



Fowlerville
Community Schools

Student Handbook

2026-27



Welcome to the 2026-2027 School Year

On behalf of the Board of Education and the entire administrative team, we welcome you to Fowlerville Community Schools. All members of our staff are pleased to have you as a student and will do our best to help make your experience as productive and successful as possible.

We are committed to providing high-quality education opportunities for all students in a safe, orderly, and nurturing environment. We encourage parents to build a strong link with our teachers and support staff to help every child accomplish their educational goals.

Should you have any questions not addressed in this handbook, please do not hesitate to contact your school principal or the district office.

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their students with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

Sincerely,

Matt Stuard, Superintendent

Mission Statement

Fowlerville Community Schools are committed to providing a quality educational experience for all students in a safe, orderly, healthy, and nurturing environment.

Guiding Principles

The district's guiding principles are educational excellence, effective leadership, personal integrity, mutual respect and continuous improvement through staff, student, and community involvement.

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IMPORTANT INFORMATION

District Website

fowlervilleschools.org

Board Policies

Board Policies are available at: fowlervilleschools.org/district/board-of-education/

Addresses

Fowlerville High School
700 N. Grand Ave.
Fowlerville, MI 48836

Fowlerville Junior High School
7677 Sharpe Rd.
Fowlerville, MI 48836

Fowlerville Junior High School
7677 Sharpe Rd.
Fowlerville, MI 48836

Fowlerville Online Learning Academy
7677 Sharpe Rd., Suite A
Fowlerville, MI 48836

Natalie Kreeger Elementary School
430 N. Hibbard St.
Fowlerville, MI 48836

Little Glad Early Childhood Center
440 N. Hibbard St.
Fowlerville, MI 48836

Fowlerville Elementary School
420 N. Hibbard St.
Fowlerville, MI 48836

Contact Information

District Main Office: 517-223-6000

Fax: 517-223-6022

Special Education: 517-223-6193

Transportation: 517-223-6130

Athletics: 517-223-6070

Administration

Superintendent: Matt Stuard
Assistant Superintendent - Academics: Adva Ringle
Director of Human Resources – Trisha Reed
Chief Financial Officer – Marc McKay
Special Education Director: Mary Wiese
Director of Operations: Kim Hively
Director of Technology – James Stauble
Supervisor of Transportation: Elizabeth Gullett
Director of Food Service – Amy Verhelle-Smith
High School Principal: Nicholas Zajas
Fowlerville Online Learning Academy Principal: Nicholas Zajas
Athletic Director: Jeffery Finney

Director of Recreation – Zack Douglass
High School Assistant Principal: Tammy Steffee
Middle School Principal: Dana Coon
Middle School Assistant Principal: Nicholas Krueger
Natalie Kreeger Elementary School Principal: Jason Miller
Fowlerville Elementary School Principal: Ross Richard
Little Glad Early Childhood Center Principal: Molly Moulton

2026-2027 DISTRICT CALENDAR



FOWLERVILLE COMMUNITY SCHOOLS CALENDAR 26-27

August

SUN	MON	TUE	WED	THU	FRI	SAT
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
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20	21	22	23	24	25	26
27	28	29	30			

October

SUN	MON	TUE	WED	THU	FRI	SAT
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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May

SUN	MON	TUE	WED	THU	FRI	SAT
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

June

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

NO SCHOOL
TEACHER WORK DAY - LOCATION OF CHOICE
FIRST STUDENT DAY
NO SCHOOL - TEACHER PROFESSIONAL DEVELOPMENT
STAFF COMPLIANCE INFO
ALL SCHOOLS HALF DAY OPEN HOUSE ADJUSTMENT
ALL SCHOOLS HALF DAY RECORDS DAY PM
FULL DAY OF SCHOOL EVENING CONFERENCES

Fowlerville Community Schools | 2026 - 27 Academic Calendar

August 3 - Monday	Teacher Compliance Window Opens
August 17 - Monday	Teacher Work Day Location of Choice
August 18 - Tuesday	Welcome Back Day Teacher Professional Development Day #1
August 19 - Wednesday	Teacher Professional Development #2
	K - 12 Open House 4:30 - 6:00 PM (All Buildings)
August 24 - Monday	First Day for Students
September 4 - September 7	NO SCHOOL - LABOR DAY RECESS
September 30 - Wednesday	Full Day of School K-12 Parent Teacher Conferences 5 -7:30
October 1 - Thursday	Full Day of School K-12 Parent Teacher Conferences 5 -7:30
October 12 - Monday	NO SCHOOL - FALL BREAK
October 13 - Tuesday	NO SCHOOL - Teacher Professional Development Day #3
October 19 - Monday	Staff Compliance Deadline at 11:59PM
November 25 - 27	NO SCHOOL - THANKSGIVING RECESS
December 21 - January 1	NO SCHOOL - WINTER RECESS
January 4 - Monday	SCHOOL RESUMES
January 15 - Friday	Half Day for Students K-12 Last Day of First Semester *K-12 Open House Adjustment
January 18 - Monday	NO SCHOOL - MLK DAY
January 19 - Tuesday	NO SCHOOL - Teacher Professional Development #4
February 12 - Friday	NO SCHOOL - Teacher Professional Development #5
February 15 -16	NO SCHOOL - MID-WINTER BREAK
March 4 - Thursday	Full Day of School K-12 Parent Teacher Conferences 5 - 7:30
March 26 - April 2	NO SCHOOL - SPRING BREAK
April 5 - Monday	SCHOOL RESUMES
May 31 - Monday	NO SCHOOL - MEMORIAL DAY
June 4 - Friday	Half Day for Students K-12 Staff Records Day Last Day of School

Student Starting & Ending Times:

Smith & Kreeger: 8:50 AM - 3:32 PM
FHS & FJHS: 7:30 AM - 2:12 PM

Half Day Student Dismissal Times:

K - 5 Grade: 12:02 PM
6 - 12 Grade: 10:42 AM

Teacher Full Day Starting | Ending Times

Elementary: 8:39 AM - 3:36 PM
Secondary: 7:24 AM - 2:21 PM

Teacher Half Day Starting | Ending Times

Elementary: 8:39 AM - 12:06 PM
Secondary: 7:24 AM - 10:51 AM

All District Provided Professional Learning Hours:

Full Day for all teachers is 8:00 AM - 2:42 PM with a 30 Minute Lunch

Half Day for Elementary Teachers is 12:36 PM - 3:46 PM | Half Day for Secondary Teachers is 11:21PM - 2:21PM

2026-2027 DAILY SCHEDULE

In grade K-5 buildings, school staff will supervise students on school grounds 11 minutes before the school day begins and 4 minutes after the school day ends. In grade 6-12 buildings, school staff will supervise students on school grounds 6 minutes before the school day begins and 9 minutes after the school day ends. **Unless students are participating in a school activity, school staff will not provide supervision before or after these times.**

Fowlerville High School and Fowlerville Junior High School Daily Schedule:

1 st Hour	7:30 – 8:27
2 nd Hour	8:33 – 9:30
3 rd Hour	9:36 – 10:34
4 th Hour (A lunch)	Lunch: 10:34 – 11:04, Class: 11:10 – 12:06
4 th Hour (B lunch)	Class: 10:40-11:04 (Lunch:11:04 – 11:34) Class: 11:37 – 12:06
4 th Hour (C lunch)	Class: 10:40-11:36, Lunch: 11:36 – 12:06
5 th Hour	12:12 – 1:09
6 th Hour	1:15 – 2:12

Fowlerville High School and Fowlerville Junior High School Half-Day Schedule:

1 st Hour: 7:30 – 7:57	4 th Hour: 9:09 – 9:36
2 nd Hour: 8:03 – 8:30	5 th Hour: 9:42 – 10:09
3 rd Hour: 8:36 – 9:03	6 th Hour: 10:15– 10:42

Kreeger and Fowlerville Elementary Schools Daily Schedule:

School Day Begins: 8:50a	School Day Ends: 3:32p
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Kreeger and Fowlerville Elementary Schools Half-Day Schedule:

School Day Begins: 8:50a	School Day Ends: 12:02p
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Little Glad Early Childhood Center Open Hours:

Building Open: 7:00a	Building Closed: 5:30p
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EMERGENCY SCHOOL CLOSING PROCEDURES

If a school must be closed, or its opening delayed because of inclement weather or other conditions, or when school is unexpectedly closed early the District will notify students, parents, and the general public about the closure in the following manner:

1. Included in school closing information broadcast on WHMI 93.5 FM
2. Included in school closing information broadcast on WLNS Channel 6 TV, on Fox 47 TV, on WILX 10 TV, and on ABC 12 TV.
3. Notifications are sent through FCS's Parent Square app.

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, “Protected Classes”), in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups as required by law. (See Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person’s membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person’s ability to benefit from the District’s educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment. Policy 5517 is attached to this handbook as Appendix A.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct. Policy 5517 is attached to this handbook as Appendix A.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 2266 and 5517, attached to this handbook as Appendix A.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

If you or someone you know has been subjected to **sex-based discrimination, harassment, or retaliation**, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Trisha Reed – Director of Human Resources
7677 W. Sharpe Rd.

Fowlerville, MI 48823
517-223-6018
reedt@fowlervilleschools.org

If you or someone you know has been subjected to **disability-based discrimination, harassment, or retaliation**, you may file a complaint with:

Mary Wiese – Special Education Director
7677 W. Sharpe Rd.
Fowlerville, MI 48823
517-223-6192
wiesem@fowlervilleschools.org

If you or someone you know has been subjected to **any other type of unlawful discrimination, harassment, or retaliation**, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Trisha Reed – Director of Human Resources
7677 W. Sharpe Rd.
Fowlerville, MI 48823
517-223-6018
reedt@fowlervilleschools.org

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policies 5600 and 5611.

SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

Attendance

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, the student or parent must report that absence to the school's attendance line.

Attendance Lines:

Fowlerville High School 517-223-6080

Fowlerville Junior High School 517-223-6150

Kreeger Elementary School 517-223-6333

Fowlerville Elementary School 517-223-6400

If a student arrives late, the student or parent must sign in at the office. A student may only leave school early if the student's parent notifies the office or the student is an emancipated minor or 18 years old. A student may only leave school early if the student's parent notifies the office or the student is an emancipated minor or 18 years old. No student shall be released to anyone who is not authorized such custody by the parents.

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent:

- Illness or recovery from accident
- Required court attendance
- Professional appointment
- Death in the immediate family
- Observation or celebration of a religious holiday

Students must remain in their scheduled classrooms or designated areas. Students who are not in their assigned location at the beginning of class are considered tardy. Students may not loiter or congregate in bathrooms or unauthorized areas. Occupying any unassigned location requires express staff permission. A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Absences due to illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student. A student who is absent due to illness has one day for each day of absence to complete assignments missed during their absence. This does not apply for tasks assigned prior to the absence.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are

approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Students are expected to:

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day.
- Make up all work that is assigned by teachers for the instructional time that has been missed.

Books and Supplies

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Bulletin Boards

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices about student groups. Rules for posting on bulletin boards are found in Policy 8805.

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy is attached to this handbook as Appendix B.

Cell/Mobile Phone (Personal Communications Device) Use

"Personal communication device" refers to student owned electronic devices.

Examples include: computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones), smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.) smartwatches, smart glasses, wireless AirPods/earbuds/headphones, wearable technology, and/or other web-enabled devices of any type.

Per Policy 5136, student use of personal communication devices (PCDs) is prohibited on school grounds during school hours. This refers to the instructional day, and school hours are defined as the time the first period begins to the time last period ends.

Grades PK-5

Per Policy 5136, students shall keep their PCDs silenced (no vibration) and in a locker, teacher designated location, or backpack during school hours.

Grades 6-12

Per Policy 5136, each student will be assigned a locking device pouch. While the pouch remains school property, students are responsible for bringing it to school daily and keeping it in working condition. PCDs must be secured in the pouch upon arrival and remain there until dismissal.

Upon arrival to their first hour classroom, students will:

- Turn their phones off, or switch them to silent (no vibration) or airplane mode.
- Place their phone inside their locking pouch and lock it.
- Keep the pouched phone with them throughout the school day.

Other types of PCDs must be turned off, silent, or in airplane mode and can also be placed in the pouch. Devices that do not fit in the pouch must be secured in the student's locker or backpack.

At dismissal, students will unlock their pouch, retrieve their PCD, and should re-close the pouch to protect the locking mechanism from damage. Pouches must be brought to and from school each day.

Violations of PCD Expectations

Students will face disciplinary consequences for any violations of PCD expectations including any attempts to avoid following the procedures or rules related to this policy. Violations include, but are not limited to:

- Taking a PCD out of storage at any time from the beginning of first period until the pouch is unlocked after the school day ends.
- Leaving the pouch unlocked during the school day.
- Putting a "dummy" device in the pouch while keeping another PCD out of storage.
- Tampering or damaging the pouch in order to prevent it remaining locked.
- Using an unauthorized magnet to unlock the pouch.

Unauthorized magnets may damage PCDs in pouches or the pouches themselves.

Loss of the pouch, accidental damage or unintentional excessive wear and tear is not considered a code of conduct violation. In these cases the student is responsible for the cost of the replacement of the pouch (approximately \$30).

If the administration inspects a damaged pouch and determines that it has worn out over multiple years of use, it may be replaced at no cost to the student if the wear and tear is not excessive.

If a student forgets their pouch, they will turn their PCD into the office to be held until dismissal. The PCD will be returned to the student at the end of the day. If a student consistently forgets their pouch, an administrator will call home to develop a plan.

PCDs on Campus – All Grades (see Policy 5136)

Students may use PCDs while traveling to and from school on a school bus or other district-provided vehicle, as well as during school-sponsored activities on such transportation, at the discretion of the bus driver, classroom teacher, sponsor, advisor, or coach.

Students may use PCDs during after-school activities or school-related functions, provided they do not create a distraction, disruption, or otherwise interfere with the educational environment. Use of a PCD during after-school activities or school-related functions is a privilege that may be revoked if a student fails to comply with this policy or abuses the privilege.

Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted on school grounds or at school-related functions. Students who violate this provision and/or use a PCD to violate the privacy rights of another person may have their PCD confiscated and held until a parent/guardian picks it up and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.

The use of cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in locker rooms, shower facilities, and/or rest/bathrooms.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. (See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior). In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement.

School officials will not search or otherwise tamper with PCDs in district custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure.

If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

Students are personally and solely responsible for the care and security of their PCDs. The district assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of PCDs brought onto its property.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test or its answer key or scoring guide.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to assist or complete an assignment or test without authorization.
- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit for that assignment or class and will be subject to discipline, up to and including expulsion.

Children's Protective Services Investigations

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Classroom Behavior

Teachers may establish classroom conduct rules that students must follow.

Closed Campus

Each FCS school campus is a closed campus. All students must remain on campus during school hours. Students who leave campus without authorization are subject to disciplinary action. Students will be allowed to leave at lunch only if accompanied by a parent. The parent must sign the student out in person at the attendance office and the student must sign in upon return to school. Students are not allowed to receive guests at lunch. Students may not accept deliveries from commercial services (i.e. DoorDash, pizza delivery, Uber eats, etc.).

Communicable Diseases

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department. (see Policy 8450)

Concussion Protocol

Before allowing a student to participate in any athletic activity, including physical education, the District will annually:

- A. Provide MHSAA-approved educational materials on concussion awareness to each student and to the student's Parent; and
- B. Obtain a statement signed by each student and respective Parent acknowledging receipt of MHSAA-approved concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

The District's complete concussion protocol is in Policy 5340.01 including information on student removal from activity for possible concussion and return-to-play requirements.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property. (See Policy 5513)

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra

clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

Tops must have straps or sleeves and must cover the student's entire torso from armpit to armpit. Pants, shorts, and skirts must have an inseam at least 4 inches in length. Students may not wear blankets or flags as garments. Students may not wear pajamas, slippers, costumes, and costume accessories. Clothing may not display material that:

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;
- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains "fighting words";
- Constitutes a true threat of violence;
- Demonstrates hate group association/affiliation or uses hate speech targeting groups based on their membership in a protected class; or
- Displays nipples, genitals, or buttocks.

Students who represent the District at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Emergency Contact Information

Parents must provide emergency information for each student enrolled in the District. The information should include contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity's coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

Food Services

Breakfast and lunch are served at all schools in the district. Students must choose at least one fruit or vegetable and at least three items total to make a complete meal. Free meals are available to all families through the Michigan School Meals program for the 2026-2027 School Year.

