sup>nd</sup> Trimester / K-12 Records Day, half day students |
| March     | 5        | K-5 conferences  |
|           | 6        | K-12 Half day students/staff   |
|           | 9        | Full day professional development, no school                                       |
|           | 27-Apr 3 | Spring break, no students/staff  |
| April     | 6        | School resumes   |
|           | 10       | Half day professional development (am) / No students                               |
| May       | 22       | JHS graduation, half day JHS only, students/staff                                  |
|           | 25       | Memorial Day, no school  |
| June      | 3        | JHS exams  |
|           | 4        | JHS exams, K-12 half day students/full day staff                                   |
|           | 5        | JHS exams; K-12 last half day students/Records Day                                 |

*Additional information/events may be provided from your student's school.*

# 4<sup>th</sup> Street Learning Center Staff

|                         |  |                                  |
|-------------------------|--|----------------------------------|
| <b>Timothy Allen</b>    |  | Principal                        |
| <b>Kelli Dickerson</b>  |  | Administrative Assistant         |
| <b>Dean Hopson</b>      |  | Senior Associate Dean            |
| <b>Douglas Maher</b>    |  | Math                             |
| <b>Jennifer Koppin</b>  |  | Science                          |
| <b>Paul Slater</b>      |  | History                          |
| <b>Olivia Speicher</b>  |  | English                          |
| <b>Kristin Walraven</b> |  | Resource Room                    |
| <b>Amber Daweritz</b>   |  | JCISD Social Worker/CSES         |
| <b>Aisha Henderson</b>  |  | Social Worker                    |
| <b>Tracy Higgins</b>    |  | Behavior Intervention Specialist |
| <b>Niya Morris</b>      |  | Success Coach/MDHHS              |



## **4<sup>TH</sup> Street Learning Center School Hours**

**Full Day 7:50 – 1:57pm**  
**Half Day 7:50 – 10:35am**

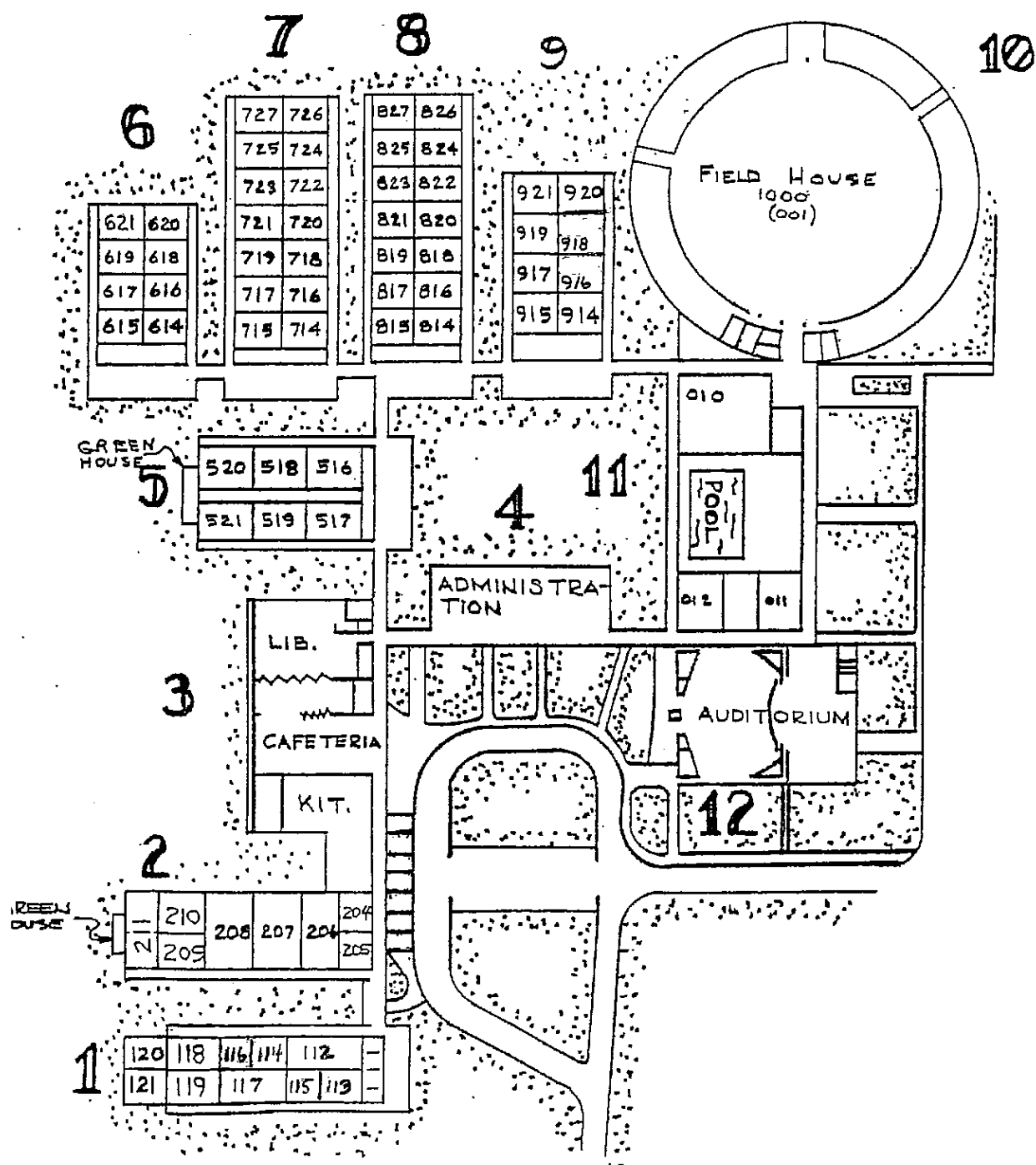
### **First Lunch Schedule**

|                      |               |
|----------------------|---------------|
| 1 <sup>st</sup> Hour | 7:50 - 8:48   |
| 2 <sup>nd</sup> Hour | 8:48 - 9:46   |
| 3 <sup>rd</sup> Hour | 9:46 - 10:44  |
| Lunch A              | 10:44 - 11:09 |
| 4 <sup>th</sup> Hour | 11:09 - 12:07 |
| 5 <sup>th</sup> Hour | 12:07 - 1:10  |
| 6 <sup>th</sup> Hour | 1:10 - 1:57   |

### **Second Lunch Schedule**

|                      |               |
|----------------------|---------------|
| 1 <sup>st</sup> Hour | 7:50 - 8:48   |
| 2 <sup>nd</sup> Hour | 8:48 - 9:46   |
| 3 <sup>rd</sup> Hour | 9:46 - 10:44  |
| 4 <sup>th</sup> Hour | 10:44 - 11:42 |
| Lunch B              | 11:42 - 12:07 |
| 5 <sup>th</sup> Hour | 12:07 - 1:10  |
| 6 <sup>th</sup> Hour | 1:10 - 1:57   |

# PARKSIDE MIDDLE SCHOOL





## **ACADEMICS**

### **STUDENT SUCCESS STRATEGIES**

The goal of the middle school is that all students will perform successfully in all classes. Students who fail to meet curriculum objectives are subject to the following interventions and strategies: Parent meeting (plan developed) Parent phone call Tutoring outside of school, before, after and lunch Mentoring ASSIST Counselor referral Refer to Administrator Refer to T.C. for testing Weekly Progress Reports Section 504 meeting Student/Teacher contract Parent/Student/Teacher contract Summer School Change schedule Proximity (place close to teacher) Alternative Education referral Court referral or meeting In-House placement County Attendance Officer Other Teams of teachers in conjunction with students, parents, and administrators will determine a course of action for each student's unique needs.

**HONOR ROLL** The Honor Roll at Middle School at Parkside is figured on a 4.0 scale. To obtain a student's G.P.A. (grade point average), you must divide the number of points earned by the number of classes taken. Students will be recognized each trimester by earning 3.0 or higher.

**GRADE COMPLETION** Successful completion of 6th, 7th, and 8th grade requires that a student pass (with a grade of D or above). A student who does not meet the criteria will be considered for the following: Student Success Strategies (see previous page) Parent conference with team Administrative conference Academic or attendance probation Alternative Education Retention.

**GRADE APPEAL** Students must initiate the grade appeal by completing the top portion of the grade appeal form and submitting it to the Teacher responsible for the grade in question. If the teacher agrees that the grade be changed, he/she will complete the 1st Level of the Appeal form and include the new grade and return it to the grade office. A grade change will be made and a revised report card will be sent home reflecting the change. If the teacher feels that the grade should remain, he/she will complete the 1st level of the appeal indicating that the grade should remain as is and return the form to the grade office. The form will then be logged and forwarded to the appropriated Grade Principal and a copy will be sent home. If the student is not satisfied with the response he/she received, the student must meet with the Grade Principal for the 2nd Level of Appeal. At this point the grade principal and teacher will determine if a grade needs to be changed. The grade principal and teacher will then sign the form and note if the grade should remain as is or if the grade is to be changed and return it to the grade office. If a change is made a revised report card will be mailed home, or if the grade is to remain a copy will be forwarded to the Principal for Instruction and a copy will be mailed home. If the student is not satisfied with this response, a meeting should be sent up with the Principal for Instruction for the 3rd Level of Appeal. At this point the Principal for Instruction and the Teacher will meet. Once a decision is made, both the Principal for Instruction and the Teacher should sign the form and return it to the grade office. Again, if a change is to be made a revised report card will be sent home, and if the grade is to remain, a copy of the appeal form will be mailed home.

**REPORT CARDS AND PROGRESS REPORTS** In order to keep parents informed and up-to-date on their child's progress, a report card is issued at the end of each marking period. In addition to report cards, progress reports may be sent to parents during the marking period, if expected progress on the part of the student is not achieved. The parents of any student receiving a "D" or "E" grade will be notified. Parents are urged to contact the school (841-2313) if there is any question about the progress of their child. Teachers have a scheduled conference period daily and are available to meet with parents at that time, or any other time that is convenient for both the teacher and parent.

**STUDENT ASSISTANCE PROGRAM** offers help for students exhibiting behaviors, which negatively affect their academic and social performance. The program is broad based and can assist: Students with problems related to school attendance, discipline, academic achievement, etc.; Students with

problems resulting from separation and/or divorce, abuse or neglect, bereavement, suicide, etc.; Students who are affected by someone else's abuse or dependency on alcohol or other drugs; Students whose use/abuse of alcohol and/or other drugs are problematic and who could best benefit from education, counseling and/or support. All information obtained regarding the student through the school or Central Diagnostic and Referral Services is confidential and is never included in the student's permanent record.

## **ATTENDANCE/TARDY POLICY**

In order to get the most out of class, students must be on time. Tardiness is defined as any student who is not in class when the bell rings. Students who are tardy will be given progressive consequences per the tardy policy. If a school staff member causes a student to be tardy, the staff member shall give the student a pass explaining the student's tardiness. All other tardiness is "unexcused" and the student will be assigned consequences. **ATTENDANCE POLICY** All students are expected to be in school on time every day school is in session. As in the world of work, a successful middle school experience begins with good attendance habits. Being present in a classroom aids in instilling concepts of self-discipline and exposes a student to group interactions with teachers and fellow students. Students and parents alike share the responsibility to see that each student makes a concerted effort to attend every class every day. Students' grades and learning are affected when attendance is irregular. In addition to increased learning and good work habits, the State of Michigan requires students to attend school on a regular basis until students are 16 years of age. Students with perfect attendance will be recognized and rewarded by the team on a quarterly basis.

### **Administrative procedures for absences**

**Daily and Single Period Absences** – On the day the student is absent, we expect parents to call the school (517-841-2313) before noon to report the absence. The excused student reports to his/her class upon return to school; no admission slip required. If the home has not contacted the school during the student's absence, the student will be considered unexcused and will need to bring a written excuse signed and dated by the parent(s)/guardian(s) explaining the reason for being absent and the number of days missed. The returning student must bring the written excuse to the class. There is no differentiation made between "excused" and "unexcused" absences as they relate to a student's ability to earn credit in a class. Absences due to suspensions will not count against the student's record for non-attendance. The impact of missing school is explained under number 3. In addition to accruing an absence for attendance purposes, students accumulating all-day or single-period absences which are unknown to parents(s)/guardian(s), will also be assigned before and after school detention, Saturday school and in extreme causes, suspension pending a parent meeting.

### **ATTENDANCE AND TRUANCY GUIDELINES**

It is the parents/guardians responsibility to see that their child is at school. If the parent believes their child would be subject to severe health hazards, it is their responsibility to provide transportation or use their discretion on sending their child to school that day. This is a procedure for working with truancy in each building. It is to be used as a Step process based on the total number of absences accumulated by a student. The Principal is responsible for monitoring attendance patterns of students. The following guidelines have been developed to provide consistency with the district for reporting abnormal attendance patterns. When evaluating these patterns, the Principal shall take extenuating circumstances into consideration (e.g. prolonged illnesses such as chicken pox, accidents). These guidelines are not meant to be a "lock-step" process, the Principal's judgment is important throughout this process.

## THE PROCEDURE IS AS FOLLOWS:

**Step 1** After each absence/tardy, a call shall be made by the office to the parent/guardian. Upon returning, the student will have a written excuse for the teacher.

**Step 2** Upon the fifth day of absence/tardy, the principal will send a "Warning Letter" to parents/guardians to alert parents/guardians to accumulated absences. A copy of the letter should be put into the attendance file or the student's cumulative folder.

**Step 3** Upon the occurrence of eighth absence/tardy, the principal shall initiate another parent/guardian contact and parent will be referred to the Early Truancy Intervention (ETI) program.

**Step 4** If the ETI was unsuccessful and 10 or more absences have been accumulated, then the principal will contact the Truant Officer of the Jackson County Intermediate School District, supply information (documentation) to them, and with the Truant Officer, parents/guardians and the student.

## ATTENDANCE APPEALS

The parent(s)/guardian(s) may make an appeal to the grade principal when extenuating circumstances or medical emergencies have resulted in excessive absenteeism. Documentation of extenuating circumstances or medical emergencies will be kept on file in the grade principal's office. Decisions of granting extenuating circumstances and subtracting days from the attendance total will be made at the time of appeal and not at the end of the semester. The Student Grievance Procedure that is contained in the Parent/Student Handbook is to be used if an attendance procedure decision is appealed beyond the level of the grade principal.

## SERIOUS OR CHRONIC HEALTH PROBLEMS

The parent(s)/guardian(s) shall furnish to the student's grade principal written documentation of serious or chronic health problems at the beginning of the school year or as soon as such problem becomes apparent. Students in approved programs such as homebound, tutoring and educational support programs in hospitals are exempt from the provisions of these attendance procedures. Such a student, upon meeting all the requirements of the special program, may earn course credit. If a student is going to be out of school for an extended period of time and will not be going on homebound services, he/she or parent(s)/guardian(s) may request homework from the school by calling the Attendance Office at 517-841-2313. A 24-hour period is required to gather assignments.

## HOMEBOUND SERVICES

Homebound services are available to students who must be out of school for more than two weeks due to an accident or an illness. Written doctor's verification must be presented to qualify. Please contact the appropriate grade principal to make arrangements for homebound services. **MAKE-UP PRIVILEGES**

**Make-up work, as a result of being absent, is the responsibility of the student.** Immediately upon returning to school following an absence, the student is to make arrangements with her/his teacher(s) to obtain assignments and to establish reasonable deadlines for the completion of make-up work. When a student is absent more than one day, a homework request should be made to the Attendance Office. A 24-hour period is required to gather assignments.

## SCHOOL-SPONSORED ACTIVITY ABSENCES

Anytime a student is away from the classroom while involved in a school-sponsored activity, he/she will not be marked absent or tardy. **UNAVOIDABLE TRIPS** The normal school schedule contains time for vacations at Christmas, spring vacation and during the summer. Parents(s)/Guardians(s) are requested to plan vacations during these periods of time. Any unavoidable trips may be appealed to the Principal for Instruction.