Snacks are sold as a la carte items and a debit system is used for cafeteria purchases. Every student has a debit account. Parents make deposits and each time their child

makes a purchase, the amount is automatically debited from the account. Students scan their debit card or enter their account number on a keypad and our system charges accordingly. Parents can manage their child's account using Parent Connect, which allows access to account balances, making on-line deposits and debit activity. Please see Policy 8500 for more information.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips. Please see Policy 2340 for more information.

First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

Head Lice

The district follows the Livingston County Health Department's guidance for notification and responses to confirmed cases of head lice. The Livingston County Health Department can be reached at 517-546-9850.

Homeless Children and Youth

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Rachel Foster – Executive Secretary
7677 W. Sharpe Rd. Suite A
Fowlerville, MI 48836
517-223-6016
fosterra@fowlervilleschools.org

For detailed information about Homeless Children and Youth, see Policy 5111.01.

Immunizations

For a student entering the District for the first time and entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy 5320 – Immunization, and state law.

Law Enforcement & School Official Interviews

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5540. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

In accordance with federal law [ESEA 1112(e)(3)(A)(viii)] and DOJ/OCR Dear Colleague Letter: English Learners and Limited English Proficient Parents, January 2015, parents or guardians have the right to opt-out of the Language Assistance Program (LAP) services. Opting out of the LAP services can only occur after eligibility for entrance into LAP has been determined. Students whose parents decline all LAP services provided by the district are considered to have opted out.

Parents may choose to decline only some of the LAP services (such as “pull-out” services) and continue to participate in programs such as supplemental EL after-school programs.

An English learner who has opted out and declined all LAP services must be monitored regularly to ensure academic progress, must be provided adequate support to reduce any language barriers, and must still participate in the annual WIDA ACCESS for ELLs until meeting MDE’s exit protocol requirements.

Locker Use

Pursuant to Policy 5771, lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student’s locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

To ensure that instructional spaces remain safe, organized, and free of physical hazards, all students are required to store their primary travel bags (i.e. backpacks, sports equipment bags) in their assigned lockers during the school day. Aisles, pathways, and the spaces surrounding student desks must remain completely clear to facilitate safe movement and a flexible learning environment.

Upon arriving at school, students must place all large, structured or high-volume bags in their lockers. These bags must remain in the locker until the conclusion of the school day.

Students may only carry approved, low-profile, personal bags between and in classes.

Examples of approved bags to carry include:

- Drawstring/Cinch Bags (string bags): Lightweight, non-rigid bags made of flexible fabric no larger than 15 by 20 inches. They must be capable of laying flat and being easily stored under a student’s desk or chair.
- Small Personal Purses: Small bags intended for personal care items no larger than a standard piece of paper (8.5 by 11 inches).

Examples of prohibited bags to carry include:

- Standard Backpacks: Any multi-pocketed, rigid or structured bag designed to carry heavy textbooks or laptops over the shoulders.
- Duffel Bags & Large Totes: Oversized shoulder bags, athletic gear bags, or canvas beach-style totes that create a tripping hazard when placed on classroom floors.

Lost and Found

All lost and found items are to be taken to each school's main office. Students may claim lost articles there or in a location designated by the main office. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Media Center

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name. Each student is responsible for any fine that accumulates on materials charged to the student. If materials are lost and not returned by the end of the semester, the student must pay for the replacement cost. Students must also pay for any damage they cause to materials.

Medication

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

Unless authorized as specified in Board Policy, students are prohibited from possessing, using, carrying, or distributing in school, at school-sponsored events, or on school grounds any drugs or other products which, even though not defined as a drug, are used or marketed for use for medicinal purposes, such as to relieve pain or to relieve the symptoms of an underlying medical condition (including aspirin, ibuprofen, dietary supplements, CBD oil products, etc.).

For additional information and requirements, see Policy 5330.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policies 5330 and 5330.01. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

Parent Involvement in Education

A copy of the District's Parent Involvement in Education policy, Policy 2112, is attached as Appendix C.

Parties

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

Playground/Recess Rules

Students must follow playground and recess rules during recess or while using the playground. These rules can be found in the building-specific section for each school below (Section V). Students who violate these rules may be disciplined.

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

Protection of Pupil Rights

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix D. See Policy 2416.

Public Display of Affection

Students may not engage in public display of affection that are disruptive to the school environment or distracting to others.

Rights of Custodial and Non-Custodial Parents

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

Search and Seizure

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement or stored in a secure place at school until a disciplinary hearing.

Student Education Records

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 8330 for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 8330.

Directory Information

The District designates the following information as directory information:

a student's name; address; telephone number; participation in officially recognized activities and sports; height, if member of an athletic team; weight, if member of an athletic team which requires disclosure to participate; awards received; honor rolls; scholarships; school photographs or videos of students participating in school activities, events or programs.

School officials may disclose “directory information” without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student’s directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix E. This form allows the parent or eligible student to elect not to have the student’s directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student’s directory information for any of the uses selected on the form.

Address Confidentiality Program

The District will not disclose a student’s or parent’s phone number or address or the parent’s employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student’s parent notifies the District that the student or the student’s parent has obtained a participation card issued by the department of attorney general.

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as Appendix F before they may use or access District technology resources. Students who violate the District’s Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion. See also Policy 7540.03

Threat Assessment and Response

The Board of Education is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk.

Students are encouraged to report any threat immediately. Threats may be reported to any District employee in-person, by e-mail, or by telephone. Students may also report threats through the OK2SAY program.

The District’s Threat Assessment and Response is found in Policy 8400.

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet any time the driver calls for quiet, such as when the vehicle approaches a railroad crossing.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

School Vehicle Misconduct Consequences

Disciplinary responses to misconduct in school vehicles are based on the nature of the infraction.

Bus Rule Violations: Infractions limited to vehicle operations and safety rules (e.g., excessive noise, failing to follow seating directives, minor horseplay, or tossing objects) are managed directly by the Supervisor of Transportation, who maintains authority to issue warnings or suspend bus riding privileges.

Other Misconduct: Misconduct that impacts the broader school environment or violates district-wide codes (e.g., harassment, bullying, fighting, or possession of controlled substances) will be immediately referred to the building principal for formal discipline and investigation.

Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and Board Policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Video Recording, Surveillance and Photographs

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Board Policy, applicable law, or a District employee.

Visitors & Volunteers

Visitors

Visitors and volunteers, particularly parents, are welcome at FCS schools. In order to properly monitor the safety of students and staff, each visitor or volunteer must report to the school's main office upon entering the building.

Visitors requesting access past the reception desk, including volunteers working in the building, will be required to present a valid, government-issued photo identification card (such as a driver's license, state ID, or passport) to front office personnel in order to receive a visitor badge. Any visitor found in the building without such a badge will be reported to the Principal.

Raptor Visitor Management System

Our district utilizes the Raptor Visitor Management System to screen and track building guests. Upon scanning a person's government-issued ID, the Raptor system:

- compares their name, birthdate and photo against the national registered sex offender database,
- alerts school staff to any custody restrictions, restraining orders, or superintendent-enforced visitor bans and,
- when cleared, prints a temporary visitor badge with identification information, date, time and location.

The Raptor system does not gather information beyond name, birthdate and photo. It does not gather, store, or monitor criminal background history, financial records, or

citizenship status, nor does it share or sell any personal data to any outside corporate or government entity.

Classroom Visits and Staff Conferences

Requests to observe a classroom should be made in writing to the building principal at least 24 to 48 hours in advance.

To ensure an uninterrupted learning environment, individuals wishing to confer with a staff member must contact the employee to schedule an appointment prior to arriving at the school.

Students may not bring visitors to school without prior written permission from the building principal. Students are not permitted to visit district buildings they do not attend during standard school hours, or at any time a facility is closed to students or the public without prior written permission from a building administrator or his or her designee.

Volunteers

District schools encourage parents to take advantage of opportunities to volunteer at their child's schools. In order to serve as an active volunteer at any district school, individuals must fulfill the following operational criteria prior to service:

- Fill out the *Fowlerville Community Schools' Volunteer Form* on the district website (fowlervilleschools.org). The form can be found by navigating to the "Families" tab and selecting the *Fowlerville Community Schools' Volunteer Form* link.
- Submit to screening as outlined in Board Policy (see 4120.09 and 3120.09) including an Internet Criminal History Access Tool (ICHAT) criminal history records check and a Sex Offender Registry (SOR) verification.
- Agree to abide by all Board policies, administrative guidelines, and building safety regulations while on duty as a volunteer.

(See also Board Policies 9150, 7440)

Withdrawal From School

Students who are transferring from the District must submit written notice to the building principal at least 1 week before the withdrawal.

SECTION II: ACADEMICS

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via MiStar ParentConnect. MiStar ParentConnect accounts are set up upon enrollment. Please direct questions related to accessing MiStar ParentConnect to connect@fowlervilleschools.org.

Commencement

The District may conduct a commencement ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. Students may be prohibited from participating in the ceremony as a consequence for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma to the student, provided that all graduation requirements have been satisfied.

Credits and Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma.

Graduation Requirements

English Language Arts	4.0 credits
Mathematics	4.0 credits
Science	3.0 credits
Social Studies	3.5 credits
Computer Education	0.5 credits
Physical Education	0.5 credits
Health	0.5 credits
Visual and Performing Arts	1.0 credits
Electives	5.5 credits
<i>Total</i>	<i>22.5 credits</i>

- 4 Math credits to include Algebra I, Geometry, Algebra II, 4th year math experience
- 3.5 Social Studies credits to include US History, World History, Economics, Government, and Personal Finance
- 3 Science credits to include Earth/Physical Science, Biology I, and Chemistry or Physics

Dual Enrollment

Students in grades 9 and above may be eligible to dually enroll in college classes to obtain high school and college credit. Please contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment.

By March 1 of each year, the District will provide general information to all students in grades 8 or above about postsecondary enrollment options. In addition, the District will provide detailed information to all high-school students about postsecondary enrollment options. That information will include all of the following:

- the District's process for dual enrolling, including forms and timelines;
- enrollment eligibility;
- the institutions and types of courses in which students may enroll;
- the District's decision-making process for granting academic credits;
- an explanation of the costs that the District will pay and financial arrangements for paying costs not paid by the District;
- an explanation that the District will pay the eligible postsecondary institution directly upon being billed by the postsecondary institution for those charges that are the District's responsibility and that the student will be responsible for additional costs not paid by the District;
- available support services provided by the District;
- the need to arrange an appropriate schedule;
- consequences to the student for failing or not completing an eligible course, including the possibility of being required to repay the District for money paid by the District on the student's behalf to the postsecondary institution;
- the effect of enrolling in an eligible postsecondary course on the eligible student's ability to complete the required high-school graduation requirements; and
- the academic and social responsibilities that must be assumed by the eligible student and his or her parent.

The District will, to the extent possible, offer counseling services to a student and his or her parent before the student enrolls in an eligible postsecondary course to ensure that the student and his or her parents are fully aware of the benefits, risks, and possible consequences of enrolling in an eligible course. The District will also encourage eligible students and their parents to use available counseling services from the postsecondary institution.

Grades

Report cards will be issued at least once each semester. See Policy 5421 for more information. See Building-Specific Rules and Procedures for more details about grading practices and procedures for each school.

Homework

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

Personal Curriculum

For some students, it may be appropriate to modify the Michigan Merit Curriculum through implementation of a personal curriculum. All students who have completed 9th grade are entitled to a personal curriculum, and the District will implement a personal curriculum for a student if requested by a parent or by the student if the student is age 18 or older. A parent of a student with a disability under the Individuals with Disabilities Education Act

may request a personal curriculum before the student has completed grade 9. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. The District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma.

To request a personal curriculum, please contact the student's designated school counselor. If the school does not have a counselor, contact the building principal.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy 5460.

Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact the Director of Special Education: Mary Wiese; 517-223-6192.

Testing Out

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5460 and make arrangements with their assigned counselor.

Work Permits

Information about work permits is available at the main offices of the high school and junior high school. Starting October 2, 2026, the Michigan Department of Labor and Economic Opportunity (LEO) will take over the issuing of work permits and they will no longer be issued through schools. For more information, visit Michigan LEO's website at Michigan.gov/leo.

SECTION III: STUDENT CLUBS, ACTIVITIES, AND ATHLETICS

Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

For the 2026-2027 school year, the District offers the following student clubs and activities (see Appendix G for athletics teams):

Art Club	National Honor Society
Dungeons & Dragons Club	School Improvement Chair
Theater Tech Club	Spanish Club
Unified Archery Club	Student Council
Unified Basketball	Students Leading Students
Robotics	Interact Club
DECA	Archery Club
German Club	Yearbook
Future Farmers of America (FFA)	

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Extracurricular Activities

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

Student athletes are also subject to the Athletic Code of Conduct (see Appendix G) and any applicable team rules.

For more information, see Policy 2430 and Policy 2431.

Student-Initiated Non-Curricular Clubs

Students may voluntarily form clubs that are not directly related to the school curriculum. Membership in a student-initiated, non-curricular club must be open to all interested and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

For more information about student-initiated non-curricular clubs, including how to form a club, see Policies 2430 and 5730.

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

SECTION IV: DISCIPLINE AND CODE OF CONDUCT

Discipline Generally

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

Forms of School Discipline & Applicable Due Process

Administrative Intervention (Admin. Intervention)

Disciplinary action by a school official that does not result in a formal suspension. This includes, but is not limited to: administrative warnings, reprimands, enlisting parental support, restitution, behavioral contracts, or the utilization of restorative practices.

Students may temporarily miss a portion of their regular instructional time to meet with school authorities, participate in a threat assessment, or receive administrative interventions without such processing time constituting a short-term suspension.

Detention

Teachers and administrators may require students to stay after school, during lunch or recess, or during a school activity to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of an after-school detention so that parents may make transportation arrangements for the student the following day.

Saturday School

The building administrator may require a student to attend Saturday School. Students follow strict rules and must work on assignments the entire time, except for short breaks. Students who do not follow Saturday School rules will be removed and will face further disciplinary action.

In-School Suspension

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules. If a student's behavior results in formal discipline, school personnel will promptly notify the parents regarding the specific Code of Conduct violation and the administrative response.

Prohibited Conduct	Potential Consequence(s)
Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive. <i>(Examples include, but are not limited to: violating dress rules, PCD rules, or behaving in a way that prevents the teacher from instructing class.)</i>	• Classroom Intervention • Admin. Intervention • Restorative Practices • Parent Notification • Suspension or Expulsion
Inappropriate Behavior: conduct that falls short of school-wide expectations to be respectful, responsible, and safe that may not meet the definition of disruptive or insubordinate behavior. <i>(Examples might include, but are not limited to: using profane language, theft, lying to staff, lewd behavior, etc.)</i>	• Classroom Intervention • Admin. Intervention • Restorative Practices • Parent Notification • Suspension or Expulsion
Disruptive Student Expression: Students may be disciplined for speech or expressive conduct that: is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption; is obscene, sexually explicit, indecent, or lewd; promotes the use of or advertises illegal substances; incites violence; contains “fighting words” or constitutes a true threat of violence; involves a student walkout; urges a violation of law, Board Policy, or rule; or is not constitutionally protected	• Classroom Intervention • Admin. Intervention • Restorative Practice • Parent Notification • Suspension or Expulsion • Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others’ work, or unauthorized use of AI.	• Admin. Intervention • Restorative Practices • Credit Loss or Grade Reduction • Parent Notification • Suspension or Expulsion
Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury and does not meet the threshold of physical assault.	• Classroom Intervention • Admin. Intervention • Restorative Practices • Parent Notification • Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), Bullying, and Hazing: violating Board Policy addressing anti-discrimination, anti-harassment, anti-bullying, or hazing.	• Admin. Intervention • Restorative Practices • Parent Notification • Suspension or Expulsion
Misuse of District Technology: violating the District’s acceptable use policies and agreement.	• Admin. Intervention • Restorative Practices

	• Parent Notification • Suspension or Expulsion • Police Referral
Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies.	• Restorative Practices • Suspension or Expulsion • Police Referral
Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs	• Restorative Practices • Suspension or Expulsion • Police Referral
Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.	• Restorative Practices • Suspension or Expulsion • Police Referral
Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Suspension or Expulsion • Police Referral
Inciting Violence: Filming a fight or assault, distributing or publishing a fight or assault video or images, or otherwise encouraging a fight or assault.	• Restorative Practices • Suspension or Expulsion • Police Referral
Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Suspension or Expulsion up to 180 school days • Police Referral
Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	• Restorative Practices • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral

Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.	• Restorative Practices • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	• Restorative Practices • Suspension or Permanent Expulsion from all Michigan public schools • Police Referral
Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, fireworks, or similar items.	• Restorative Practices • Suspension or Permanent Expulsion • Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Suspension or Permanent Expulsion • Police Referral

SECTION V: BUILDING-SPECIFIC RULES AND PROCEDURES

FOWLerville HIGH SCHOOL BUILDING-SPECIFIC RULES AND PROCEDURES

Daily Schedule

Please see the daily bell schedule for full and half days below. When the high school needs to run an altered schedule other than these, parents and students will be notified in advance. Examples of occasions that require altered schedules include standardized testing, assemblies, or final exams.