## **SIGN-IN AND SIGN-OUT INFORMATION**

If a student must leave for a scheduled appointment, he/she should bring a note from parent(s)/guardian(s) requesting that the student be excused. Before leaving, the student must present the note to his/her classroom teacher who will send him/her to the Attendance Office to sign out. Failure to follow this procedure will result in an unexcused absence.

## **DISCIPLINE**

### **DISCIPLINE GUIDELINES**

Recognizing that a safe and orderly environment is an essential component of an effective school, rules and consequences have been established for the most common offenses. There will certainly be other acts of misbehavior that are not included in the list. In such instances, disciplinary action consistent to similar offenses will be at the discretion of the principal or her/his designee. All students are within the jurisdiction of the school rules anytime they are in attendance at school sponsored activities, on or off school property. There are circumstances under which any of the violations indicated, when considered in the context of the circumstances surrounding their occurrence and/or the student's past behavior record, can lead to a recommendation for expulsion. However, in any event, a referral to the Student Assistance Program will be made for repeated disruptive behaviors. Students and parents shall have access to our appeals procedure. The teacher has the right to assign a before or after school detention and the responsibility to notify the parent(s)/guardian(s) of the detention. If a one hour detention is not served, the teacher will notify the administrator who will assign a one-day school suspension.

**ALTERNATIVES TO SUSPENSIONS** The Jackson Public Schools' Code of Conduct strongly suggests and sometimes requires suspensions for certain offenses. Alternatives to minor first-time suspensions will be suggested so that students can remain in the school setting. Alternatives to suspension may include the following:

1. **In-school tutorial (IST).** The student will attend school, be given their homework, and be supervised in a separate room all day.
2. **Parental supervised attendance.** The student will attend regular classes but only with a parent or guardian in each classroom with them.
3. **Community Service.** The student will spend time on Community Project.

These four options allow a student to remain in school without being suspended. They are available for students who have committed a minor offense of the rules. They are offered only at the discretion of the principal. Our goal is to provide a safe and orderly environment and to encourage appropriate behavior in all students. If these non-suspension options are not supported by the home, students will be suspended.

**Habitual Offenders** – Students who have chronic disciplinary problems (suspended four times in a school year) will be suspended for *10 days* under the Board's Habitual Offender Policy. Students and families, who wish to appeal, will be given guidance by the building principal. The appeal process will challenge each child and family to address his or her child's behavior and needs. While this may seem excessive, it is meant to force students to evaluate the choices they are making.

### **APPEAL PROCEDURE**

Students or parent(s)/guardian(s) wishing to appeal a decision of the Assistant Principals should address their concern to the Principal for Instruction. Subsequent appeals should be made to the Superintendent and Board of Education in that order. It is also recognized that an unfavorable decision may be appealed by the student and parent(s)/guardian(s) to the courts as provided by law.

### **MIDDLE SCHOOL GRIEVANCE PROCEDURE**

Parent(s)/Guardian(s) desiring to question actions taken by school personnel may follow this procedure: If the problem is related to the classroom, the parent(s)/guardian(s) will arrange a conference with the

classroom teacher, as soon as possible, to discuss the problem. If this conference does not resolve the situation, the teacher and parent(s)/guardian(s) will arrange for a conference with the principal or his/her designee with a minimum of delay. If the problem is not related to the classroom, the parent(s)/guardian(s) will contact the principal directly.

### **CORPORAL PUNISHMENT POLICY**

Corporal punishment (hitting, striking, spanking, paddling, or other forms of physical contact with the result of inflicting pain) shall not be permitted in the Jackson Public Schools by any school employee or authorized person. Jackson Public Schools shall also prohibit the same by any parent(s)/guardian(s), caretaker, or other adult on school property or during any school sponsored activity. Any school employee proven to have violated this policy shall be subject to disciplinary action.

**The following pages contain information that is consistent for secondary schools within Jackson Public Schools**

**JPS Mission**

We will bring our community together to create a culture of academic excellence and workforce readiness.

**JPS Vision**

We envision a community where all students become lifelong learners.

**Parental Involvement, Board Policy 2112**

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

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

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

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

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

**A. Relationships with Families**

1. cultivating school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools; <sup>1,2</sup>
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; <sup>1,2</sup>
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. <sup>2</sup>

**B. Effective Communication**

1. providing information to families to support the proper health, safety, and well-being of their children;
2. providing information to families about school policies, procedures, programs, and activities; <sup>1,2</sup>

3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable; <sup>1,2</sup>
5. providing information and involving families in monitoring student progress; <sup>2</sup>
6. providing families with timely and meaningful information regarding Michigan's academic standards, State and local assessments, and pertinent legal provisions; <sup>1,2</sup>
7. preparing families to be involved in meaningful discussions and meetings with school staff. <sup>1,2</sup>

### **C. Volunteer Opportunities**

1. providing volunteer opportunities for families to support their children's school activities; <sup>2</sup>
2. supporting other needs, such as transportation and child care, to enable families to participate in school-sponsored family involvement events. <sup>2</sup>

### **D. Learning at Home**

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; <sup>1,2</sup>
2. working with families to establish learning goals and help their children accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home. <sup>1</sup>

### **E. Engaging Families in Decision Making and Advocacy**

1. engaging families as partners in the process of school review and continuous improvement planning; <sup>2</sup>
2. engaging families in the development of its District-wide parent and family engagement policy and plan, and distributing the policy and plan to families. <sup>1,2</sup>

### **F. Collaborating with the Community**

1. building constructive partnerships and connecting families with community-based programs and other community resources; <sup>1,2</sup>
2. coordinating and integrating parent and family engagement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their children's education, growth, and development. <sup>1,2</sup>

## **Implementation**

The Superintendent will provide for a comprehensive plan to engage parents, families, and community members in a partnership in support of each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The District's plan, as well as each school's plan will be distributed to all parents and students through publication in the Student Handbook or other suitable means. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's content, effectiveness and identification of barriers to participation by parents and families with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; the needs of parents and family members to assist with the learning of their children (including engaging with school personnel and teachers); and the strategies to support successful school

and family interaction. Each school plan will include the development of a written school-parent compact jointly with parents for all children participating in Title I, part A activities, services, and programs. The compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Evaluation findings will be used in the annual review of the Parent and Family Engagement policy and to improve the effectiveness of the District plan. This policy will be updated periodically to meet the changing needs of parents, families, and the schools.

1Indicates IDEA 2004 Section 650 & 644 parent involvement requirements

2Indicates Title I Section 1118 parent involvement requirements

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Legal  
Sec. 1112, 1118 ESEA  
M.C.L. 380.1294

### **Parental Visitation Procedures**

You may visit and observe your child's classroom for the purpose of observing instructional activities based on the following guidelines.

- The parent must make prior arrangements through the principal of the student's school.
- Parents must check in with the office before visiting a classroom. A visitor's tag will be issued to the parent. The tag must be returned to the office at the end of the visit.
- No classroom observations will be made while testing is being administered.
- Parents are there to observe and not to participate or disrupt the classroom. Parents should be advised of the need to respect the confidentiality of what is observed in the classroom. Teachers have the right to ask the parent to leave if he/she becomes disruptive.
- No video or audio taping is allowed during classroom visitations.
- The use of cell phones in the classroom is not permitted.

### **Field Trip Consent**

Jackson Public Schools encourages extended learning opportunities outside the classroom. A field trip is defined as any learning that occurs off school grounds. Parents will be notified with a Parent Response Form for Field Trips Participation. It will be the student's responsibility to return the form to their teacher to participate.

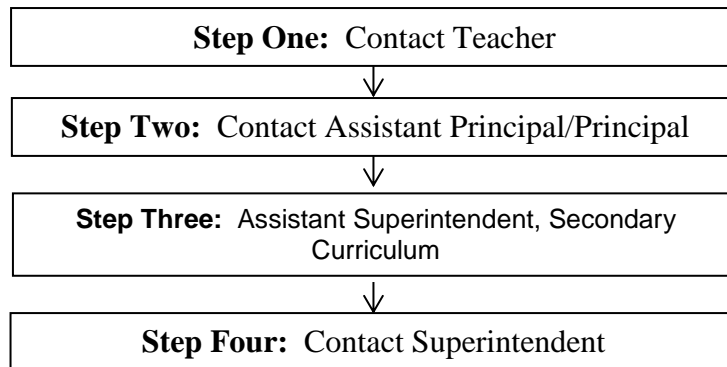
The District also has on file a release on the student's registration form that will allow the student to participate in field trips in the event that the Parent Response Form for Field Trips Participation is not returned. We will only consent for the student's participation if the appropriate box has been checked by the parent on the registration form. This consent will only be used as a last resort. We will make every effort to contact you by phone as well as prior to leaving.

In the event that you have not checked the appropriate box on the registration form or returned the Parent Response form for Field Trip Participation, the student will remain at school supervised.



## Chain of Command

Jackson Public Schools encourages open communication about your student. If you have a concern about your child's education, your first contact should be directly with the teacher to try to resolve the issue. If you feel you have made appropriate contact with the teacher and have been unsuccessful in reaching an acceptable solution, you may contact the school principal. If you feel you have exhausted your options at the building level, please contact the Superintendent's at 841-2202.



## Notice for Directory Information

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

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.<sup>(1)</sup>

If you do not want Jackson Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the School Principal in writing by September 15th. Jackson Public Schools has designated the following information as directory information:

- Student's name
- Major field of study
- Participation in officially recognized activities and sports
- Height and weight, if member of an athletic team
- Dates of attendance
- Date of graduation
- Awards received
- School photographs or videos of students participating in school activities, events or programs

The items listed below are designated as “directory information” of Jackson Public Schools and may be released for any purpose at the discretion of Jackson Public Schools. These laws govern the data and privacy issues for schools and students: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces. Under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, you have the right to withhold the release of any or all of the information listed below.

- Student's name
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photograph
- Degrees, honors, and awards received
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Please consider very carefully your decision to withhold any item of “directory information.” Should you decide to inform Jackson Public Schools not to release any or all of the items listed above, any future requests for such information from individuals or entities not affiliated with the Jackson Public Schools will be refused. Please indicate here your request to withhold any or all of the above items:

If this form is not received in the office of you School Principal prior to September 15<sup>th</sup>, it will be assumed that the above information may be released for the remainder of the current school year. A new form for non-release must be completed each year.

Parent's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notification of Rights Under FERPA

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

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) Jackson Public Schools has entered into a Master Subscription Agreement with Northwest Educational Association (NWEA).

- (a) Confidential student information shall be maintained in part and on behalf of the Jackson Public Schools by NWEA and its contractors in order to provide assessment and research services to Jackson Public Schools;
- (b) NWEA employees and employees of NWEA's contractors shall be deemed school officials for the purpose of access to personally identifiable information derived from confidential student information only if they have a legitimate interest in maintaining, organizing, or analyzing the data for assessment and research purposes under the Master Subscription Agreement; and
- (c) Personally identifiable information derived from student education records and maintained by NWEA may not be further disclosed to third parties except as allowed by FERPA and authorized by Jackson Public Schools or by the Master Subscription Agreement.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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



Grade: \_\_\_\_\_

## Student Technology Use Agreement

Student Name \_\_\_\_\_ Parent/Guardian 1 \_\_\_\_\_  
(please PRINT clearly) (please PRINT clearly)

School Building \_\_\_\_\_ Parent/Guardian 2 \_\_\_\_\_  
(please PRINT clearly) (please PRINT clearly)

I have read and understand Board Policy 7540.03 Student Education Technology Acceptable Use and Safety and the Social Media Policy and Guidelines. Both documents are available on the JPS website: [www.jpsk12.org](http://www.jpsk12.org). I understand that a failure to follow these policies may result in consequences stated in these rules and our Student Handbook. I understand that the permission granted by this document will be in effect during all school years the student is enrolled at Jackson Public Schools. Any changes to the permission granted by this document must be provided in writing by the parent or JPS.

The following is a summary of the Technology Use and Safety Rules. All students and parents must sign the contract before using District Technology.

- Use of District Technology must be in support of education.
- Users have the privilege to use all of the technology for which they have had training. Anyone using the technology is responsible for the preservation and care of that technology.
- Accounts are to be used only by the owner. The sharing of passwords is prohibited.
- Real names must be used; no aliases are allowed. Additional personal information must not be shared over the Internet.
- Users experiencing harassment or receiving requests for personal information must report the problem.
- Any violations of the use of the technology should be reported to the teacher in charge.
- The district operates virtual education programming. This document authorizes the opportunity for students to take virtual courses when enrolled at JPS.

Students violating the Board Policy may be subject to discipline as outlined in the Student Handbook. They may also be subject to legal action if appropriate.

Please note:

- Internet history and usage will be monitored.
- Technology will not be used for "cyberbullying".
- Copyright laws must be followed.

The parent/guardian grants permission to publish documents on the World Wide Web. In the event that the parent/guardian does not grant permission to publish documents, written notice must be submitted to the building/district office.

The student and the parent have access to the Policies and agree to their terms for the duration of the student's enrollment at Jackson Public Schools.

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Parent 1 Signature/Date

\_\_\_\_\_  
Received By - Signature/Date

\_\_\_\_\_  
Parent 2 Signature/Date

# UNDERSTANDING CONCUSSION

## Educational Material for Parents and Students (Content Meets MDCH Requirements)

Sources: Michigan Department of Community Health and the National Operating Committee on Standards for Athletic Equipment (NOCSAE)

### Some Common Symptoms

|                      |                    |                    |                    |                     |
|----------------------|--------------------|--------------------|--------------------|---------------------|
| Headache             | Balance Problems   | Sensitive to Noise | Grogginess         | Not "Feeling Right" |
| Pressure in the Head | Double Vision      | Sluggishness       | Poor concentration | Feeling Irritable   |
| Nausea/Vomiting      | Blurry Vision      | Haziness           | Memory Problems    | Slow Reaction Time  |
| Dizziness            | Sensitive to Light | Fogginess          | Confusion          | Sleep Problems      |
|                      |                    |                    | "Feeling Down"     |                     |

### WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven't been knocked out.

You can't see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear to be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are OK to return to play.

### IF YOU SUSPECT A CONCUSSION

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY** – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don't hide it, report it. Ignoring symptoms and trying to "tough it out" often makes it worse.
- 2. KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don't let the student return to play the day of injury and until a health care professional says it's OK. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Repeat or second concussions can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. It is better to miss one game than the whole season.
- 3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** - Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

### SIGNS OBSERVED BY PARENTS

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior or personality changes

### CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people/places
- Becomes increasingly confused, restless or agitated
- Has unusual behavior
- Loses consciousness (even a brief loss of consciousness should be taken seriously.)

### HOW TO RESPOND TO A REPORT OF A CONCUSSION

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rest breaks, be given extra help and time, spend less time reading, writing or on a computer.

**CONCUSSION AWARENESS  
EDUCATIONAL MATERIAL ACKNOWLEDGEMENT FORM**

By my name and signature below, I acknowledge in accordance with Public Acts 342 and 343 of 2012 that I have received and reviewed the Concussion Fact Sheet for Parents and/or the Concussion Fact Sheet for Athletes provided by Jackson Public Schools.

\_\_\_\_\_  
Participant Name, Printed

\_\_\_\_\_  
Parent/Guardian Name, Printed

\_\_\_\_\_  
Participant Name, Signature

\_\_\_\_\_  
Parent/Guardian Name, Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Return this signed form to the school office. It must be kept on file for the duration of participation or age 18.

Participants and parents please review and keep the educational materials available for future reference.

## Human Sexuality Curriculum

The Board of Education has established a program of instruction in Human Sexuality. As a component of the curriculum, reproductive health is taught in an age-appropriate manner.

According to Public Act 226 of 1997, you have the right to review the materials to be used for instruction. The Board of Education, in compliance with the statute, has made the materials available for your review. If you wish, please contact the school to make arrangements for review of the materials.

Your child is eligible to participate in this course. By law, you have the right to excuse your child from participation in the classes that include reproductive health. If you wish to exercise your right to include or excuse your child, without penalty, from instruction in reproductive health, please complete the required form, which is available in the school office.