Fowlerville High School Daily Bell Schedule:

1 st Hour	7:30 – 8:27
2 nd Hour	8:33 – 9:30
3 rd Hour	9:36 – 10:34
4 th Hour (A lunch)	Lunch: 10:34 – 11:04, Class: 11:10 – 12:06
4 th Hour (B lunch)	Class: 10:40-11:04 (Lunch:11:04 – 11:34) Class: 11:37 – 12:06
4 th Hour (C lunch)	Class: 10:40-11:36, Lunch: 11:36 – 12:06
5 th Hour	12:12 – 1:09
6 th Hour	1:15 – 2:12

Fowlerville High School Standard Half-Day Bell Schedule:

1 st Hour: 7:30 – 7:57	4 th Hour: 9:09 – 9:36
2 nd Hour: 8:03 – 8:30	5 th Hour: 9:42 – 10:09
3 rd Hour: 8:36 – 9:03	6 th Hour: 10:15– 10:42

Academic Awards

Academic letters, achievement pins, and certificates are awarded to students who achieve the required GPA for their specific class (Freshman, Sophomore, Junior, Senior). Cumulative is defined as total grade point average earned for all high school credit bearing classes taken as calculated at the time indicated. These include high school classes taken early as junior high students. Requirements for these awards are:

Academic Letters:

Freshman -	1st Semester -	3.80 - 4.0 Cumulative
Sophomore -	3rd Semester -	3.70 - 4.0 Cumulative
Junior -	5th Semester -	3.60 - 4.0 Cumulative
Senior -	7th Semester -	3.50 - 4.0 Cumulative

Academic Achievement Certificates:

Freshman -	1st Semester -	3.45 - 3.799 Cumulative
Sophomore -	3rd Semester -	3.35 - 3.699 Cumulative
Junior -	5th Semester -	3.35 - 3.599 Cumulative
Senior -	7th Semester -	3.30 - 3.499 Cumulative

National Honor Society

A list of 10th, 11th and 12th grade students who are academically eligible with a minimum grade point of 3.30 overall is prepared by the counselors in February. Students are made aware that they are eligible and that they may fill out an information sheet. The information sheet requests data on community and school service, high school activities and an essay. A minimum number of hours will be required in both community and school service. A list of students who are considering National Honor Society is circulated to the faculty for comment or input.

A committee of five faculty members is selected by the high school principal. The committee meets to consider the information sheets submitted by the students. The committee votes for induction based primarily on the information sheet plus knowledge of the candidates. The selection process is considered confidential. Students who turn in an information sheet but were not accepted into National Honor Society are given areas of both their strengths and weaknesses. Underclassmen are encouraged to work on their weaknesses for the coming year.

Arrival and Departure Procedures

Student pick up and drop off is allowed in the front circle drive of the High School. The West lot of the high school and the South lot behind the Junior High School are only for students who drive to school and have a valid permit displayed in the vehicle. Visitor parking is available in the front circle drive of the high school.

Attendance and Tardy Procedures

Student/Parent Responsibilities

Students are expected to arrive on time and attend all assigned classes. If a student arrives at school any time after the final bell for first hour (7:30) the student must sign in at the attendance office.

Parents must call the school to excuse their student when absent otherwise the student's absence will be marked as unexcused. The school reserves the right to determine if the reason is excused or unexcused.

If students must leave school during the day, the parent must have contact with the school to grant permission prior to the student leaving. Students will be issued a pass from the attendance office and must sign-out prior to leaving and sign-in when they return.

To excuse an absence, parents must call the Attendance Office within a 48-hr period from the day of the absence at 517-223-6080. When you leave a message, please include:

Your name

Student's name and grade

The time and length of the absence

Reason for the absence

Attendance Protocol

Students accumulating twelve (12) or more absences during a semester will result in a student failing a course. The 11-absence limit includes any absence except medically documented illnesses, funeral, court, or school sponsored/assigned events. Vacation,

undocumented illness days, hunting, or any other missed school day will be included in the 11 day limitation. If a student accumulates 12 or more, the following may occur:

- Students should attend and finish the course with their best effort.
- If a student has a 70% or higher as their final grade in the course, they will earn the course credit and grade automatically.
- If a student has below a 70%, but above a 60% overall in the class, the student will earn credit in the class but will receive a 0.00 G.P.A. for the course.
- A student who passes an overall course with an overall grade of 60-69% may submit an appeal in writing to the school principal within ten (10) days after final grades are posted to earn a 1.0 GPA.
- A parent may appeal the attendance protocol consequences to the principal, the superintendent, and finally the school board.

Extended Illnesses

When, in a teacher's opinion, illness or other valid reasons have interfered with your ability to meet class deadlines, an incomplete can be given rather than a grade. In such cases the student will have one day for every day he is absent, up to three (3) days, to make up the work missed. Extended absence for excused medical reasons will be dealt with on a case-by-case basis. Failure to comply with this condition may result in a failing grade.

Make-Up Work and Absences

Students should arrange make-up time with teachers immediately upon return from an absence. This responsibility belongs to the student. Students will not have additional make-up time for assignments and tests that have been scheduled three (3) or more days in advance. Students absent for 1 or 2 days will be expected to hand in all work for credit during class on the second day of return. Coursework will be available in Google Classroom. Students absent for 3 or more days will have coursework available in Google Classroom and all work will be expected to be handed in during class on the third day of return. If technology/internet access is an issue at home, parents may request printed copies of coursework.

Parent Notification

Absences: The automatic caller is set to contact parents by phone on any student absence of one or more class period(s) at school.

Tardiness: The automatic caller is set to contact parents by phone on any student's 3rd tardy to one or more class period(s). The student is personally notified upon reaching their 4th or more tardies to a course of what the consequences are for each tardy to the respective course.

Shared Students Between Junior High and High School

Students that attend class in a different building, such as a high school class offered in the junior high school, are permitted in the assigned building only during the time of the assigned class. If the class is scheduled for first hour, the visiting student should not enter assigned building before 7:25 a.m.

Planned Absence

If parents wish to have the student miss school for a planned vacation or trip the student must come to the office for a special form. The form must be signed by the teachers,

parents, and administration before becoming valid. It will include work assigned for classes missed that should be completed at least three days prior to the absence. These days will be considered as part of the 11 days allowed per semester.

Perfect Attendance

A four-year perfect attendance award will be given to seniors who are present at least part of all class periods every day of his/her school career (grades 9-12).

Tardiness Procedure

Tardiness is defined as "Failure to be in the assigned classroom when the tardy bell rings." Students are expected to be in their assigned classes on time. Students reporting to class with an excused pass will not be considered tardy.

- If a student arrives to class more than fifteen (15) minutes late for first period (7:45), or more than five (5) minutes late for any other period, they will be considered absent, and this will count towards failure to earn credit.
- For each class, tardies will accumulate from the first day of school until the end of the first semester and then be reset from the first day of the second semester until the end of the year. Consistent tardiness will result in school consequences.
- Any student tardy to school after 7:30 A.M. must report to the attendance office to sign in before going to class.

Driving and Parking Personal Vehicles

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.
4. All vehicles brought to school must be registered with the high school office and display a current Fowlerville High School parking permit decal in the lower left-hand corner of the front windshield. Students must abide by all rules listed on the signed parking permit application.
5. Student vehicles must be parked in the student parking lot in their assigned parking spot number. Improperly parked vehicles will be ticketed and/or towed (without warning) at the driver's expense. Improper parking can result in consequences per the code of conduct.

Student parking permits cost:

\$60 if purchased before school begins or during the first marking period.

\$45 if purchased during the 2nd marking period.

\$30 if purchased during the 3rd marking period

\$15 if purchased during the 4th marking period.

Stickers for extra vehicles are \$2

Daily passes are \$1

Students must present completed Parking Permit Application with all required information before a permit will be given. There are no refunds on parking passes and they cannot be purchased until all fines and fees are paid.

Dual Enrollment

Fowlerville High School encourages qualified students to attend local colleges and universities in an effort to meet student's needs and interests. Dual enrollment allows for students to earn high school and/or college credit. The State School Aid Act contains the following provisions:

1. The student must be enrolled in at least 1 high school class and progressing satisfactorily towards graduation.
2. The student must also be enrolled for the class in the post-secondary institution (college or university) during the regular school year.
3. The college class must be one not offered by the local district and must be an academic course (as opposed to an "activity course").
4. The student has qualified by meeting state testing requirements.
5. When a student is dual enrolled in a college course(s), high school credit will be bestowed using the following conversion method:
 - a. 1-2 college semester credit hours = 0.5 high school credits
 - b. 3-4 college semester credit hours = 1.0 high school credits
 - c. 5+ college semester credit hours or Early Middle College (EMC) based on program requirements
6. Students must decide at the time of enrollment whether the college course will count as a high school credit, college credit or both.
7. Students must declare to their respective counselor whether their dual enrollment course(s) will be marked credit (CR) or a grade on their transcript by the end of the drop/add deadline for each semester. CR on a transcript does not impact a G.P.A., while the grade option will impact the student's G.P.A.
8. College courses being taken for college credit only and taken during the school day will be marked as credit/no credit on the student's transcript and will not be calculated in a student's overall G.P.A.

WARNING - College courses taken for high school credit may not be accepted toward degree requirements at the university level. Please consult with your potential university choices prior to declaring how to count the college credit.

The district will pay tuition and fees under this policy that meets the above qualifications. There is a financial limitation for the student based upon a portion of the state foundation grant. The student will be responsible for textbooks, calculators and transportation. For additional information, contact the high school counselors or principal.

Hybrid / Online Schedules

All online classes, including 21F, advanced or online Advanced Placement (AP) courses, receive S for satisfactory or U for unsatisfactory for progress reports. Semester grades will contain the regular letter marks as earned.

21F Section Policy

According to the State School Aid Act, section 21f allows pupils in grades 5-12 to enroll in up to two online courses during an academic term. Pupils can choose from local district category or the statewide catalog of online course syllabi from Michigan Virtual University (MVU): <https://micourses.org/>

By law, the school district is responsible for paying 1/12th of the per-pupil foundation allowance towards the total fee of the online course.

Students cannot enroll in an online course if:

- The student already has earned credit in the course.
- The course does not generate academic credit.
- The course is inconsistent with graduation requirements or the career interest of student.
- The student does not possess prerequisite knowledge and skills for the course, or the student has demonstrated failure in a previous online course in the same subject.
- The course is of insufficient quality or rigor.
- The course cost exceeds the per pupil foundation allowance established by the state.

District prerequisites for enrollment in online courses:

- Students must not have failed an online course previously.
- Student must have scored proficient or college ready in all areas on last standardized assessment.
- Student scored a 77% or higher in the previously sequenced course in the subject area.
- Course must satisfy the Michigan Merit Curriculum course sequence and/or be in the area of student interest on their latest Educational Development Plan or career field.

Miscellaneous information:

If a student is denied access to online courses due to the reasons listed above, a student or parents can appeal the denial by submitting a letter to the superintendent of the intermediate school district (ISD) in which the student's educating district is located. A response to the appeal must be issued within five days after it is received.

Course selection process:

- If students are interested in taking a course online in place of taking it in-seat, the student must then meet with their respective counselor prior to their designated time to select classes in the computer lab.
- Counselor will validate if the student is eligible to take the course(s) online. If the student is deemed eligible, the student will be given the 21f form.
- The student must have the completed 21f form at the time of course selection (during the regular course selection time period) and submitted to students' respective counselor.

- Once a student is in an online course, the student must remain in the online course until the semester ends.
- New students will have one week from start date to sign up for online courses.
- Counselors will submit the 21f form to the Michigan Virtual University (MVU) mentor. The mentor will then enroll the student in the appropriate course.
- Student will work on the course during the respective class period in the designated area. Students must remain in that area for the duration of the period.

Supplemental Courses / Credit Recovery

Students attending Fowlerville High School may receive a maximum of six credits (toward the 22 credits required for graduation) for supplemental course work not completed at the high school. This includes: dual enrollment courses, on-line courses, enrichment courses, and/or any other courses not taken at Fowlerville High School. All supplemental courses must be pre-approved by the counseling department and/or the building principal.

Students will be given grades for all instructor-lead online courses (ex. MiVHS) and dual enrollment courses. Students receive a credit (CR) on their transcript for credit recovery courses (ex. E2020). Students who are short on credits due to failing a class or classes may re-enroll in the same class during another semester. Students may attend Fowlerville High School's summer school program or take the equivalent course through the FOLA program offered through Fowlerville Community Schools.

Students may also be granted credit for correspondence courses or on-line courses. All courses must be equivalent to those classes offered at Fowlerville High School and conform to the criteria established by the NCA. Pre-approval by the counseling department is also required to receive credit. The student must pay for tuition and fees for these programs. Any credits successfully completed through external classes may replace credits lost due to failure. All courses must be preapproved by the principal and the counselor in writing in order to receive Fowlerville High School credit.

Students wishing to regain eligibility for athletics may receive credit for classes successfully completed in a recognized education program. All external credit being earned to fulfill eligibility must be submitted to the principal and athletic director prior to the start of practice dates per season as officially defined by the Michigan High School Athletic Association (M.H.S.A.A.). Ineligible students will not be eligible to practice or play in athletic contests until all documentation is verified.

Grading and Credit

Grading Scale

To maintain consistency, the following building grading scale has been established:

A	100 – 93	C	77.9 – 73
A-	92.9 - 90	C-	72.9 - 70
B+	89.9 – 88	D+	69.9 - 68
B	87.9 – 83	D	67.9 - 63
B-	82.9 – 80	D-	62.9 - 60
C+	79.9 – 78	E	59.9 – 0

Classification

The purpose of grade classification is to encourage students to make acceptable progress toward graduation.

<u>Status</u>	<u>Credits Required</u>
Freshman	Fewer than 5 credits
Sophomore	5 to fewer than 10 credits
Junior	10 to fewer than 15 credits
Senior	16 or more credits

Grading System

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	E	0.00

Only semester grades are used to calculate overall grade point averages. Grades will become final four weeks after the end of each marking period except the end of the year. End of the year grades are final on the last teacher workday of the year.

Weighted Grading System

The following system is used for Advanced Placement Courses:

A	4.5	C	2.50
A-	4.17	C-	2.17
B+	3.83	D+	1.83
B	3.5	D	1.50
B-	3.17	D-	1.17
C+	2.83	E	0.50

Courses with set curriculums, (college-bound and Advanced Placement), are not able to be taken twice for credit, a grade, and/or for the added GPA boost. Courses which have curriculum changes from year-to-year can be taken twice (Ex. Band, Theatre, Physical Education courses, CI program courses, etc.).

Taking a 3 or 4 credit dual enrollment course is the equivalent of a year-long high school course (Ex. A 4 credit Introduction to Biology 101 course is counted as 1.0 credit of Biology at FHS).

Exam Make-Up

Attendance is critical for exams and any absence will require a doctor's note verifying medical attention that was urgent and parent contact to a building administrator to allow for alternate arrangements to be made. The time period to make-up an exam will be determined by a building administrator and the student. If an exam is not taken, a "zero" will be given as the final exam grade.

Extra Credit

To promote an accurate academic grade in our classes, no extra credit assignments will be offered that are not directly tied to the Michigan High School Content Expectation standards. Offering any form of extra credit is at the discretion of each individual classroom teacher but must meet this stipulation.

Parent Connect/Student Connect

Parents can view their student's progress, including grades, attendance, and discipline. Please visit www.fowlervilleschools.org to download an application or contact the counseling department for details.

Progress Reports

Each teacher will fill out a progress report for every student at approximately the sixth and twelfth week of the semester and this Progress Report will be available in Mi-Star. This report is intended to give the student and parents an indication of the quality of work being done. If you are unable to view your student's Progress Report, please call 223-6050, or stop by the high school office.