## Curriculum Development

The Board directs that the curriculum of this District provides grade-appropriate instruction on career development in each grade level from kindergarten through 12<sup>th</sup> grade.

## Testing

Jackson Public Schools administers the following assessments for students in grades 6 – 11:

|                             |   |
|-----------------------------|---|
| 6 <sup>th</sup> grade:      | Measures of Academic Progress MAP (Reading, Math Science, & Writing), MSTEP-ELA & Math or MI-Access (Reading/Math)                                |
| 7 <sup>th</sup> grade:      | Measures of Academic Progress MAP (Reading, Math, & Science), MSTEP-ELA/Math, Career Advanced Placement, MI-Access (ELA/Math/Science)             |
| 8 <sup>th</sup> grade:      | Measures of Academic Progress MAP (Reading, Math, & Science), MSTEP-Science/Social Studies, Career Advanced Placement, PSAT 8-ELA/Math, MI-Access |
| 9 – 11 <sup>th</sup> grade: | PSAT 9, PSAT 10, SAT, WorkKeys, MSTEP, WIDA, NWEA, MI-Access  |

The WIDA (World-Class Instructional Design and Assessment) is given to English Learners new to the district in grades K-12 for appropriate placement. The WIDA test is given annually in the spring to determine the English Learner's progress in English language acquisition.

For further information on testing and/or testing schedules, please contact your building principal or go to our district web site at [www.jpsk12.org](http://www.jpsk12.org).

## ASSIST (Achieving Success-Student Intervention Study Team)

We believe parent involvement is important for the success of each student. Teachers, specialists and parents/guardians meet regularly to address the needs of all students. Students having difficulty developing academically, socially, psychologically or physically are referred to the ASSIST program, and parent involvement is invited and encouraged.

Jackson Public Schools recognizes that all students must be successful learners. Through this recognition, students must have intervention strategies that are derived from scientific-based research. It is the charge of all to ensure all students are achieving. With this in mind, JPS will institute *Response to Intervention* (RTI). RTI is a "multi-tier delivery system that uses a data-driven, problem-solving model to identify specific student need and match appropriate instructional strategies." (MASSE, 2006). Based on this premise, the ASSIST process has been put in place.

ASSIST is a collaborative process to address the needs of students who may require additional support in achieving the standards of academic/behavioral development. The Team recognizes that parents and classroom teachers may find it necessary to meet with other staff for guidance and/or assistance regarding



intervention strategies to help students. The process also meets the requirements of state and federal legislation regarding the special needs of students.

IDEA 2004 includes provisions that could lead to significant changes in which students with Specific Learning Disabilities (SLD) are identified.

Achieving Success – Student Intervention Study Team (ASSIST), operating in each JPS elementary school, is an important problem-solving and pre-referral process that can be used to develop strategies and interventions that promote a student's success.

The Student ASSIST Team consists of the building principal, or designee, the referring teacher, and other adults whose relationship with the student would warrant inclusion.

At administrative discretion, to ensure your child's success, students struggling with academic, behavioral or attendance issue may be referred to our alternative program.

### **Special Education Services**

Jackson Public Schools provide a full range of programs and services for children who are diagnosed as having mental, physical or emotional impairments. For further information or to receive a copy of Special Education Procedural Safeguards, contact the Special Education Office at 517-841-2156 or the Intermediate School District at 517-768-5200.

### **Student Dress/Attire**

Since good grooming and appropriate dress are important in today's life, our young people are encouraged to take pride in their appearance. The development of this pride is a responsibility shared by parents/guardians, students, community and school. We recognize that the primary responsibility for the manner in which a student is dressed rests with the parent/guardian. Articles of clothing promoting gangs, alcohol, tobacco, drugs, obscenities and/or clothing that promotes sexually explicit material may not be worn. Hats, bandannas, do rags and head scarves may not be worn in the school building or in any classroom. Coats may not be worn after the start of the school day. Shoes must be worn at all times for the health and safety of the students. Book bags must be left in a locker or secure place. Students should remember that the way they dress is a reflection of their self-respect. Student violations will be covered under #10 of the Code of Conduct.

### **Attendance and Truancy Guidelines**

Please refer to "Building Specific Pages".

### **Head Lice – Board Policy 8451**

The School District Head Lice policy follows the evidence-based recommendations of state and national health organizations. The policy is based on current research and will assure a healthy environment for all children.

It is the school board's position that the management of pediculosis should not disrupt the education process. The policy focuses on the exclusion of children for active infestations only (presence of live lice or nits found within ¼ inch of the scalp).

The Board recognizes the importance of educating staff, students, and parents/guardians on the management and prevention of head lice. The district policy will be available to staff and parents.

Parents/guardians should seek information regarding treatment from their private physician or the Jackson County Health Department (788-4420).

## **Communicable Diseases**

Communicable diseases should be reported to the teacher or administrator to protect other children. We are required to exclude children who have:

|                                       |           |                              |
|---------------------------------------|-----------|------------------------------|
| Chicken Pox                           | Influenza | Ringworm                     |
| German Measles                        | Measles   | Scabies                      |
| Head Lice                             | Mumps     | Shingles                     |
| Infectious Hepatitis<br>(Hepatitis B) | Pink Eye  | Strep Throat (Scarlet Fever) |
|                                       | Pinworms  | Whooping Cough               |

## **Medication**

To better protect the health and safety of all students, Jackson Public Schools has revised the policy for medication administration. Whenever possible, you are encouraged to administer medication at home and/or ask the physician to adjust the time given to avoid the school day.

1. Medication must be in the prescription container with the label stating date, name of student and physician, name of medication, dosage and frequency.
2. Medication must be delivered to the school by an adult and accompanied by:
  - a. School Administered Medication Authorization Form with a physician signature, or
  - b. A copy of the prescription with the physician signature attached to the authorization form, or
  - c. Written instructions with the physician's signature on a prescription form indicating name of student, medication dosage and frequency attached to the authorization form.

Please take medication authorization form to the doctor for a signature when your student is seen for illness. These forms are available at your school.

## **Immunization**

All students must be immunized. Immunizations are available through private physicians, the Jackson County Health Department (788-4468), Health Centers at Northeast Elementary (787-4361), Middle School at Parkside (788-6812) or Jackson High School (780-0838).

New students, including those that have re-enrolled into Jackson Public Schools, are to be checked for having all required immunizations by the first day of school. Specific information regarding what vaccines are required can be found on the Jackson County Health Department website.

## **Birth Certificates**

Parents/guardians will be notified at roundup that certified birth certificates/hospital live birth record is required. If none is available, the school will assist parents in completing the generic form to send for a certified birth certificate. The school will keep a copy of the form in lieu of an affidavit. Parents/guardians will have 30 days from the date of enrollment to obtain a birth certificate/hospital birth record. At the end of that period, students without documentation will be reported to the local law enforcement agency for identification.

## **Emergency School Closings**

There may be times when the district has to close schools due to emergencies (e.g. inclement weather, no heat or water, etc.). All media outlets available will be used to announce school closings as early as possible. On days when school closes early, parents/guardians are strongly encouraged to give their children clear directions as to where to go. Students transported will remain at school until the buses arrive. It is very important that the school offices have up to date contact information.

## **Information to Parents and Students on Tornado Safety**

When Jackson Public Schools receives official notice from the Jackson City Police that a Tornado Watch or Warning has been issued by the U.S. Weather Bureau, the procedures below shall be followed.

During a Tornado Watch or Warning, a parent/guardian may sign out their student(s) in the Main Office of the school.

### **Tornado Watch**

All students and staff shall remain in classes as scheduled and continue with scheduled activities. The administration will closely monitor weather situations for further developments.

### **Tornado Warning**

All students and staff shall be retained within the building and moved to the safest possible location using the building's tornado plan. They are to remain there until the warning is lifted.

### **Tornado/Fire Drills**

All schools must have tornado and fire drills each year. Please encourage your children to take each of these drills seriously for obvious reasons.

## **School Food/Party Guidelines**

The classroom teacher will coordinate holiday parties. If parents would like to bring in something to share with your child's classmates to celebrate a special occasion, we strongly encourage healthy snacks, pencils, erasers, stickers, etc. In accordance with the Jackson Public Schools' Wellness Policy, healthy food will be encouraged at school parties and classroom celebrations. Please remember, school is not the place to host a birthday party or celebration. Schools are responsible for helping students learn lessons about good nutrition and healthy lifestyles, and students should practice these lessons during school parties.