Testing Out

In compliance with Michigan law, any student may attempt to "test out" of a course to earn high school credit or advance in a course sequence. Students must demonstrate subject-matter mastery with a score of C+ or higher on a comprehensive examination or authentic assessment (including portfolios, projects, or performances). Credits earned satisfy prerequisites and high school graduation requirements, are recorded on the transcript as Credit/Pass, and do not impact the student's cumulative GPA. Successfully testing out advances the student in the subject sequence, prohibiting subsequent credit in lower-level prerequisite courses. Information about test out scheduling and registration is available in the main office.

Graduation

Graduation Ceremony

Seniors wishing to participate in the graduation ceremony must be in good standing for the duration of their required schedule. Any disciplinary infractions, attendance, or truancy issues against the student code of conduct may jeopardize their ability to participate. Although a separate entity, Fowlerville High School works in partnership with Fowlerville On-line Learning Academy (FOLA) to provide graduation ceremonies. FOLA recognizes its' graduates as their names are read within the graduating class.

Graduation Requirements

English Language Arts	4.0 credits	Computer Education	0.5 credits
Mathematics	4.0 credits	Physical Education	0.5 credits
Science	3.0 credits	Health	0.5 credits
Social Studies	3.5 credits	Visual and Performing Arts	1.0 credits
		Electives	5.5 credits
		<i>Total</i>	<i>22.5 credits</i>

- 4 Math credits to include Algebra I, Geometry, Algebra II, 4th year math experience

- 3.5 Social Studies credits to include US History, World History, Economics, Government, and Personal Finance
- 3 Science credits to include Earth/Physical Science, Biology I, and Chemistry or Physics

Graduation Requirement – State of Michigan Required Tests

Students will be required to complete standardized tests as prescribed by the State of Michigan in order to graduate from Fowlerville High School. These tests include but are not limited to the ACT, SAT and all M-Step components. Students must put forth a good faith effort to complete the test to the best of their ability.

Graduating With Honors

Students graduating with a cumulative GPA of 3.30 or higher will be considered as graduating with honors. The following criteria will be used:

Summa Cum Laude	3.90 and above
Magna Cum Laude	3.70 – 3.89
Cum Laude	3.30 – 3.69

Seniors: Full Day Schedule

Seniors must have a full six-credit schedule, three credits each semester of their senior year to graduate from Fowlerville High School unless there are extenuating circumstances approved by the principal. Students enrolled in college dual enrollment courses, co-op, etc. may apply these credits to the six-credit minimum.

Senior End-of-Year Activities

To participate in end-of-year graduation activities (ex. commencement, Senior Lock-In, Grad Gauntlet), seniors must be in good behavior standing and have earned/be on track to earn the necessary credits to be awarded a FHS diploma or a Certificate of Completion at the end of the school year.

Transfer Student Graduation Policy

Transferring students must attend Fowlerville High School for a minimum of one year prior to the date of graduation to be eligible for a Fowlerville High School diploma. Exceptions may be made based on the following criteria:

1. The extent to which a student meets or exceeds Fowlerville High School graduation requirements and/or
2. A thorough review of courses completed in high schools accredited through NCA or other recognized regional accreditation agency.

In cases that involve only a semester or less of attendance in the Fowlerville district, it may be requested that the sending school grant the diploma. Transferring attendance, grades and credit may be prorated.

Counseling and Scheduling

Guidance Services

Counselors are available for help with personal problems, scheduling of classes, career planning, armed services information, planning for college, financial aid, and much more. For an appointment with a counselor, a sign-up sheet is available at the office counter.

Health Education Opt-Out Provision

Parents have the right to review the materials and curriculum content used in health education classes. Prior notification of HIV/AIDS and human sexuality lessons will be provided by the teaching staff. Parents may excuse their child from participating in that instruction by providing written notice to the principal.

Schedule Changes

All requests for schedule changes must be initiated with a counselor. During the first week of a semester, schedule change requests will only be considered for the specific reasons listed below. Approval is strictly subject to course availability and maintaining balanced class sizes across sections. Reasons for consideration include:

- Teacher-recommended adjustment to course academic level or rigor
- Student has already successfully completed this course.
- Administrative updates to course offerings (e.g., a class is added or canceled)
- Student has an incomplete schedule
- Student does not have the prerequisites for the course
- Schedule adjustments required to support the student's four-year graduation and career pathway goals

If a student wants a schedule change for a reason other than those listed above, he/she needs to pick up a “request for schedule change form” from their counselor. This needs to be returned to their counselor by the end of the first week of the semester.

Students who stop attending class without an approved schedule change will be considered truant. Students taking a yearlong class, AP courses in particular, are expected to stay for the full year unless they fail the first semester, or it is mutually agreed upon by both the teacher and student that he/she is allowed to drop the class at semester time.

Scholarship/Financial Aid

Seniors may be eligible for local, state, and other scholarships. Information and applications are available from a counselor. The school website is also updated with information on scholarships. Counselors make information available on college financial aid to high school seniors. A financial aid program is held in the evening for interested students and parents.

General Policies and Procedures

Age of Majority Clause

Students who have reached the age of 18 and are enrolled at Fowlerville High School must abide by all school rules, policies and procedures.

Announcements

All announcements must be signed by an adviser and submitted to the high school office by 7:24 A.M. Daily announcements will be prepared and distributed by the high school main office to be played via the school's YouTube channel during lunch. Only emergency announcements will be made at other times during the day. All announcements, posters, and notices are not to be distributed in the building or on school property without being approved by the principal or designee.

Cafeteria and Lunch

Food and Nutrition Services and your fellow students will appreciate your cooperation and courtesy while in the cafeteria. All students should follow the guidelines listed below:

- Leave the table and floor in a clean condition and dispose of all litter properly.
- Return all trays.
- Assist with the recycling efforts.
- Keep all food in the cafeteria. No food may be taken from the cafeteria.
- Keep glass bottles out of the building. Open pop will be allowed only in the cafeteria.
- No backpacks, duffel bags, etc. are allowed in the serving or cashier lines.
- No cutting in lines.
- Do not eat food in line before paying.
- Treat all Food and Nutrition staff members with respect.
- Do not throw food or garbage in the cafeteria.

Closed Campus Requirements

Students will be allowed to leave at lunch only if accompanied by a parent/guardian. The parent/guardian must sign the student out at the attendance office and the student must sign in upon return to school. Students are not allowed to receive guests at lunch. Lunch items brought in for students from people other than custodial parents and those listed as an emergency contact, cannot be accepted.

Chromebook Check Out

Students are expected to bring their Chromebooks to school charged and in operable condition every day. Students may check out a loaner Chromebook from the media center when this expectation is not met, but are subject to consequences upon the fourth and further checkouts.

Class Officers

Class officers are elected each year to provide leadership for each high school class and to assist class sponsors in carrying out class responsibilities. Officers also serve as a means of communication between classes and the faculty and administration. It is an honor to be chosen as an officer, but being one involves much hard work and responsibility.

Dances / Prom

Our school sponsors dances and activities for the recreation of Fowlerville High School students. Fowlerville High School (FHS)/Fowlerville On-Line Academy (FOLA) students must be enrolled full time to attend dances. Students are expected to comply with the following regulations in attending and administering a student activity.

- Students arriving more than one hour after the event begins will not be permitted entry.
- Students who exhibit improper behavior will be asked to leave immediately.
- Once at the dance, students cannot leave and return.
- Students must wear clothing appropriate for school or attire appropriate for the scheduled activity.
- All school rules apply to students attending a dance or prom Students
- No tickets will be sold at the door.

Guest Passes

FHS/FOLA students are allowed one (1) guest and are required to have an application completed for their guest **before the guest ticket is purchased**. Guest pass forms are available in the main office and online

This completed form will be **collected at the time of ticket purchase**.

Students' 8th grade and younger or 20 years and older are not permitted to attend.

Guests must currently be enrolled in or have graduated from high school to attend. The form must be completed by an administrator from their school.

FHS students and their guests must arrive at the dance together and guests must bring a picture I.D. to the school event.

Final determination of eligibility to attend dances rests with Fowlerville High School administration.

Guest passes are intended for the direct guest of the FHS/FOLA student. Any attempt to manipulate this system will result in denial of the guests' entry without restitution and may result in additional consequences.

Extracurricular Activities

Coaches/Sponsors of extracurricular activities such as band, cheer leading, athletics, and other clubs develop rules and procedures for those activities. Students participating in such activities are subject to these rules in addition to the general student code of conduct.

Fire Drills

Fire drills are held at regular intervals during the school year. During a fire drill, students will follow these directions:

- Follow directions to the nearest exit as posted in each room.
- Leave work materials in the room but take purses or other valuables.
- Close the door and turn off lights after the last person is out of the room.
- Walk out of the building quickly, quietly, and orderly and remain with class.
- Go far enough from the building (at least 100 feet) to allow fire trucks and emergency equipment to operate if necessary.

Gambling/Games of Chance

Gambling and games of chance will not be allowed in school with the exception of activities (such as casino night at the senior lock-in) pre-approved by the principal.

Hall Passes

Any time a student leaves a classroom he/she must carry a hall pass from a teacher. The student must go directly to his/her destination. Students in the halls at any time without a hall pass will be subject to disciplinary action.

Student Lockers

Each student will be assigned a locker and combination before school begins each fall. Once a locker has been assigned, no student will be allowed to change lockers without written permission from the principal or assistant principal. No charge for the use of the locker is made except when lockers are damaged.

Students are responsible for the inside of their lockers. Any kind of damage or writing on the inside of a student's locker will be subject to a fine at the end of the year. Students may not have displayed in or on their lockers slogans or symbols making reference to or promoting illegal substances (including alcohol and tobacco), and must not display words, pictures, or symbols that are derogatory, racist, obscene, or vulgar.

Student lockers are the property of the school; assigned to students for the purpose of storing supplies, clothes and other items necessary for the student's education and physical well-being. Students should not expect privacy regarding items placed in Lockers. Lockers may be subject to search by school officials at any time for any reason.

FOWLERVILLE JUNIOR HIGH SCHOOL BUILDING-SPECIFIC RULES AND PROCEDURES

Daily Schedule

Please see the daily bell schedule for full and half days below. When the junior high school needs to run an altered schedule other than these, parents and students will be notified in advance. Examples of occasions that require altered schedules include standardized testing and assemblies.

Fowlerville Junior High School Daily Bell Schedule:

1 st Hour	7:30 – 8:27
2 nd Hour	8:33 – 9:30
3 rd Hour	9:36 – 10:34
4 th Hour (A lunch)	Lunch: 10:34 – 11:04, Class: 11:10 – 12:06
4 th Hour (B lunch)	Class: 10:40-11:04 (Lunch:11:04 – 11:34) Class: 11:37 – 12:06
4 th Hour (C lunch)	Class: 10:40-11:36, Lunch: 11:36 – 12:06
5 th Hour	12:12 – 1:09
6 th Hour	1:15 – 2:12

Fowlerville Junior High School Standard Half-Day Bell Schedule:

1 st Hour: 7:30 – 7:57	4 th Hour: 9:09 – 9:36
2 nd Hour: 8:03 – 8:30	5 th Hour: 9:42 – 10:09
3 rd Hour: 8:36 – 9:03	6 th Hour: 10:15– 10:42

Arrival and Departure Procedures

The parking area and drive behind the school is for staff parking. Students may be dropped off before school in the circle drive. All student pick-ups should occur in the circle drive during the school day. Pick up after school can be in the circle drive or south lot. Students may enter the building before school through doors 1 (buses only), door 11 in Circle Drive, and door 14 of south parking lot. All visitors are asked to park in the Circle Drive and enter through door 11.

Students are allowed to enter the building before school to avoid inclement weather or chat with friends unless notified otherwise by the building administration or staff. Students should observe all school policies and rules and should remain in the commons area.

Students may ride bicycles to school and must keep them locked in designated bike racks until dismissal. The district is not responsible for lost, stolen, or damaged property.

Attendance and Tardy Procedures

Student/Parent Responsibilities

Students are expected to arrive on time and attend all assigned classes.

- If a student arrives late to first period, they must sign in at the main office. If a student arrives at school any time after 7:45am the student must sign in at the

office and the parent must call school to excuse their student otherwise the student will be marked unexcused. The school reserves the right to determine if the reason is excused or unexcused.

- Parents must call the school to excuse their student when absent otherwise the student's absence will be marked as unexcused. The school reserves the right to determine if the reason is excused or unexcused.
- Parents will be notified via the phone system when their child is absent on a given day.

To excuse an absence, parents must call the Attendance Administrative Assistant at 517-223-6203, or the attendance hotline at 517-223-6150, within a 48-hr period from the day of the absence. When leaving a message, please include:

Your name

Student's name and grade

The time and length of the absence

Reason for the absence

Parent Notification

The following notifications will be made to parents as students accumulate multiple absences throughout the year.

Extended Illnesses

When, in a teacher's opinion, illness or other valid reasons have interfered with your ability to meet class deadlines, an incomplete can be given rather than a grade. In such cases the student will have one day for every day he is absent, up to three (3) days, to make up the work missed. Extended absence for excused medical reasons will be dealt with on a case-by-case basis. Failure to comply with this condition may result in a failing grade.

Planned Absence

If parents wish to have the student miss school for a planned vacation or trip the student must come to the office for a special form. The form must be signed by the teachers, parents, and administration before becoming valid. It will include work assigned for classes missed that should be completed at least three days prior to the absence.

Make-Up Work and Absences

Students should arrange make-up time with teachers immediately upon return from an absence. This responsibility belongs to the student. Students will not have additional make-up time for assignments and tests that have been scheduled three (3) or more days in advance. Students absent for 1 or 2 days will be expected to hand in all work for credit during class on the second day of return. Coursework will be available in Google Classroom. Students absent for 3 or more days will have coursework available in Google Classroom and all work will be expected to be handed in during class on the third day of return. If technology/internet access is an issue at home, parents may request printed copies of coursework.

Tardiness Procedure

Tardiness is defined as "Failure to be in the teacher-assigned location when the tardy bell rings." Students are expected to be in their assigned classes on time. Students reporting to class with an excused pass will not be considered tardy.

- If a student arrives to class more than fifteen (15) minutes late for first period (7:45), or more than five (5) minutes late for any other period, they will be considered absent.
- Any student tardy to school after 7:30 A.M. must report to the attendance office to sign in and get a pass before going to class.
- For each class, tardies will accumulate from the first day of school until the end of the first semester and then be reset from the first day of the second semester until the end of the year. Consistent tardiness will result in school consequences.

Grading and Academics

Exam Make-Up

Attendance is critical for exams, and any absence will require a parent/guardian to contact a building administrator to allow for alternate arrangements to be made. The time period to make up an exam will be determined by a building administrator and the student. If an exam is not taken, a “zero” will be given as a grade for the final exam.

JHS Specified Grading Policies

Character Grades

In addition to academic grades, students will also be given character grades from each teacher. These grades will be given on a regular basis for the following categories:

Teamwork	Work Habits	Initiative	Respect
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Students will be given a score in each of these four areas using one of the following indicators:

M = Meets Standard
P = Progressing Towards Standard
N = Not Meeting Standard

Zeros and Incomplete Work

Students who fail to turn in work that has been assigned will be assigned a zero and/or missing mark in the gradebook. Students may be assigned to “Boost Café” at lunchtime or “Boost” during electives/specials times to complete the assignment. Below are procedures used in Boost to help students ensure their assignments are completed:

- For practice (formative) work, students with a zero and/or “missing” may be assigned to the Boost Cafe Room until the work is fully completed.
- For performance (summative) assessments, students who have a zero and/or “missing” may be assigned to the Boost room and may also be pulled from their “elective” or “special” classes until the performance assessment is completed.

Late Work

It is the expectation that all students complete their work by their due dates. Students who fail to meet deadlines may be required to complete their work in the Boost Cafe room and may receive a reduced “Work Habits” character grade.

Re-Testing

Students will be given multiple learning opportunities to show that they have mastered the content for their classes. Students who feel they have not demonstrated mastery may request an opportunity to re-do the assessment according to the teacher's re-take procedure. These procedures include the following components:

- Students are not automatically provided a re-take without following the teacher's re-take procedure.
- Students must earn a re-take by showing teachers how they will do something different to prepare for it. This could include a variety of teacher-created tasks or test correction assignments.
- Students must take the assessment on the teacher's time frame. A teacher could decide to have the re-take completed during class, after-school, during lunch, or with the after-school support paraprofessional.

Grading Weights

All classes follow the grading weight guidelines below. Grades are divided into two categories based on the nature of the assignment.

PERFORMANCE ASSESSMENTS (Summative)

Unit Level
Measures mastery *after* learning.

85% or more of final grade

Examples:

- Unit tests
- Quarterly or Semester tests
- Performance tasks such as presentations, essays, projects, models, etc.

PRACTICE ASSESSMENTS (Formative)

Lesson Level
Checks for progress *during* learning.

15% or less of final grade

Examples:

- Independent practice on daily tasks (daily assignments and classroom tasks)
- Short progress checks such as quizzes, exit tickets, reviews or warm-ups

Grading Scale

To maintain consistency, the following building grading scale has been established:

A	100 – 93	C	77.9 – 73
A-	92.9 - 90	C-	72.9 - 70
B+	89.9 – 88	D+	69.9 - 68
B	87.9 – 83	D	67.9 - 63
B-	82.9 – 80	D-	62.9 - 60
C+	79.9 – 78	E	59.9 – 0

Grade Point System

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	E	0.00

Honor Roll

The Honor Roll for sixth through eighth grade students will consist of those students who have received no grade lower than a B- during the current marking period. For students taking a high school course, their semester grade will be considered for the honor roll (not the grade at the end of quarters 1 and 3). The names of students making the honor roll, and those recognized for other achievements, will be published periodically.

Scheduling

Health Education

Parents have the right to review the materials and curriculum content used in health education classes. Prior notification of HIV/AIDS and human sexuality lessons will be provided by the teaching staff. Parents may excuse their child from participating in that instruction by providing written notice to the principal

Schedule Changes

Students may change their schedule for the following reasons within the **first week** of a semester provided the schedule change does not cause a course to exceed acceptable class size limits or cause a large disparity in section size seat loads. Reasons include:

- Teacher-recommended adjustment to course academic level or rigor.
- Student has already successfully completed this course.
- Administrative updates to course offerings (e.g., a class is added or canceled)
- Student has an incomplete schedule
- Student does not have the prerequisites for the course
- Schedule adjustments required to support the student's four-year graduation and career pathway goals

Testing Out

In compliance with Michigan law, any student may attempt to "test out" of a course to earn high school credit or advance in a course sequence. Students must demonstrate subject-matter mastery with a score of C+ or higher on a comprehensive examination or authentic assessment (including portfolios, projects, or performances). Credits earned satisfy prerequisites and high school graduation requirements, are recorded on the transcript as Credit/Pass, and do not impact the student's cumulative GPA. Successfully testing out advances the student in the subject sequence, prohibiting subsequent credit in lower-level prerequisite courses. Information about test out scheduling and registration is available in the main office.

Student Support Services

Main office staff assist with class schedules, academic progress, and other student needs. Certified staff are also available to support students navigating personal challenges, mental health, and social-emotional well-being. Students who need assistance may request an appointment by visiting the main office.

General Policies and Procedures

Activity Nights and Dances

Student activity nights and special events are scheduled throughout the year. Different activities may require different student expectations. They will be announced accordingly and generally include the following rules:

- Only FJHS students are permitted to attend. No guest passes are allowed.
- Any student leaving an activity will not be permitted to return without permission from the building administrator or activity sponsor.
- School rules are in effect at all school-sponsored activities. This includes activities at school or off school grounds. Violation of school rules may result in exclusion from future school events.
- Any student violations of the code of conduct will result in the student being required to leave and their parent being contacted.
- Proper school attire (appropriate for the activity) will be required.
- Students must be in attendance all day on the day of the activity to attend, unless special circumstances exist and administrative approval is granted.
- Students must arrange transportation home after the event.
- Students with outstanding fines as of March 1st may not participate in activity nights or dances until all fines and fees have been paid in full.
- A student's disciplinary record may impact their eligibility to participate.
- Students suspended from school are not eligible to attend school activities on the dates of the suspension.

Cafeteria and Lunch

Food and Nutrition Services and your fellow students will appreciate your cooperation and courtesy while in the cafeteria. All students should follow the guidelines listed below:

- Leave the table and floor in a clean condition and dispose of all litter properly.
- Assist with the recycling efforts.
- Keep all food in the cafeteria. No food may be taken from the cafeteria.
- Keep glass bottles out of the building. Open pop will be allowed only in the cafeteria.
- No backpacks, duffel bags, etc. are allowed in the cafeteria.
- No cutting in lines.
- Do not eat food in line before paying.
- Treat all Food and Nutrition staff members with respect.
- Do not throw food, garbage, or other items in the cafeteria.

Lunchtime Procedures and Expectations

Students are asked to exit the cafeteria when finished or remain seated (Pick Your Seat and Stay in Your Seat!) while chatting with friends. They will not be allowed to move around in the lunchroom as this is a congested area. If weather permits, students may be allowed to go outside if they use courteous and responsible behavior. This will depend upon our ability to supervise.

The media center is often open to students during lunch for computer use, reading, study time, and quiet games. Students are to stay out of the classroom hallways during lunch, so classes are not disturbed.

Students will not have access to their lockers once the lunch bell rings without staff permission.

Parents who wish to eat lunch with their student may do so in the office conference room with prior approval from an administrator.

Students are not permitted to have food delivered via DoorDash or similar companies.

Chromebook Check Out

Students are expected to bring their Chromebooks to school charged and in operable condition every day. Students may check out a loaner Chromebook from the media center when this expectation is not met but are subject to consequences upon the fourth and further checkouts.

Closed Campus

Fowlerville Junior High School operates under a closed campus policy. Students must stay in the building from the time they arrive until dismissed. Students cannot leave the building unless a parent contacts the attendance office and requests their student be released. Emancipated students must have permission to leave campus from an administrator and must sign out of the building.

Extracurricular Activities

Coaches/Sponsors of extracurricular activities such as band, cheerleading, athletics, and other clubs develop rules and procedures for those activities. Students participating in such activities are subject to these rules in addition to the general student code of conduct.

Field Trips

At FJHS students are given the opportunity to participate in educational field trips including out-of-state or overnight trips. Due to the nature of these events, students must have demonstrated good character that meet the expectations and standards we have set for our students to participate. Students who have poor attendance, behavior, and/or grades may be excluded from attending the field trip. Specific expectations about discipline related issues, including reasons for students being excluded from the trip, will be given to students in advance. In these instances, every attempt will be made to refund deposits or pre-paid money but cannot be guaranteed. Parents and students must understand that any money paid to a 3rd party vendor (i.e. WorldStrides) will have to follow that companies' refund process and procedures.

Fines

Students with outstanding fines will be ineligible to attend their grade-level field trip and/or the Spring semi-formal dance. All fines must be paid at the school where they were assessed (i.e. a fine incurred at FJHS must be paid at FJHS main office and cannot be accepted at FHS). FHS students paying a fine at FJHS must do so before or after school.

Fire Drills

Fire drills are held at regular intervals during the school year. During a fire drill, students will follow these directions:

- Follow directions to the nearest exit as posted in each room.
- Leave work materials in the room but take purses or other valuables.
- Close the door and turn off lights after the last person is out of the room.
- Walk out of the building quickly, quietly, and orderly and remain with class.
- Go far enough from the building (at least 100 feet) to allow fire trucks and emergency equipment to operate if necessary.

Gambling/Games of Chance

Gambling and games of chance will not be allowed in school with the exception of activities pre-approved by the principal.

Hall Passes

Any time a student leaves a classroom he/she must carry a hall pass from a teacher. The student must go directly to his/her destination. Students in the halls at any time without a hall pass will be subject to disciplinary action.

Athletics

Fowlerville Junior High School offers a well-rounded sports program for interested students. Every interested student is encouraged to try out for the team of his/her interest. Fowlerville Junior High School is an active member of the Michigan High School Athletic Association. To participate, the student must have an annual physical (dated after April 15th of each year), parental consent and follow the current athletic code.

Athletic Events

It is the goal of the Fowlerville Community Schools programs to provide a fun, safe, family environment at all our athletic events. We would like your assistance in supervising your children at the varsity football games as well as all athletic events on our campus. Because of the size of the crowds and the nature of the event, we can only provide general supervision of spectators while they are attending the football game.

We are asking parents for assistance in seeing that the following things happen at home football games:

- K-8 students must be in attendance with an adult who will stay for the game and be responsible for the students' behavior.
- Students may not bring balls or other objects to be thrown in the stadium. This is to eliminate the pickup football games that are taking place in the spectator areas where injuries could occur.
- Skateboards, bikes or in-line skates are prohibited.

- Once admitted, there is no re-entry for students after leaving the event.
- Please assist the school district by keeping the stadium clean and by exhibiting good sportsmanship at all our athletic contests.

Student Council

The Fowlerville Junior High School student council is a leadership organization that exists to serve students and promote the school. The council also serves as a vehicle for solving student problems, addressing student grievances, making suggestions to the faculty and administration, and providing a vehicle for communication between students and adults.

Membership in the Student Council may be by election or voluntary participation, as determined by the staff sponsors. All students are invited to participate and encouraged to bring school-related issues and ideas to the attention of a class representative. Students can offer their services as committee members to plan social events, school projects, and other related activities.

The Student Council has teacher sponsors responsible for guiding student decision-making and overseeing the financial responsibilities. However, students will carry the workload in planning and implementing activities and projects.

Positive Behavior Interventions and Supports

Fowlerville Jr. High School has implemented School-wide Positive Behavior Interventions and Supports (SWPBIS) as a preventative, proactive approach to supporting student behavior. The six big ideas listed below are the foundation of SWPBIS in all school settings, including the classroom environment.

1. Identify and define behavior expectations
2. Teach behavior expectations
3. Monitor expected behavior
4. Acknowledge and encourage behavior expectations
5. Establish a continuum of responses to behaviors including re-teaching
6. Use data for decision-making

Fowlerville District Wide Expectations:

- Respect
- Responsible
- Safe

The Fowlerville Jr. High School Expectations are found on the next page and will be posted in multiple locations within the building.

Fowlerville Community Schools

	Outside	Restroom	Hallway/ Commons	Auditorium	Cafeteria	Office	Media Center	Bus	Extracurricular Activities	Locker Rooms
	• Follow directions • Follow the rules of the game • Use appropriate voice and language	• Give others their privacy • Keep area free of writing and other damage • Use appropriate voice and language	• Be aware of others' personal space • Use technology appropriately • Use appropriate voice and language	• Follow directions • Use technology appropriately • Use appropriate voice and language	• Follow directions • Be considerate • Use appropriate manners • Use appropriate voice and language	• Communicate your needs politely • Wait patiently • Use appropriate voice and language	• Follow directions • Use technology appropriately • Use appropriate voice and language	• Be aware of others' personal space and belongings • Be kind and helpful • Follow the bus driver's directions • Clean up after yourself and respect the bus	• Follow directions • Maintain personal space • Use appropriate voice and language • Treat guests appropriately • Show concern for others	• Give others their privacy • Only take items that belong to you • Use appropriate voice and language • Carry sportsmanship into the locker rooms after the game
	Outside	Restroom	Hallway/ Commons	Auditorium	Cafeteria	Office	Media Center	Bus	Extracurricular Activities	Locker Rooms
Responsible	• Take care of outside equipment • Report concerns to staff	• Use facility appropriately • Go directly to and from the destination • Clean up after yourself • Report concerns to staff	• Do the right thing even when no one is looking • Walk • Report concerns to staff	• Stay in the designated area • Food and beverage free zone • Clean up after yourself • Report concerns to staff	• Stay seated • Only take what you pay for • Clean up after yourself • Report concerns to staff	• Be honest • Go directly to and from the destination • Clean up after yourself	• Take care of and return all library materials • Food & beverage free zone	• Sit appropriately and safely in assigned seats • Be on time to the bus stop, lined up and ready to board the bus • Be silent at railroad tracks • Use a quiet voice, appropriate language, and avoid distracting sounds	• Stay in designated area • Take care of property and equipment • Report concerns to staff • Clean up after yourself • Be aware of the rules of the specific event • Clean up after yourself	• Use facility appropriately • Get in and out quickly • Lock up personal belongings • Clean up after yourself • Report concerns to staff
Safe	Outside	Restroom	Hallway/ Commons	Auditorium	Cafeteria	Office	Media Center	Bus	Extracurricular Activities	Locker Rooms
	• Keep hands, feet, and objects to yourself • Stay in the designated area	• Keep hands, feet, and objects to yourself • One person per stall • Technology free zone	• Keep hands, feet, and objects to yourself • Keep walkways clear	• Keep hands, feet, and objects to yourself • Sit appropriately/stay seated • Walk in the aisles/ways	• Keep hands, feet, and objects to yourself • Maintain your personal space	• Keep walkways and doorways clear	• Keep hands, feet, and objects to yourself • Sit appropriately • Walk	• Sit appropriately and safely in assigned seats • Stay seated until the bus comes to a complete stop • Wait for the driver to signal before crossing the road	• Follow scheduled times of event • Follow directions and procedures • Remain in designated areas • Report problems to staff	• Keep hands, feet, & objects to yourself • Equipment stays in the gymnasium unless other instructions are given. • Technology free zone

KREEGER ELEMENTARY SCHOOL BUILDING-SPECIFIC RULES AND PROCEDURES

Daily Schedule

The school day begins at 8:50 am and ends at 3:32 pm. Half-days end at 12:02 pm.

Schoolwide Behavior Expectations

Fowlerville Community Schools has three schoolwide expectations for student behavior:

- **Be Respectful:** Treat peers, teachers, and school property with care. Use appropriate language, practice active listening, and honor diverse backgrounds.
- **Be Responsible:** Arrive on time, complete assignments, take ownership of choices, and manage personal belongings.
- **Be Safe:** Keep hands, feet, and objects to yourself. Walk calmly inside the building and follow emergency procedures promptly.

Cafeteria

- Stay seated at your assigned table unless granted permission to leave after raising your hand.
- Use inside voices ("Voice Level 2") and focus on eating during designated times.
- Clean up your area, pack away lunch items, and wait for table dismissal before clearing trash.

Common Areas

- Hallway Behavior: Walk in a single file on the right side of the hallway, maintaining quiet voices ("Voice Level 1") so other classes can learn.
- Restroom Etiquette: Use facilities quickly, flush after use, wash hands with soap, dispose of paper towels in the trash, and return directly to class.

Playground & Recess Safety

- Inclusion: Games and play areas are open to everyone; deliberate exclusion is not permitted.
- Equipment Use:
 - Slides: Slide down feet first, one student at a time.
 - Swings: Swing back and forth while seated on your bottom (no jumping off or standing).
 - Tag games are allowed only in designated grassy areas; contact must be gentle (two-finger touch).
- Boundaries: Always stay within visible adult supervision areas. Never retrieve a ball or toy beyond fence lines without staff help.
- Line-Up: When the whistle blows, freeze immediately, safely finish your activity, and line up quietly in your designated spot within two minutes

Grading Procedures

Standards-Based & Skill Assessment

In elementary grades across the district, report cards evaluate progress on grade-level Michigan Academic Standards rather than using traditional A - F letter grades (which begin in secondary grades).

Academic Progress

Grades are issued at the conclusion of each of the school's two semesters. Parents can access digital copies of report cards and monitor ongoing academic progress throughout each marking period via the MiSTAR Parent Portal.

FOWLERVILLE ELEMENTARY SCHOOL BUILDING-SPECIFIC RULES AND PROCEDURES

Daily Schedule

The school day begins at 8:50 am and ends at 3:32 pm. Half-days end at 12:02 pm.

Arrival and Departure Procedures

Morning Arrival Protocols

- **8:45 AM** – Buses begin unloading.
- **8:50 AM** – Doors Open & Car Dropoff:
 - Main entrance doors open at 8:50 AM.
 - Car dropoff lines begin once the main doors are open. All car riders enter through the Main Entrance. Parents must remain with their children until 8:50.
- **8:55 AM** – Morning announcements begin.

Afternoon Dismissal Protocols

- **3:32 PM** – Classrooms begin dismissing students.
- **Gold Pickup Sheet Required:** Parents picking up students must bring their Gold Pickup Sheet to help staff identify and dismiss students safely.
 - Place the pickup sheet in the front window if you are driving in the pickup line.

Pickup Locations by Grade

- **Kindergarten:**
 - Parent Pickup: Teachers dismiss directly from east-facing classroom doors:
 - Late Pickup: Any students still waiting after 3:36 PM will be escorted to the Main Office (Doors #1 & #22) to wait for pickup.
- **1st and 2nd Grades:**
 - Parent Pickup: Teachers escort students to the cement patio by the main entrance (Door #22). Parents must wait behind the landscaping stones so teachers have clear sightlines to dismiss students safely.