## **Use of Tobacco and Nicotine Products by Students, Board Policy 5512**

The Board of Education recognizes that the use of tobacco presents a health hazard which can have serious consequences both for the user and the nonuser and is, therefore, of concern to the Board.

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

The Board prohibits the use or possession of tobacco product by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event.

For purposes of this policy:

- A. "tobacco product" means a preparation of tobacco to be inhaled, chewed, or placed in a person's mouth;
- B. "use of a tobacco product" means any of the following:
  - 1. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
  - 2. the inhaling or chewing of a tobacco product

3. the placing of a tobacco product within a person's mouth
4. the smoking of electronic, "vapor," or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning tobacco or any other substance

Student violations shall be covered under #30 of the Code of Conduct.

### **Anti-Harassment, Board Policy 5517**

(for the complete policy, refer to the district website: [www.jpsk12.org](http://www.jpsk12.org))

#### **Reports and Complaints of Harassing Conduct**

Students and other members of the School District community and third parties are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer within two (2) school days.

Members of the School District community, which includes students, or third parties who believe they have been unlawfully harassed are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

If, during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, the Principal 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 shall report the act of bullying, aggressive behavior and/or harassment to one of the Anti-Harassment Compliance Officers who shall investigate the allegation in accordance with this policy. While the Compliance Officer investigates the allegation, the Principal shall suspend his/her Policy 5517.01 investigation to await the Compliance Officer's written report. The Compliance Officer shall keep the Principal informed of the status of Policy 5517 investigation and provide him/her with a copy of the resulting written report.

#### **Anti-Harassment Compliance Officers**

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

Mrs. Willye Pigott  
Assistant Superintendent  
517-841-2157  
522 Wildwood Ave.  
Jackson, MI 49201  
[willye.pigott@jpsk12.org](mailto:willye.pigott@jpsk12.org)

Dr. William Patterson  
Assistant Superintendent  
517-841-2208  
522 Wildwood Ave.  
Jackson, MI 49201  
[wiliam.patterson@jpsk12.org](mailto:wiliam.patterson@jpsk12.org)

The names, titles, and contact information of these individuals will be published annually on the School District's web site.

The Compliance Officers will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student, other member of the School District community or third party in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a Compliance Officer will begin either an informal or formal process (depending on the request of the person alleging the harassment or the nature of the alleged harassment), or the Compliance Officer will designate a specific individual to conduct such a process. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer within two (2) business days of learning of the incident.

Any Board employee who directly observes unlawful harassment of a student is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Additionally, any Board employee who observes an act of unlawful harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer or designee must contact the student, if age eighteen (18) or older, or the student's parents if under the age eighteen (18), within two (2) school days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer or designee to conduct an investigation following all the procedures outlined for a formal complaint.

### **Investigation and Complaint Procedure**

Any student who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. Further, a process for investigating claims of harassment or retaliation and a process for rendering a decision regarding whether the claim of legally prohibited harassment or retaliation was substantiated are set forth below.

Due to the sensitivity surrounding complaints of unlawful harassment or retaliation, time lines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The informal and formal procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful harassment or retaliation with the United States Department of Education Office for Civil Rights.

### **Informal Complaint Procedure**

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully harassed or retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

Students who believe that they have been unlawfully harassed may initiate their complaint through this informal complaint process, but are not required to do so. The informal process is only available in those circumstances where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in the informal process.

Students who believe that they have been unlawfully harassed or retaliated may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

However, all complaints of harassment involving a District employee or any other adult member of the School District community against a student will be formally investigated. Similarly, any allegations of sexual violence will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. Such direct communication should not be utilized in circumstances involving sexual violence. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Compliance Officers are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint. In addition, with regard to certain types of unlawful harassment, such as sexual harassment, the Compliance Officer may advise against the use of the informal complaint process.

A student who believes she/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a teacher, other employee, or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the Compliance Officers.

All informal complaints must be reported to one of the Compliance Officers who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School District's informal complaint procedure is designed to provide students who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the student about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the anti-harassment policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the student claiming harassment and the individual accused of harassment to work out a mutual resolution. Such a meeting is not appropriate in circumstances involving sexual violence.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the Compliance Officers in accordance with the School Board's records retention policy and/or Student Records policy. (See Policy 8310 and Policy 8330.)

### **Formal Complaint Procedure**

If a complaint is not resolved through the informal complaint process, if one of the parties has requested that the informal complaint process be terminated to move to the formal complaint process, or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student who believes s/he has been subjected to offensive conduct/harassment/retaliation hereinafter referred to as the "Complainant," may file a formal complaint, either orally or in writing, with a teacher, principal, or other District employee at the student's school, the Compliance Officer, Superintendent, or another District employee who works at another school or at the district level. Due to the sensitivity surrounding complaints of unlawful

harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District employee at the student's school, Superintendent, or other District employee, either orally or in writing, about any complaint of harassment or retaliation, that employee must report such information to the Compliance Officer or designee within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, offensive conduct/harassment/retaliation; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the alleged harasser. In making such a determination, the Compliance Officer should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer or a designee will initiate a formal investigation to determine whether the Complainant has been subjected to offensive conduct/harassment/retaliation.

Simultaneously, the Compliance Officer will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent," that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant administrative guidelines, including the Board's Anti-Harassment policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of harassment/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer or the designee shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful harassment. The Compliance Officer's recommendations must be based upon the totality of the circumstances, including the ages

and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used. The Compliance Officer may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a final decision regarding whether the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment/retaliation regardless of whether the student alleging the unlawful harassment/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.



**Jackson Public Schools  
Student Report Form – Bullying**

If the student is too young to complete this form on their own, they  
may sit with an adult who can assist them in completing the form.

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**School** \_\_\_\_\_ **Grade** \_\_\_\_\_

**Homeroom Teacher's Name** \_\_\_\_\_

**Location of Incident** (cafeteria, playground, classroom, hallway, gym, etc.) \_\_\_\_\_

**Description of Bullying Incident – be sure to include names of other students involved:**

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**Student Signature** \_\_\_\_\_ **Date Complaint Filed** \_\_\_\_\_

If you completed this form on behalf of the student, print your name here: \_\_\_\_\_

|  |
|--|
| RETURN THE COMPLETED FORM TO THE PRINCIPAL'S OFFICE AS SOON AS POSSIBLE. |
|--|

**Building Principal Signature:** \_\_\_\_\_

**Date Building Principal Received:** \_\_\_\_\_

It is the policy of the Jackson Public Schools District that no discriminatory practices based on sex, race, color, national origin, religion, height, weight, marital status, handicap, age, political affiliation, sexual orientation or disability or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Human Resources Office at Jackson Public Schools, 522 Wildwood Avenue, Jackson, Michigan 49201 or call (517) 841-2153.

### **Suspension**

A suspension means a disciplinary removal from school for less than 60 school days.

### **Expulsion**

Expulsion means a discipline removal from school for 60 or more school days.

### **Weapon Free School**

The Board of Education of the Jackson 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 threats to physical well-being and safety, by individuals possessing weapons and/or dangerous weapons.

Student violations shall be covered under #31 and #32 of the Code of Conduct.

## Secondary Code of Conduct for Students

*Prior to issuing discipline, the following factors must be considered in accordance with MCL 380.1810d:*

- A. the student's age*
- B. the student's disciplinary history*
- C. whether the student has a disability*
- D. the seriousness of the violation or behavior*
- E. whether the violation or behavior committed by the student threatened the safety of any student or staff member*
- F. whether restorative practices will be used to address the violation or behavior*
- G. whether a lesser intervention would properly address the violation or behavior*

***At administrative discretion, and after considering the factors listed above, the following procedures may be implemented.***

### **PROCEDURE A:**

- A. A conference with the parties involved
- B. At administrative discretion, any or all of the following consequences may be assigned:
  - 1. detention
  - 2. parent conference
  - 3. in-school tutorial/after-school detention/lunch detention
  - 4. one (1) to three (3) school days out of school suspension
  - 5. parent contract agreement
- C. Parent(s) will be notified of the action taken.