Inclement Weather

Students are dismissed from within the building during inclement weather. Students are dismissed close to respective pickup spots. After 3:36 pm, all students are picked up from the main entrance (Door #22).

Gold Pickup Sheet Replacement

If a parent forgets or loses their Gold Pickup Sheet, they must present ID at the main office. Parents can reach out to the office to request a new sheet or to get a duplicate.

Parent Changes in Transportation Plans

If parents' dropoff or pickup plans change for the day, please notify the office of these changes before 3:00 pm. Call volume is high near the end of the day and the school may not have time to accommodate parents' changes in plans.

Car Line Traffic Rules

Please enter the pickup line from the north (Sharp road). Cars will not be permitted to turn left into the pickup line coming from the south (Kreeger).

Schoolwide Behavior Expectations

Fowlerville Community Schools has three schoolwide expectations for student behavior:

- **Be Respectful:** Treat peers, teachers, and school property with care. Use appropriate language, practice active listening, and honor diverse backgrounds.
- **Be Responsible:** Arrive on time, complete assignments, take ownership of choices, and manage personal belongings.
- **Be Safe:** Keep hands, feet, and objects to yourself. Walk calmly inside the building and follow emergency procedures promptly.

Grading Procedures

Standards-Based & Skill Assessment

In elementary grades across the district, report cards evaluate progress on grade-level Michigan Academic Standards rather than using traditional A - F letter grades (which begin in secondary grades).

Volunteer Procedures

We deeply appreciate the time, energy, and care our adult volunteers bring to our classrooms. To ensure our school remains a safe, structured, and joyful learning environment for every child, all visitors and volunteers are expected to follow these guidelines.

- **Pre-Schedule:** Volunteers must schedule their time with staff in advance so the office is informed.
- **Background Checks:** To work with or supervise any children other than your own, you must complete and clear a background check through the main office prior to your scheduled volunteer time.
- **Teacher Leadership:** Volunteers must follow the teacher's instructions 100% of the time while supporting students.
- **Strict Student Confidentiality:** Anything you observe, hear, or learn regarding student behavior, academic performance, or personal matters must remain strictly confidential. Respecting student privacy is mandatory.
- **Reporting Student Concerns:** If you notice a behavioral concern, safety issue, or have a worry about a student, please bring it directly to the principal rather than handling it yourself or discussing it with other parents.
- **Staff Communication:** If a teacher or staff member experiences any issue with a volunteer, they will inform the principal, who will handle the discussion directly with the volunteer.

Visitor & Volunteer Building Guidelines

1. All visitors need to go through the Raptor check in process in the main office.
2. During morning arrival, parents are not permitted to walk students down to their classrooms. We strongly encourage everyone to use our "Kiss and Go" line.
3. For class parties and special events, we welcome up to 5 parent guests per classroom at a time.
4. Large events, like our Halloween parade, that must be held outdoors will be canceled due to inclement weather as the large number of parent visitors cannot be accommodated in the building.

5. If a parent wishes to speak to a teacher regarding student progress they should schedule a meeting or call with the teacher.
6. Due to limited space in the cafeteria, we are unable to accommodate parents joining students for lunch.

APPENDIX A: NON-DISCRIMINATION, ANTI-HARASSMENT, AND NON-RETALIATION (INCLUDING TITLE IX AND ELLIOTT-LARSEN CIVIL RIGHTS ACT)

5517 - ANTI-HARASSMENT

General Policy Statement

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

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

Other Violations of the Anti-Harassment Policy

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

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

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, sexual harassment is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against another person. of the same or opposite gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- H. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.
- I. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- J. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- K. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- L. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- M. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the

individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

Jeff Finney
Athletic Director
517-223-6070
7677 Sharpe Rd., Suite A
Fowlerville, MI 48836
finneyj@fowlervilleschools.org

Trisha Reed
Director Human Resources
517-223-6018
7677 W. Sharpe Rd.
Fowlerville, MI 48823
reedt@fowlervilleschools.org

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

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

The Compliance Officer(s) 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 individual 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 reports of unlawful harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the

request of the Complainant or the nature of the alleged harassment), or the Compliance Officer(s) will designate a specific individual to conduct such a process. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes unlawful harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) 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(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Reports and Complaints of Harassing Conduct

Students and other members of the School District community along with 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 report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties, 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 Complainant'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 the Compliance Officers who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be handled in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of Policy 5517 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any student who believes that they have been subjected to unlawful harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

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) 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) days of the complaint being received).

The 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 promptly stop inappropriate behavior and to 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. The informal process is only available in those circumstances where the Complainant and the Respondent mutually agree to participate in it.

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.

The Complainant 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.

All complaints involving a District employee, any other adult member of the School District community, or a Third Party and a student will be formally investigated.

As an initial course of action, if a Complainant feels comfortable and safe in doing so, the individual should tell or otherwise inform the Respondent that the allegedly harassing conduct is unwelcome and must stop. The Complainant 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 Complainant if requested to do so. A Complainant who is uncomfortable or unwilling to directly approach the Respondent about the alleged inappropriate conduct may file 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 Complainant 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, or appoint another individual to facilitate an informal resolution.

The Board'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 Complainant, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the Complainant about how to communicate the unwelcome nature of the behavior to the Respondent.
- B. Distributing a copy of this anti-harassment policy as a reminder to the individuals in the school building or office where the Respondent works or attends.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting or mediation between the Complainant and the Respondent to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer/designee is directed to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. If the Complainant is dissatisfied with the informal complaint process, the Complainant may proceed to file a formal complaint and, as stated above, either party may request that the informal process be terminated at any time to move to the formal complaint process.

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 the Complainant, from the outset, elects to file a formal complaint, or the CO determines the allegations are not appropriate for resolution through the informal process, the formal complaint process shall be implemented.

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 official 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 formal complaint within thirty (30) 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 official 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/designee within two (2) business days.

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

All formal complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); 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 Respondent. In making such a determination, the Compliance Officer should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions deemed appropriate in consultation with the Superintendent.

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

conduct/harassment/retaliation. The Principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Simultaneously, the Compliance Officer will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or 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 formal complaint within five (5) days.

Although certain cases may require additional time, the Compliance Officer/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/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 Respondent engaged in unlawful harassment/retaliation of the Complainant. The Compliance Officer's recommendations must be based upon the totality of the circumstances. 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) days of receiving the report of the Compliance Officer/designee, the Superintendent must either issue a written 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 written decision as described above.

The decision of the Superintendent shall be final.

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 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.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the complainant, the Respondent, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the Compliance Officer/designee will instruct all members of the School District community and Third Parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s). When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s).

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, all subsequent sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a report, formal complaint testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person from making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanction/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a student under the age of eighteen (18) or that a person with a disability receiving services as a student from the school regardless of age has suffered or faces a threat of suffering a physical or mental wound, disability or condition of a nature that reasonably indicates abuse or neglect of a child to immediately report that knowledge or suspicion to the county children's services agency. If, during the course of a harassment investigation, the Compliance Officer or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

Any reports made to a county children's services agency or to local law enforcement shall not terminate the Compliance Officer or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Compliance Officer or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Education and Training

In support of this Anti-Harassment Policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The Superintendent shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as information provided regarding the Board's policy and harassment in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The Compliance Officer(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information (ESI), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but not be limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, or audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, or social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes or summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;

- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment.

Board Policy 2266 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

Introduction

The Board of Education of the Fowlerville School District (hereinafter referred to as "the Board" or "the District") does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits Sexual Harassment that occurs within its education programs and activities. When the District has actual knowledge of Sexual Harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating Sexual Harassment and will take appropriate action when an individual is determined responsible for violating this policy. Board employees, students, third-party vendors and contractors, guests, and other members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing remedies as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to Sexual Harassment that occurs within the District's education programs and activities and that is committed by a member of the School District community or a Third Party.

This policy does not apply to Sexual Harassment that occurs off school grounds, in a private setting, and outside the scope of the District's education programs and activities; such Sexual Misconduct/Sexual

Activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the District's education programs or activities. Sexual Harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws if committed by a Board employee.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.
 1. Rape is the carnal knowledge of a person (i.e., penetration, no matter how slight, of the genital or anal opening of a person), without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 2. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 3. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 4. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 5. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 6. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by State law.
 7. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.

8. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.
- D. “Domestic violence” includes felony or misdemeanor crimes of violence committed by:
 1. a current or former spouse or intimate partner of the victim;
 2. a person with whom the victim shares a child in common;
 3. a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
 4. a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 5. any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
 - E. “Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - F. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (1) fear for the person’s safety or the safety of others; or (2) suffer substantial emotional distress.

Complainant: “Complainant” means an individual who is alleged to be the victim of conduct that could constitute Sexual Harassment.

Respondent: “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

Formal Complaint: “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the District investigate the allegation(s) of Sexual Harassment. At the time of filing a Formal Complaint with the District, a Complainant must be participating in or attempting to participate in the District’s education program or activity. A “document filed by a complainant” means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the Formal Complaint. Where the Title IX Coordinator signs a Formal Complaint, the Title IX Coordinator is not a Complainant or a party to the Formal Complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: “Actual knowledge” means notice of Sexual Harassment or allegations of Sexual Harassment to the District’s Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report Sexual Harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. “Notice” includes, but is not limited to, a report of Sexual Harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent.

Supportive Measures: “Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter Sexual Harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), and other similar measures.

Education Program or Activity: “Education program or activity” refers to all operations of the District including, but not limited to, in-person and online educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes locations, events, and circumstances that take place off-school property/grounds over which the Board exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs.

School District community: “School District community” refers to students and Board employees (i.e., administrators and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: “Third Parties” include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Inculpatory Evidence: “Inculpatory evidence” is evidence that tends to establish a Respondent’s responsibility for alleged Sexual Harassment.

Exculpatory Evidence: “Exculpatory evidence” is evidence that tends to clear or excuse a Respondent from allegations of Sexual Harassment.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

Eligible Student: “Eligible Student” means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The Board of Education designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Jeff Finney
Athletic Director
517-223-6070
7677 Sharpe Rd., Suite A
Fowlerville, MI 48836
finneyj@fowlervilleschools.org

Trisha Reed
Director of Human Resources
517-223-6018
7677 W. Sharpe Rd.
Fowlerville, MI 48836
reedt@fowlervilleschools.org

The Title IX Coordinator shall report directly to the Superintendent. Questions about this policy should be directed to the Title IX Coordinator.

The Superintendent shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of Education of the Fowlerville School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District’s Title IX Coordinator(s) is/are:

Jeff Finney
Athletic Director
517-223-6070
7677 Sharpe Rd., Suite A
Fowlerville, MI 48836
finneyj@fowlervilleschools.org

Trisha Reed
Director of Human Resources
517-223-6018
7677 W. Sharpe Rd.
Fowlerville, MI 48836
reedt@fowlervilleschools.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: fowlervilleschools.org. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The Superintendent shall also prominently display the Title IX Coordinator's(s') contact information – including name(s) and/or title(s), phone number(s), office address(es), and e-mail address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of Sexual Harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this Grievance Process before imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

If a determination of responsibility for Sexual Harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or Sexual Harassment), in person, by mail, by telephone, or by electronic mail using the Title IX Coordinator's(s') contact information listed above or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours) by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Students, Board members, and Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the person making the report should submit it to the Superintendent, or another Board employee who, in turn, will notify the Superintendent of the report. The Superintendent will then serve in place of the Title IX Coordinator for purposes of addressing that report of Sexual Harassment.

The Board does business with various vendors, contractors, and other third-parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third-party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a Formal Complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of Sexual Misconduct/Sexual Activity not involving Sexual Harassment will be addressed through the procedures outlined in Board policies, the applicable Student Code of Conduct, applicable collective bargaining agreement, and/or Employee/Administrator Handbook.

Because the Board is considered to have actual knowledge of Sexual Harassment or allegations of Sexual Harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of Sexual Harassment or allegations of Sexual Harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or Sexual Harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to M.C.L. 722.623 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee's knowledge is based on another individual bringing the information to the Board employee's attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of Sexual Harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days of the Title IX Coordinator's receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under 18 years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal:

Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purpose of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. See Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of Sexual Harassment or otherwise.

Formal Complaint of Sexual Harassment

A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail by using the contact information set forth above. If a Formal Complaint involves allegations of Sexual Harassment by or involving the Title IX Coordinator, the Complainant should submit the Formal Complaint to the Superintendent, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that Formal Complaint.

When the Title IX Coordinator receives a Formal Complaint or signs a Formal Complaint, the District will follow its Grievance Process as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of Sexual Harassment or submitting a false Formal Complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process, including resolving any appeals, within sixty (60) days of receipt of the Formal Complaint.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language

assistance or accommodation of disabilities. The Title IX Coordinator will provide the parties with reasonable updates on the status of the grievance process.

Upon receipt of a Formal Complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. notice of the Board's grievance process, including any informal resolution processes;
- B. notice of the allegations of misconduct that potentially constitutes Sexual Harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Sexual Harassment, and the date and location of the alleged incident, if known. The written notice must:
 - 1. include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 2. inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence;
 - 3. inform the parties of any provision in the Student Code of Conduct, this policy, that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a Formal Complaint *unless* the conduct alleged in the Formal Complaint:

- A. would not constitute Sexual Harassment (as defined in this policy) even if proved;
- B. did not occur in the District's education program or activity; or
- C. did not occur against a person in the United States.

If one (1) of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the Formal Complaint. If the Title IX Coordinator dismisses the Formal Complaint due to one (1) of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee/Administrator Handbook.

The Title IX Coordinator *may* dismiss a Formal Complaint, or any allegations therein, if at any time during the investigation:

- A. a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations therein;
- B. the Respondent is no longer enrolled in the District or employed by the Board; or
- C. specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

If the Title IX Coordinator dismisses a Formal Complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one (1) Respondent, or by more than one (1) Complainant against one (1) or more Respondents, or by one (1) party against the other party, where the allegations of Sexual Harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one (1) Complainant or more than one (1) Respondent, references in this policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a Formal Complaint of Sexual Harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a Formal Complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. the allegations;
- B. the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations; and
- C. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur have stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee or another adult member of the School District community or Third Party sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a Formal Complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is(are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the party provides the District with voluntary, written consent to do so; if a student party is not an Eligible Student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

Board Policy 2461 – Recording of District Meetings Involving Students and/or Parents controls whether a person is allowed to audio record or video record any meeting or grievance proceeding.

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of three (3) days' notice with respect to investigative interviews and other meetings.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the investigator and/or Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and prior to the decision-maker(s) issuing a determination of responsibility, the decision-maker(s) may conduct a hearing.

If the decision-maker(s) decides not to conduct a hearing, the decision-maker(s) will state in writing the reason for not conducting a hearing and provide that explanation to the parties. Additionally, before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

If the decision-maker(s) elects to conduct a hearing, the hearing will proceed as follows:

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If a party or witness does not submit to cross-examination at the hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the decision-maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

Determination regarding responsibility:

The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. identification of the allegations potentially constituting Sexual Harassment pursuant to this policy;
- B. a description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence;
- C. findings of fact supporting the determination;
- D. conclusions regarding the application of the applicable code of conduct to the facts;
- E. a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s), and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. the procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

The following disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. Informal Discipline
 1. writing assignments;
 2. changing of seating or location;

3. pre-school, lunchtime, after-school detention;
 4. in-school discipline;
 5. Saturday school.
- B. Formal Discipline
1. suspension of bus riding/transportation privileges;
 2. removal from co-curricular and/or extra-curricular activity(ies), including athletics;
 3. emergency removal;
 4. suspension for up to ten (10) school days;
 5. long-term suspension or expulsion;
 6. any other sanction authorized by the Student Code of Conduct.

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, and Expulsion of Students, Policy 5610.02 - In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

The following disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. written reprimands;
- C. performance improvement plan;
- D. required counseling;
- E. suspension with pay;
- F. suspension without pay;
- G. termination and any other sanction authorized by any applicable Employee/Administrator Handbook and/or collective bargaining agreement.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party who is determined responsible for violating this policy (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. suspension or termination/cancellation of the Board's contract with the third-party vendor or contractor;
- C. restriction/prohibition on the third-party's ability to be on school property; and
- D. any combination of the same.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including imposition of sanctions. The Title IX Coordinator will notify the Superintendent of the recommended remedies so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately imposing a disciplinary sanction/consequence, the Superintendent will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a Formal Complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process, the Superintendent may involve local law enforcement and/or file criminal charges related to allegations of Sexual Harassment that involve a sexual assault.