### **PROCEDURE B:**

- A. A conference with the parties involved
- B. At administrative discretion, any or all of the following consequences may be assigned:
  - 1. detention
  - 2. in-school tutorial/after-school detention/lunch detention
  - 3. up to (5) school days out of school suspension
- C. Parent(s) will be notified of the action taken.

### **PROCEDURE C:**

- A. A conference with the parties involved will be held
- B. At administrative discretion, any or all of the following consequences may be assigned:
  - 1. up to ten (10) school day suspension
  - 2. A referral to the appropriate police authorities will be sent
- C. The parent(s) will be notified of the action taken.

### **PROCEDURE D:**

- A. A conference with the parties involved will be held.
- B. At administrative discretion any or all of the following consequences may be assigned:
  - 1. ten (10) day out of school suspension
  - 2. A recommendation for expulsion will be sent to the Superintendent
  - 3. A referral to appropriate police authorities will be sent. Parent(s) will be notified of the action taken.

### **PROCEDURE E:**

- A. A conference(s) with parties involved will be held
- B. The following consequences will be assigned:
  - 1. A mandatory ten (10) day suspension from school
  - 2. A recommendation for expulsion will be sent to the Superintendent
  - 3. A referral to appropriate police authorities will be sent
- C. Parent(s) will be notified of the action taken.

## DEFINITION OF VIOLATIONS WITH DESIGNATED PROCEDURES

The Code of Conduct includes, but is not limited to, behavior that takes place in school buildings, at school sporting events, extracurricular activities (i.e. dances) or other places where it may have an impact on the school setting.

1. **AGGRESSIVE MISBEHAVIOR**: Physical contact or threat of physical contact towards school employees, or other adults working in the building, **with the intention** of doing bodily harm by a student or group of students. This can include written, verbal and electronic communication.

State law mandated                      Procedure E

2. **ARSON OR ATTEMPTED ARSON**: Starting, or attempting to start, a fire for any purpose.

First Violation                      Procedure D or E  
Repeat Violation                      Procedure E

3. **BOMB THREAT**: Making a written or verbal threat that a bomb has been placed or is about to explode.

First Violation                      Procedure E

4. **COMMUNICATION DEVICES, POSSESSION OF**: Please refer to building specific pages.

First Violation                      refer to building specific information  
Second Violation                      refer to building specific information

5. **DEFIANCE OF SCHOOL PERSONNEL'S AUTHORITY**: Refusal to comply with reasonable requests of school personnel. This includes "skipping" school. **Any student, who refuses to identify himself/herself when asked, will receive a three-day suspension.**

First Violation                      Procedure A or B  
Repeat Violation                      Procedure B or C

6. **DESTRUCTION/MUTILATION OF SCHOOL PROPERTY ON SCHOOL GROUNDS OR PROPERTIES USED IN A SCHOOL ACTIVITY**: Destroying or mutilating objects not owned by the student. In addition to the consequence listed, the offending student or student's parent/guardian will make restitution and/or repair.

First Violation                      Procedure B or C  
Repeat Violation                      Procedure D

7. **DETENTION VIOLATIONS**: Failure to serve detentions within the prescribed time period

First Violation                      Procedure A or B  
Repeat Violation                      Procedure B or C

8. **DISORDERLY CONDUCT**: Any unlawful student assemblage or group act of violence, disruption, vandalism, building seizure, speech or behavior that is instigating, obscene, vulgar, indecent, grossly disrespectful, or which is disruptive to the orderly educational procedure of the school. This includes threats of violence, including through the use of social media. Recording/videoing a fight will result in a consequence.

First Violation                      Procedure B or C  
Repeat Violation                      Procedure C or D

9. **DISRUPTIVE ITEMS, POSSESSION OF**: Possession or use of any item that causes a disturbance and/or a potentially dangerous situation. Some examples are laser lights, lighters, firecrackers, smoke bombs, headphones, bullhorns, chains/spikes, toys, etc. Any item that would be disruptive to the learning climate

and/or create a disturbance or danger would fall into this category. Additionally, Valentine's Day, birthday, or other occasion gifts such as stuffed animals, toys, candy, balloons, etc. would be included in the category, "disruptive items", and are not allowed in school.

|                  |                  |
|------------------|------------------|
| First Violation  | Procedure C or D |
| Repeat Violation | Procedure E      |

**10. DRESS/STUDENT ATTIRE, VIOLATION OF:** Students whose dress/attire otherwise interrupts the process of learning or is a safety hazard to himself/herself or others shall be referred to the grade principal. Some specific examples of clothing and/or jewelry that are not allowed include:

- clothing or jewelry that symbolizes gang membership, hatred, sexually explicit behavior/standards, alcohol, tobacco, or illegal drugs
- hats or head coverings (do-rags, scarves, bonnets) unless mandated by religious belief
- skirts or shorts that are less than mid-thigh in length; including athletic shorts
- bulky outerwear; for example, coats, quilted jackets worn as outerwear, etc.
- sunglasses
- halter tops, muscle shirts, sleeveless jerseys, tank tops with narrower than 2" straps, tube tops, off the shoulder tops, backless tops
- clothing of a revealing nature such as shirts that show cleavage
- pants that sag revealing undergarments
- slippers
- pajamas
- crop tops that show midriff when the wearer is standing, walking or sitting
- visible undergarments
- see-through or mesh tops
- bottoms with large holes that expose skin above the knee
- any other clothing or accessory that is disruptive to the educational atmosphere within the classroom or school or inappropriate as determined

|                  |   |
|------------------|---|
| First Violation  | Procedure A and the student must change clothing before returning to class or spend the rest of the day in IST. |
| Repeat Violation | Procedure B or C, including a change of clothing before returning to class                                      |

**11. DRUGS: USE, POSSESSION OR UNDER THE INFLUENCE OF MIND ALTERING DRUGS INCLUDING ALCOHOL AND LOOK-A-LIKE DRUGS OR POSSESSION OF DRUG PARAPHERNALIA ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED EVENT AT HOME OR AWAY:** Substance abuse is the use of a legal or illegal mind-altering substance (including alcohol) that may result in an individual's physical, mental, emotional or social impairment.

|                  |                  |
|------------------|------------------|
| First Violation  | Procedure C or D |
| Repeat Violation | Procedure E      |

Violators of the above will be referred for a professional evaluation to an outside agency.

**12. DRUGS: SALE OR ATTEMPT TO SELL OR DELIVER (TRAFFICKING) OF ANY MIND ALTERING DRUG INCLUDING ALCOHOL, AS WELL AS LOOK-A-LIKE DRUGS**

|                  |                  |
|------------------|------------------|
| First Violation  | Procedure D or E |
| Repeat Violation | Procedure E      |

**13. EXTORTION:** The solicitation of money or something of value from another student, regardless of the amount, in return for protection or in connection with a threat (implied or actual) to inflict harm.

|                 |             |
|-----------------|-------------|
| First Violation | Procedure D |
|-----------------|-------------|

Repeat Violation                      Procedure D or E

- 14. FALSE FIRE ALARM:** Falsely alerting the fire department or school to a non-existent fire.

First Violation                      Procedure D  
Repeat Violation                      Procedure E

- 15. FALSIFYING SIGNATURES OR FORGERY:** Writing and/or using the signature or initials of another person or altering a document after a signature.

First Violation                      Procedure B or C  
Repeat Violation                      Procedure C or D

- 16. FIGHTING AND/OR ASSAULTIVE BEHAVIOR:** Student(s) who willfully engage in physical contact for the purpose of inflicting harm.

First Violation                      Procedure B or C; parent meeting required. Any student involved in a physical altercation (fight) will be referred to the school counselor or social worker for conflict resolution.  
Repeat Violation                      Procedure C or D; possible referral to Superintendent/designee for alternate placement or expulsion.

DEFINED: An assault occurs when a person is physically hit/pushed/tripped, etc., and the victim leaves the scene to seek an adult in charge. A fight occurs when a person is physically hit/pushed/tripped, etc., and retaliates physically rather than seeking assistance. Recording/videoing a fight will result in a consequence.