The Title IX Coordinator is responsible for effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility, or from the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, on the following bases:

- A. procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein.

Nothing herein shall prevent the Superintendent from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within ten (10) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-makers(s)' determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within ten (10) days of when the parties' written statements were submitted.

The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of Sexual Harassment, filing a Formal Complaint, or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a Formal Complaint of Sexual Harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution and the principles of academic freedom as set forth in the applicable collective bargaining agreement. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment and/or the principles of academic freedom specified in the Board's collective bargaining agreement with its teachers.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. the definition of Sexual Harassment (as that term is used in this policy);
- B. the scope of the District's education program or activity;
- C. how to conduct an investigation and implement the grievance process appeals, and informal resolution processes, as applicable; and
- D. how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

All Board employees will be trained concerning their legal obligation to report Sexual Harassment to the Title IX Coordinator. This training will include practical information about how to identify and report Sexual Harassment.

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or Formal Complaint of Sexual Harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records:

- A. each Sexual Harassment investigation including any determination regarding responsibility, any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. any appeal and the result therefrom;
- C. any informal resolution and the result therefrom; and
- D. all materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website. If a person is unable to access the District's website, the Title IX Coordinator will make the training materials available upon request for inspection by members of the public.

Outside Appointments, Dual Appointments, and Delegations

The Board retains the discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains the discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains the discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains the discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right, or as part of any other express or implied contract. Accordingly, the Board retains the discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

APPENDIX B: ANTI-BULLYING

5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

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

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

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

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

Notification

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

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

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

Reporting

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

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

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

Implementation

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

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

Procedure

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

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

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

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

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

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

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

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

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action

taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports

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

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

Prevention/Training

The District shall provide, and all administrators, school employees, contracted employees and volunteers who have significant contact with students shall undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

Definitions

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

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

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

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

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

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

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

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

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

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

"Staff" includes all school employees and Board members.

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

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

Harassment, see Policy 5517;

Hazing, see Policy 5516.

APPENDIX C: PARENT INVOLVEMENT IN EDUCATION

Parental Involvement Plan:

The District recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the District to educate all students effectively, the District and parents must work as partners.

All parents are encouraged to share the District's commitment to the educational success of their children. To this end, the District shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

The District's parental involvement program will include, to the extent that finances and time allows, the following goals to be implemented by building Principals or their designees:

- Goal I: Communication between home and school will be regular, two-way, and meaningful.
- Goal II: Parent skills will be promoted and supported.
- Goal III: Parents will play an integral role in assisting student learning.
- Goal IV: Parents will be welcome in the school, and their support and assistance will be sought.
- Goal V: Parents will be full partners in the decisions that affect children and families.
- Goal VI: Community resources will be used to strengthen schools, families, and student learning.

Title I Education Program Parent Involvement:

Parents of students in the Title I Program will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent Involvement:

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program when applicable.

APPENDIX D: PROTECTION OF PUPIL RIGHTS

The Protection of Pupil Rights Amendment ("PPRA") requires the Board to notify parents and eligible students and obtain consent to allow parents or eligible students to opt the student out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one (1) or more of the following eight (8) areas ("protected information surveys"):

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other with whom respondents have close family relationship;
6. legally recognized privileged relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent; and/or;
8. income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys") that may be allowed consistent with the prohibition against selling or otherwise providing personally identifiable information to for-profit business entities, and certain physical exams and screenings.

Following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the Board will provide parents, within a reasonable period prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to adult students or an emancipated minor under State law.)

Surveys, including third party surveys, that include one or more of the above delineated items are scheduled or are expected to be scheduled on: NONE

Parents have the right to inspect upon request a survey created by a third party before the survey is administered or distributed by the school to its students. See Board Policy 2416 concerning the procedures for making such a request.

Parents have the right to inspect upon request any instrument used in the collection of personal information from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose) that may be allowed consistent with the prohibition against selling or otherwise providing personally identifiable information to for-profit business entities before the instrument is administered or distributed to the students. See Board Policy 2416 concerning the procedures for making such a request. The following such activities are scheduled or expected to be scheduled: NONE

Non-emergency, invasive physical examination(s) or screening(s) are scheduled or expected to be scheduled on the following dates (refer to Policy 5310): NONE

These examinations/screenings are: (1) required as a condition of attendance;)2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or other students. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Parents may opt their child out of participation in any activity described above.

Parents have the right to inspect upon request any instructional material used as a part of the educational curriculum for their student. See Board Policy 2416 for the procedures for making such a request.

Any parent or student who believes that the School District has failed to comply with the Family Education Rights and Privacy Act ("FERPA") or the Protection of Pupil Rights Amendment ("PPRA"), may file a complaint directly with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

This Notice will be transmitted to disabled parents and students or to non-English speaking parents and students in a format designed to accommodate their disability or in their native language. Call the Office of the Superintendent at 517-223-6000 for assistance and information.

APPENDIX E: DIRECTORY INFORMATION AND OPT OUT FORM

FOWLerville COMMUNITY SCHOOLS



Annual Notice for Disclosure of the Student Directory Information

Student Information

Student Name: _____ Date of Birth: ____/____/____

Grade Level: _____ School Building: _____

Background & Instructions

The Family Educational Rights and Privacy Act (FERPA) requires that Fowlerville Community Schools obtain your written consent prior to the disclosure of personally identifiable information from your child's education records, unless certain conditions specified by FERPA are met.

FERPA distinguishes between personally identifiable information and directory information. The District may disclose appropriately designated "directory information" without your written consent unless you have advised the District to the contrary.

- If you do not want your student's directory information released for one or more of the purposes listed below, please complete this section within the first 30 days of the school year.
- If you only submit your Signature and Date at the bottom of this form without checking any boxes, the District will presume that you give permission to release your student's directory information for all the uses listed below.
- Your Opt-Out request will be recorded in the student information system and kept on file in the school's office for ONE school year.

Directory information includes: Student names, addresses, and telephone numbers; image and/or likeness to include photographs and video; major field of study; grade level; enrollment status; dates of attendance; participation in officially recognized activities and sports; weight and height of athletic team members; and degrees, honors, and awards received.

Opt-Out Selections

Please check the boxes next to the purpose(s) for which you DO NOT grant the District permission to disclose your student's directory information:

- ☐ **School/District Publications:** For School or District publications, including but not limited to, a yearbook, program, theater playbill, athletic team or band roster, newsletter, and other school and district publications.
- ☐ **Communication Systems:** For School or District auto-dialer systems used to communicate School or District information.
- ☐ **Media Relations:** To news media outside the School or District.
- ☐ **Parent Organizations:** To the School PTO or District parent organization.
- ☐ **Outside Entities:** To other groups and entities outside of the School or District, including community, advocacy, and/or parent organizations.
- ☐ **District Web Presence:** On official school-related websites or social media accounts.
- ☐ **Classroom/Staff Media:** On school employees' personal classroom websites or social media accounts.
- ☐ **Digital Learning:** For District-approved digital learning resources.

Information to U.S. Military Recruiters and Institutions of Higher Education

Federal law requires the District to release a secondary school student's name, address, and telephone number to U.S. Military recruiters and institutions of higher education upon their request. If you do NOT want your student's information released for these purposes, please check the applicable boxes below:

- ☐ **Military Recruiters:** Do not release my student's name, address, or telephone number to U.S. Military recruiters without my prior written consent.
- ☐ **Higher Education:** Do not release my student's name, address, or telephone number to institutions of higher education recruiters without my prior written consent.

Parent / Guardian Acknowledgment

By signing below, you certify that all information is correct and that your disclosure preferences are accurately marked.

Name of Parent or Guardian (Print): _____

Signature of Parent or Guardian: _____ Date: ____/____/____

APPENDIX F: ACCEPTABLE USE AGREEMENT

Fowlerville Community Schools Technology Systems: Acceptable Use Policy and Use Agreement for Students

Purpose and Scope

Fowlerville Community Schools provides students with access to the District's technology equipment, networks, and internet access strictly for limited educational purposes. These purposes include classroom activities, career development, and high-quality instructional experiences that promote academic achievement.

The District's technology systems constitute a closed administrative network and a limited educational forum, not a public forum. The District maintains the right to place reasonable restrictions on accessed or posted material, enforce tracking and training prerequisites, and apply all rules set forth in the Student Code of Conduct and the laws of the State of Michigan. All network and internet access is governed by this policy and requires administrative authorization.

Internet Filtering and Limitation of Liability

Pursuant to federal law and the Children's Internet Protection Act (CIPA), the District implements technical protection measures designed to monitor, block, and filter internet access to visual displays or digital materials that are obscene, pornographic, or otherwise harmful to minors.

- **Inherent Network Risks:** Because the internet is an un-centralized, constantly evolving global network, the District cannot guarantee that users will never encounter inappropriate, offensive, or controversial content. No filtering software or hardware solution is completely foolproof. By consenting to allow a student to utilize District technology systems and networks, parents and legal guardians acknowledge these inherent operational limitations and assume the risks associated with internet access.
- **System Reliability and Data Loss:** The District makes no guarantee that the functions or the services provided by or through the District technology system will be error-free or without defect or interruption. The District shall not be held responsible for any loss of data, lack of access to service, or other damages suffered due to service interruptions, system delays, or non-deliveries of digital content.
- **Information Accuracy Disclaimer:** The District explicitly disclaims any responsibility for the accuracy, validity, or quality of external, third-party information obtained through the internet or individual user-generated files. This disclaimer does not apply to official, District-issued academic records, state-mandated reporting data, or board-approved instructional curricula.
- **Financial Accountability:** Parents and legal guardians are held fully financially responsible for any unauthorized financial obligations, online purchases, in-app transactions, or subscriptions incurred by a student while utilizing District hardware or network systems.

Network and System Security

Users are responsible for the security and integrity of their assigned district network accounts and hardware.

- **Credential Protection:** Users must take all reasonable precautions to prevent unauthorized access to their accounts. Account passwords shall not be shared with any other individual under any circumstances.
- **Unauthorized Access:** Users shall not attempt to gain unauthorized access to any District system, or exceed authorized access by entering another individual's account, directories, or personal files.
- **Security Reporting:** Users must immediately notify a teacher or a member of the District Technology Team if a potential network security vulnerability is identified. Users shall not actively search for security flaws, as doing so may be interpreted as an unauthorized attempt to compromise District systems.

Prohibited Digital Activities

The District's technology systems, network infrastructure, and district-owned hardware shall not be utilized for any illegal, commercial, or unauthorized activities.

- **Commercial and Political Use:** Systems shall not be used for commercial purposes, including offering, purchasing, or providing products or services, nor shall they be used for political lobbying or campaigning.
- **System Disruption:** Users shall not intentionally disrupt, physically tamper with, or compromise the integrity of District computers or networks. This includes the deliberate propagation of malware, viruses, or disruptive code.
- **Harassment, Cyberbullying and Targeting:** Users are strictly prohibited from utilizing District hardware, software, or networks to engage in cyberbullying, harassment, or targeted nuisance behaviors. This includes the generation or transmission of any digital communication, image (including AI generated or altered images), or media intended to intimidate, humiliate, impersonate, distress, attack or pester another individual. This prohibition explicitly extends to the creation, installation, or distribution of content, software programs, scripts, applications, AI content or browser extensions designed to troll, spam, or disrupt others.
- **Inappropriate and Obscene Content:** Users shall not access, create, post, transmit, or store material that contains obscene, profane, lewd, vulgar, rude, inflammatory, or pornographic content. Users shall not access, author or distribute content that is racist, prejudicial, or discriminatory. Users shall not access, author or distribute content that incites panic, creates a safety hazard, or threatens the material disruption of the school environment.
- **Information Privacy and Safety:** Users shall not repost private communications or personal data belonging to another individual without the express, documented consent of the originating party. Users may not post contact information (name, address, phone number) about themselves or others.
- **Anonymizers and Proxies:** The utilization of virtual private networks (VPNs), internet proxies, or any alternative method designed to bypass District content filters and firewalls is strictly prohibited.

Resource Limits and Device Management

To maintain network stability and operational efficiency, users must adhere to system resource allocations.

- **Network Capacity:** The loading, downloading, or streaming of unauthorized executable files, large media packages, or non-educational audio and video feeds is prohibited without explicit staff approval.
- **Personal Devices:** Students are prohibited from connecting personal electronic devices (including laptops, tablets, gaming consoles, and mobile phones) to the District's internal networks via wired or wireless connections.
- **BYOD Exception:** A building administrator may grant explicit authorization for a student to connect a personal device to a designated guest network solely for online coursework. Any such access will pass through the District's firewall and remain fully CIPA-compliant.
- **Personal Accounts:** Students shall not access personal email or personal social media accounts using District-owned hardware or networks unless explicitly directed by a teacher for an approved instructional unit.

District-Issued Accounts and Electronic Communication

Student email, messaging, and collaboration accounts provided by the District are digital extensions of the classroom and are intended strictly for academic and instructional purposes.

- **Commercial and Personal Prohibitions:** Students are prohibited from using district-issued email addresses or account credentials to register for personal commercial accounts, retail subscriptions, online gaming platforms, or personal social media accounts.
- **Mass Communication and Nuisance:** Users are strictly prohibited from engaging in spamming, mass-mailing, or utilizing district communication systems to distribute non-academic, chain, or unauthorized materials.

- **System Monitoring:** The District utilizes automated scanning and monitoring software to review all inbound and outbound electronic communications, including drafts, attachments, and chat logs, to ensure student safety and regulatory compliance.
- **Account Accountability:** Users are responsible for the appropriate use of their assigned accounts. Any unauthorized use, data breach, or receipt of inappropriate external communications must be reported to a staff member immediately.

Artificial Intelligence (AI) and Academic Integrity

The District requires strict adherence to academic honesty and intellectual property boundaries when utilizing any technology resource.

- **Plagiarism and Copyright Infringement:** Users shall not plagiarize works found via the internet or District platforms. Users must follow all specified terms of use for protected materials, secure explicit permission from the owner when usage rights are unclear, and properly cite all sources.
 - Plagiarism is the use of ideas or content created by others and presenting them as if they were your own.
 - Copyright infringement is the reproduction, distribution or modification of protected materials (including text, images, or software) without authorization.
- **AI Restrictions:** Students shall not access or utilize AI generation tools, applications, or websites without the express permission and direct supervision of an instructional staff member.
- **AI Academic Misconduct:** Utilizing AI tools to plagiarize, generate assignments, or attempt to pass off AI-generated output as a student's original work is prohibited.
- **AI Digital Alteration:** The utilization of AI to alter images, modify digital media, or generate deepfakes to defame, harass, or impersonate any student, staff member, or community individual is strictly prohibited.

Administrative Jurisdiction and Special Provisions

The District maintains distinct legal parameters regarding off-campus digital behaviors, accidental network access, and financial liabilities.

- **Academic Research Exception:** Accessing otherwise restricted or sensitive historical materials (such as hate literature or violent historical archives) for legitimate academic research is prohibited unless explicitly authorized in writing by a building administrator and the student's parent or legal guardian.
- **Unintentional Access:** If a user accidentally or mistakenly accesses inappropriate or restricted information, the user must immediately report the incident to a teacher or a member of the Technology Team. Prompt, voluntary notification protects the user against an administrative claim of an intentional policy violation.
- **Off-Campus and Personal Device Jurisdiction:** The District's Student Code of Conduct and technology policies apply to digital communications generated by students using non-District technology services, personal devices, or cellular networks (including posts on social media platforms like Instagram, Snapchat, or YouTube) if those communications communicate information regarding the schools, staff, or students, and cause a material and substantial disruption to the educational environment, or infringe upon the rights of others within the school community.

Privacy, Search, and Seizure

Users have no expectation of privacy regarding the contents of personal files, communications, or browsing histories maintained on District technology systems.

- **System Monitoring:** Routine maintenance, automated filtering, and active monitoring of the network may be conducted at any time. This monitoring may lead to the discovery of violations of this policy, the Student Code of Conduct, or state and federal law.
- **Administrative Searches:** An individual search of a student's digital files, communications, and device history will be conducted if there is reasonable suspicion that the student has violated this

policy, school regulations, or local, state, or federal laws. The scope of the investigation will be reasonably related to the suspected infraction.

- Parental Access: Parents and legal guardians retain the right at any time to inspect the contents of their minor child's District-managed files, directories, and digital accounts.

Due Process and Enforcement

The District enforces technology compliance through standard due process and the student code of conduct, while reserving the right to protect its digital infrastructure and cooperate with external authorities.

- Code of Conduct Alignment: All formal behavioral disciplinary determinations resulting from violations of this policy shall be administered under the jurisdiction and frameworks established within the District Student Code of Conduct.
- Administrative Right to Restrict Access: While behavioral discipline is governed by the Student Code of Conduct, the District explicitly retains the authority to limit, modify, monitor, or temporarily or permanently revoke a user's access to District-owned hardware, software applications, or network infrastructure. These technology restrictions may be applied concurrently with Code of Conduct consequences or utilized independently as an administrative intervention to ensure system security and student safety.
- Due Process Notification: In the event of an alleged policy violation, the student will be provided with notice of the suspected infraction and given an opportunity to present an explanation according to school regulations and state law.

District Web Publishing and Media Guidelines

The District regulates the online publication of student images, video recordings, and academic work to safeguard student privacy and maintain safety standards across all digital platforms.

- Grades PreK–6 Image Restrictions: Digital publications featuring students in Grades PreK–6 are strictly restricted to group settings containing three or more individuals. Individual or dual-subject photographs shall not be published. Neither first nor last names shall accompany the image, be included in adjacent text, or be embedded in digital file names.
- Grades 7–12 Image Restrictions: Digital publications featuring students in Grades 7–12 may include individual, dual, or group photographs. Neither first nor last names shall accompany the image, be included in adjacent text, or be embedded in digital file names. Group organization or team photographs may be accompanied by an alphabetical roster, provided individual students are not directly identified within the image.
- Publication of Student Work: Original student work may be published on District digital platforms provided it is independent of an identifying photograph and identified solely by the student's first name.
- Instructional Video Recordings: Classroom video recordings may be captured for internal teacher professional development, mentor training sessions, or instructional demonstrations, subject to documented parental consent.
- Consent Mandate: No student photograph, media file, or academic work shall be published on District platforms without a signed, active authorization form or permission slip on file.

Technology Acceptable Use Agreement Signature Page

PART 1: STUDENT ACKNOWLEDGMENT

The student must sign this section if they are in Grade 3 or above.

By signing below, I agree that I have received the Fowlerville Community Schools Student Technology Acceptable Use Policy and promise to follow these rules:

- Good Digital Citizenship: I will follow all the rules in this policy about how to behave responsibly online, do my own honest schoolwork, and keep my passwords safe.
- School Use Only: I know that school computers, the internet, and my school accounts (like email and Google) are tools meant only for schoolwork, projects, and learning.
- Consequences: I understand that if I break these rules, it will be handled under our regular school rules (the Student Code of Conduct). I also know that I could lose my right to use school devices, apps, and the internet.

Student Signature: _____ Date: _____

Printed Student Name: _____ Grade: _____

PART 2: PARENT OR LEGAL GUARDIAN ACKNOWLEDGEMENT

A parent or legal guardian must sign this section for all PreK–12 students.

As the parent or legal guardian of the student named above, I agree that I have received the District's Student Technology Acceptable Use Policy.

- Terms of Access: I grant permission for my child to be issued a monitored District network account, including access to academic internet services and an instructional email/collaboration account for educational purposes (mandated for Grades 3–12; issued on a supervised classroom basis for Grades PreK–2).
- Limitation of Liability: I acknowledge that despite CIPA-compliant filtering measures, the District cannot guarantee complete restriction of controversial content accessible on the internet. I release the District and its personnel from any claims arising from my child's unauthorized use of the network.
- System Reliability: I accept that the District is not liable for data loss or service interruptions impacting my child's digital files.
- Financial Responsibility: I accept full financial responsibility for any unauthorized expenses, online purchases, or commercial subscriptions incurred by my child using District hardware or networks.

PARENT/GUARDIAN Signature: _____ Date: _____

Printed Parent/Guardian Name: _____

PART 3: ANNUAL WEB PUBLISHING CONSENT

Please review the options below. If left un-marked, the default selection will be recorded as "NO."

Media Authorization Category – Consent Selection	
District Web and Media Publishing: I grant permission for my student's photographic images, videos, and academic work to be published on official District digital platforms strictly in accordance with the age-specific privacy mandates outlined in the section of this policy titled District Web Publishing and Media Guidelines. ☐ YES ☐ NO	
Instructional Classroom Videotaping: I grant permission for my student to be included in classroom video recordings generated strictly for internal teacher professional development or instructional demonstrations as outlined in the section of this policy titled District Web Publishing and Media Guidelines. ☐ YES ☐ NO	

APPENDIX G: ATHLETIC CODE OF CONDUCT

Participation in Fowlerville Community Schools (the “District”) athletics is a privilege, not a right. Student-athletes are students first. When participating in District athletics, student-athletes are District representatives and are held to the highest standards. Accordingly, this Athletic Code of Conduct applies 24 hours a day, 365 days a year. Student-athletes and parents should be familiar with this Athletic Code of Conduct. By participating on any school-sponsored athletic team both student-athletes and parents agree to abide by these terms.

Athletic Director: Jeffrey Finney 517-223-6061 finneyj@fowlervilleschools.org

Available Sports

Boys Fall Sports (approximate start date for practices - 2nd week of August)

Cross Country	J.V. & Varsity
Football	Freshman, J.V. & Varsity
Soccer	J.V. & Varsity
Tennis	J.V. & Varsity

Boys Winter Sports (approximate start date @ 3rd week in November)

Basketball	Freshman, J.V. & Varsity
Wrestling	J.V. & Varsity

Boys Spring Sports (approximate start date @ 2nd week in March)

Baseball	Freshman, J.V. & Varsity
Golf	J.V. & Varsity
Track	J.V. & Varsity

Girls Fall Sports (approximate start date 2nd week of August)

Sideline Cheerleading	Freshman, J.V. & Varsity
Cross Country	J.V. & Varsity
Golf	J.V. & Varsity
Volleyball	Freshman, J.V. & Varsity

Girls Winter Sports (approximate start date 3rd week of November)

Basketball	Freshman, J.V. & Varsity
Competitive Cheerleading	Freshman, J.V. & Varsity
Gymnastics	Varsity
Wrestling	J.V. & Varsity

Girls Spring Sports (approximate start date 2nd week of March)

Soccer	J.V. & Varsity
Softball	J.V. & Varsity
Track	J.V. & Varsity
Tennis	J.V. & Varsity

Participation Fees

A high school (9th-12th grade) student athlete will pay a one-time registration fee of \$100 for the entire school year to participate in the athletic program. There is no family limit. If you cannot afford the fee, or if there are other concerns, please contact the Fowlerville Athletic Office at 517-223-6061.

The Junior High school (6th-8th grade) student athlete is not required to pay to participate in a JHS sponsored sport. Please encourage your student to participate in as many sports as possible.

The one-time registration fee deadlines are as follows:

- 3rd Friday in September for fall athletes,
- 3rd Friday in December for winter athletes,
- 3rd Friday in March for spring athletes.

Checks should be made out to Fowlerville Community Schools and must be submitted to the Fowlerville Athletic Office, located at Fowlerville High School, or in the athletics drop box that is located in the main entry of the high school near the men's restroom.

If the registration fee is not paid in full or if arrangements are not made with the athletic office by the deadline date, the athlete will be held out of practices, scrimmages and games until arrangements are made with the athletic office.

Athletes are responsible for the registration fee once they have participated in the first practice and the fee will be charged regardless of whether an athlete leaves the team by their own or parent's choice or if they are removed for disciplinary reasons.

Athletes are not permitted to order or purchase team or school items or apparel through Fowlerville accounts unless the registration fee has been paid.

The registration fee does not guarantee a student athlete playing time. The fee is used solely to defray the expenses of the athletic program.

Communication Protocol

The District has full faith in its coaches to make decisions that are in the best interest of their teams. If parents have questions or concerns about their student-athletes' sports participation, use the following protocol:

1. Wait 24 hours before contacting the coach.
2. Schedule a time to speak with the coach, either via phone or in-person, at the coach's discretion.
3. If the issue is unresolved, schedule a time to speak with the Athletic Director, either via phone or in-person, at the Athletic Director's discretion.

Concussion Protocol

Before allowing a student to participate in any athletic activity, the District will annually:

1. Provide the MHSAA-approved educational materials on concussion awareness to each student and to the student's Parent; and

2. Obtain a statement signed by each student and respective Parent acknowledging receipt of the MHSAA-approved concussion awareness educational materials. The District will maintain this signed statement for 5 years or until the student is 18, whichever is longer.

The District's complete concussion protocol is in Policy 5340.01, including information on student removal from activity for possible concussion and return-to-play requirements.

Athletic Code of Conduct

A student-athlete must:

1. Learn and understand the rules and regulations of your sport.
2. Unless otherwise approved by your coach, if school is in session, attend school for the full day to be eligible to practice or play in an event on the same day.
3. Comply with the law, Board Policy, the Student Code of Conduct, the Athletic Code of Conduct, and all team rules. Failure to comply with this provision may result in suspension or removal from a team.
4. Not possess, use, or consume alcohol, tobacco, cannabis, nicotine (including a vape), or controlled substances (other than those prescribed by a physician for the student-athlete).
5. Not engage in conduct that is unbecoming of student-athletes.
6. Maintain academic eligibility as required by the Michigan High School Athletic Association and Fowlerville Community Schools (see Eligibility below).
7. Notify your coach or District athletic trainer of any injury or medical condition that may affect your athletic participation.

If a student-athlete violates any provision of the Athletic Code of Conduct, practice, game, team, or complete athletic probation or suspension may result. Athletic probation is a designated period during which a student-athlete is permitted to continue participating in practices and/or athletic contests, but is subject to monitoring, behavioral and/or academic check-ins, or specific conditions. While on probation, any subsequent violation of the Athletic or Student Code of Conduct will result in immediate suspension, or revocation, of athletic eligibility for a period determined by the Athletic Director. Any disciplinary consequences will be at the sole discretion of the Athletic Director or designee.

If a student-athlete is suspended or expelled from school, the student-athlete is prohibited from participating in any practice or game during the suspension or expulsion.

Participants in FCS Athletics are subject to the following regulations in addition to the FCS Code of Conduct and Board Policy regarding Illegal Substances or Paraphernalia, including Alcohol, and Tobacco/Nicotine:

- The definition of illegal substances includes any type of performance enhancing drugs.
- Student athletes may not host or attend a 'party' or gathering where the student athlete has knowledge of underage drinking or illegal drug use.

- In addition to the standard consequences outlined in the FCS Student Handbook, athletes in violation of these regulations may face the following penalties:
 - 1st Offense: Suspension for one-half (1/2) of the season. (Half of the season scheduled events)
 - The student athlete and his/her parent(s) may have the option to reduce this suspension to 20% of the season provided the student athlete and his/her parent(s) commit to:
 - Evaluation of the student by a certified substance-abuse counselor approved by the district.
 - Student completion of a treatment program prescribed by the approved counselor.
 - Providing documentation of the evaluation and completion of treatment program.
 - Student completion of a substance abuse class approved by the high school administration.
 - The student athlete and parent(s) sign a “no-use” contract.
 - In cases of Tobacco/Nicotine use, students may only need to complete a program recommended by the athletic and high school administration, rather than a complete evaluation and substance use treatment program.
 - 2nd Offense: Suspension from FCS Athletics participation for the remainder of the current school year.
 - Self-Referral: Student athletes who feel that they have a substance use problem and seek support and assistance on their own will not jeopardize their participation in any athletic activity. The self-referral policy will only apply to student athletes who admit to a problem before a violation is determined by the school authorities.

Eligibility

Current Academic Credit Record Weekly academic eligibility checks are required. If a student athlete is not passing 4 out of 6 classes when checked, that student is ineligible for competition until the next weekly check. If the student is passing 66% of his/her class load (4 of 6 classes) and becomes eligible prior to the next weekly check, the student can return to competition. An academic progress report must be completed by the student athlete and his/her teacher. Those failing three (3) or more classes are ineligible per MHSAA guidelines and are required to be held from competition until the next weekly check.

Dual Sport Participation

Students interested in participating in more than one sport in the same season should indicate their interest to the relevant coaches well before the season affected. It is recommended that a student athlete have a solid academic record, as time management is critical to successfully maintain academic eligibility when playing more than one sport.

In-season coaches will inform the athletic director of the student athlete's intentions and confirm this understanding with all head coaches and assistant coaches involved.

If both head coaches agree that an arrangement can be made that allows the student to play in each sport, a meeting with the student athlete, coaches, parents and athletic director should be held before pre-season practices begin. At this meeting the following agenda must be completed:

- The student athlete must declare a primary sport.
- A schedule must be created outlining a complete practice schedule and which contests the student athlete will be competing in. This schedule must be agreed upon by the parents, student athlete and coaches.
- If there is a conflict, the primary sport takes precedence and the student athlete will attend that game or contest.
- Regular eligibility rules will apply for the athlete; there are no exceptions.
- The athletic director and/or parents may dissolve the dual sport arrangement and the student athlete would remain a participant in the primary sport with no repercussions.

APPENDIX H: CONCUSSION

Educational Material for Parents and Students (Content from MDHHS Requirements)

Sources: Michigan Dept. of Health and Human Services. Created through a grant to the CDC Foundation from NOCSAE.

UNDERSTANDING CONCUSSION

Some Common Symptoms

Headache Pressure in the Head Nausea/Vomiting Dizziness	Balance Problems Double Vision Blurry Vision Sensitive to Light	Sensitive to Noise Sluggishness Haziness Fogginess Grogginess	Poor Concentration Memory Problems Confusion "Feeling Down" Lost Consciousness	Not "Feeling Right" Feeling Irritable Slow Reaction Time Sleep Problems
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WHAT IS A CONCUSSION?

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

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

IF YOU SUSPECT A CONCUSSION:

- 1. SEEK MEDICAL ATTENTION RIGHT AWAY – DON'T HIDE IT, REPORT IT.** Playing or practicing with concussion symptoms is dangerous and can lead to a longer recovery. 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. Ignoring symptoms and trying to "tough it out" often makes it worse.
- 2. KEEP YOUR STUDENT OUT OF PLAY** – Concussions take time to heal. Don't let the student return to play the day of injury and until a health care professional says it's okay. A student, who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage, affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
- 3. TELL THE SCHOOL ABOUT ANY PREVIOUS CONCUSSION** – Schools should know if a student had a previous concussion. A student's school may not know about a concussion received in another sport or activity unless you notify them.

SIGNS OBSERVED BY PARENTS:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Can't recall events prior to or after a hit or fall
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes

CONCUSSION DANGER SIGNS:

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

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

HOW TO RESPOND TO A REPORT OF A CONCUSSION:

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he must be kept out of athletic activity the day of the injury. The student shall only return to activity (practice, scrimmage or competition) with written unconditional permission from an MD, DO, Physician's Assistant or Nurse Practitioner. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional.

Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

To learn more, go to www.cdc.gov/concussion.

Concussion Educ. Materials & Acknowledge Form (May 2016)

APPENDIX I: SEXUAL HARASSMENT AND SEXUAL ASSAULT INFORMATION GUIDE

What Is Sexual Harassment?

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment:

Verbal

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love

Physical:

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose

Visual

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")

Sexual harassment can make someone feel many emotions.

You may feel scared, uncomfortable, upset, embarrassed or angry.

When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never okay. It is wrong and it is against the law.

What Is Sexual Assault?

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

Here are a few examples of sexual assault:

- Touching someone's genitals, breast, or butt without their permission (consent) over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act

- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

Sexually assaulting another person is wrong and it is against the law.

In Michigan statute, this is called “Criminal Sexual Conduct.”

About Consent

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.
- Just because someone said “yes” before, does not mean “yes” now.
- It is not okay to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

If someone doesn’t consent to sexual acts, it is sexual assault.

What if This is Happening to Me?

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won’t be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you’re not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you (“I have a friend who…”).
- If the first person isn’t helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don’t be afraid to seek help from someone you trust.
- Resources listed on the next page are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is okay and is normal.

What if This is Happening to Someone I Know?

Believe. Listen. Support.

- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.

Resources

There is Help.

You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. **You don't have to tell them your name.** They can connect you with people and organizations nearby who can help you with questions or needs.

Michigan's Hotline for Sexual Assault, Domestic Violence, and Human Trafficking (Voices4)

Text or Call: 855-864-2374 **Chat:** <https://mcedsv.org/hotline/>

Youth Resources Web Page: <https://mcedsv.org/resources>



School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See Appendix A of the Student Handbook for your school's Title IX information and other related policies.

This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).