- 17. FIREWORKS OR OTHER EXPLOSIVE MATERIAL, POSSESSION AND/OR USE:**

Student(s) using or having in their possession any explosive device that is illegal or dangerous to themselves or to others. This would include something as innocuous as sparklers if used on school property or at a school-sponsored activity.

First Violation                      Procedure D  
Repeat Violation                      Procedure D or E

- 18. GAMBLING:** Participating in games of chance for the purpose of exchanging money or other items of value. (poker, dice, betting, etc.).

First Violation                      Procedure B  
Repeat Violation                      Procedure C

- 19. HABITUAL OFFENDER**

Student(s) who have been recipients of disciplinary action for an offense that falls into the category of Procedure C, or D, four (4) or more times in a single school year can, upon the recommendation of the principal, be subject to Procedure E.

- 20. INAPPROPRIATE SHOW OF AFFECTION/SEXUAL ACTIVITY:** Public show of affection between students including, embracing, kissing, etc., is inappropriate.

First Violation                      Warning  
Repeat Violation                      Procedure A or B  
Sexual activity                      Procedure C, D, or E, depending on the circumstances

- 21. INDECENT EXPOSURE:** Wearing clothing that exposes private body parts, or removing clothing to expose parts of the body that would be considered socially inappropriate for public display.

First Violation                      Procedure C

Repeat Violation                      Procedure D

**22. INTIMIDATION OF WITNESS:** Any physical or verbal intimidation of any witness to a school or legal violation.

First Violation                      Procedure D  
Repeat Violation                      Procedure D or E

**23. LOITERING ON SCHOOL PROPERTY OR AT SCHOOL-SPONSORED EVENTS**

Being on school grounds or in the school without authority or permission of school personnel. Students may not loiter after school, after dances, or after other events, including athletics. **This would include students who are in shortened programs or suspended.**

First Violation                      Procedure B  
Repeat Violation                      Procedure C

**24. LOITERING ON PRIVATE PROPERTY ADJACENT TO SCHOOL PROPERTY**

Being on adjacent or nearby, privately owned property without authority or permission of the property owner.

First Violation                      Procedure B  
Repeat Violation                      Procedure C

**25. MALICIOUS REMARKS OR AGITATION:** Malicious remarks, sound-a-like words, slurs or agitation directed at individuals because of race, color, religion, national origin, ancestry, age, gender, marital status, sexual orientation, or handicapping condition will not be tolerated. This can include written, verbal and electronic communication.

First Violation                      Procedure B  
Repeat Violation                      Procedure C

**26. PROFANITY AND/OR OBSCENE BEHAVIOR:** Use of profanity or obscene behavior including gestures.

First Violation                      Procedure A or B  
Repeat Violation                      Procedure B or C

**27. RADIOS, ETC., IN SCHOOL:** Refer to Item 4, Communications Devices, Possession of.

**28. SEXUAL HARASSMENT:** Touching or verbally offending an individual in a sexual manner. This may include telling inappropriate jokes or stories as well as spreading rumors and would include anyone who witnessed the behavior as well as the primary victim.

First Violation                      Procedure C or D  
Repeat Violation                      Procedure D or E

**29. THEFT:** The possession of stolen property, the taking of property, the conspiring to take property or being an accomplice in the taking of, or hiding, property not belonging to the student.

First Violation                      Procedure B or C  
Repeat Violation                      Procedure C or D

**30. TOBACCO:** The use or possession of tobacco in any form is illegal. Use of a tobacco product means any of the following: the carrying by a person of a lighted cigar; cigarette, pipe or other lighted smoking device; the inhaling or chewing of a tobacco product; the placing of a tobacco product within a person's mouth; the smoking of electronic, vapor, or other substitute forms of cigarettes, clove cigarettes or other lighted smoking devices for burning of tobacco or any other substance.

First Violation                      Procedure C

Repeat Violation                      Procedure D

- 31. WEAPON, POSSESSION OF:** The possession, **or claim of possession**, of any **object or look-a-like object** that could be used to inflict bodily injury to another person. Examples: gun, knife, chain, pipe, air soft guns, etc.

First Violation                      Procedure D or E  
Repeat Violation                      Procedure E

- 32. WEAPON, USE OF:** The use of, **or threat to use**, any object that can inflict bodily injury to another person. For example: A student who threatens to bring a weapon to school, or to harm someone with a weapon, even if he/she has no access to a weapon, including those items listed in section 31.

First Violation                      Procedure D or E  
Repeat Violation                      Procedure E

- 33. BULLYING:** Bullying of a student at school is strictly prohibited. Bullying, as per Board Policy 5517, is defined as any sustained written, verbal or physical act, or any electronic communication, that is intended or that a reasonable person who know is likely to harm one or more students either directly or indirectly by doing any of the following: a) substantially interfering with educational opportunities, benefits, or programs of one or more students; b) adversely affecting a student's ability to participate in or benefit from the district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress; c) having an actual substantial detrimental effect on a student's physical or mental health; or d) causing substantial disruption in, or substantial interference with, the orderly operation of the school.

First Violation                      Procedure C or D  
Repeat Violation                      Procedure D or E

- 34. GANG RELATED:** Verbal and non-verbal behaviors, actions, clothing, or colors deemed to be gang related by the school administration will not be tolerated. Continued disobedience could result in a referral to the appropriate law enforcement agency. Handshakes or gestures promoting gang affiliation will result in disciplinary action.

First Violation                      Procedure B and student must change clothes or cease behavior  
Repeat Violation                      Procedure C - E and student must change clothes or cease behavior



## **Secondary Placement Procedures (updated 6-15-17)**

### **Intake**

1. All new students meet with the grade principal. The grade principal will interview, orient and schedule the student. Emphasis will be on placing the student in a “like” program from their previous district.
2. If the child has special needs (IEP or 504), the principal will immediately involve the teacher consultant or special education administrator for assistance. The child will be given a 30-day placement in a “like” program and IEP/504 meeting scheduled.
3. If the child is coming from an alternative placement such as a juvenile home, alternative school or has not been in school for some period of time the child will be placed in a “like” program for a 45-day placement. In extreme cases, the district may provide homebound services. A 45-day placement meeting will be scheduled between the building principals to discuss the child’s individual needs, options and placement. Failure to reach a consensus will result in the Superintendent making the final decision.

### **In District Transfer**

All students are reviewed and monitored by their grade principal for progress. In the event that a student is identified as possibly needing a different program, the following will occur:

- The principal will document the student’s progress in ensure academics, attendance and behavior.
- Review the strategies that have been implemented.
- Schedule a meeting with to discuss strategies, appropriate placement and timing of placement. In the event that the group cannot reach consensus, the Director of Secondary Education will make the final decision.
- Expulsion – supersedes all planning. The Board/Superintendent will make the appropriate placement.
- Unassigned students parental requests will be honored if space is available. All secondary principals should communicate parent choice to ensure that students are not in an assigned placement. If a student is in an assigned program, they must work through their principal.

### **Transition by Grade**

All secondary principals should keep a running record of their students placed in an alternative setting. Prior to the beginning of the school year and at the trimester, a meeting should be convened to discuss progress of students placed in another setting. If it is determined that their placement will change, then a transition plan should be developed. The plan should be based on each child’s needs and treated as a 45-day placement. During this period the student should be monitored for progress. Failure should result in a review of the student’s placement based on the in-district policy.

### **Participation in Extra Curricular Activities**

Students attending TA Wilson or Fourth Street Learning Center will not participate in athletics or any school sponsored event that is not open to the public.

Students attending Jackson Pathways will be eligible to participate in school sponsored events and athletics provided they meet the eligibility requirements.

### **Appeal Process**

Appeals will be forwarded to the Superintendent in writing at least three days prior to the event or placement.



It is the policy of the Jackson Public Schools District that no discriminatory practices based on sex, race, color, national origin, religion, height, weight, marital status, handicap, age, political affiliation, sexual orientation or disability or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Human Resources Office at Jackson Public Schools, 522 Wildwood Avenue, Jackson, Michigan 49201 or call (517) 841-2153.