



GRPS Scholar Resource & Responsibility Guide

2024-2025



OUR MISSION IS TO ENSURE THAT ALL SCHOLARS ARE EDUCATED, SELF-DIRECTED, AND PRODUCTIVE MEMBERS OF SOCIETY.

The Grand Rapids Public Schools, as an Equal Opportunity Employer, complies with federal and state laws prohibiting discrimination, including (but not limited to), Title IV and Title VII (with amendments) of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Veterans Readjustment Act of 1974 as amended 38 USC 20-12 and the Americans With Disabilities Act of 1990. It is the policy of the school board that no person, on the basis of race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, ethnicity, religion, national origin, age, pregnancy, marital status, disability, or veteran status, shall be discriminated against in employment, educational programs and activities or admission. Inquiries or complaints should be addressed to, Equal Opportunity Office, 1331 Martin Luther King Jr SE, P.O. Box 117, Grand Rapids MI 49501-0117. The District's Title IX Coordinator is Mr. Thomas Cottle. You may contact him at Grand Rapids Public Schools, 1331 Martin Luther King Jr St. SE P.O. Box 117, Grand Rapids, Michigan 49501, CottleT@grps.org, (616) 819-2031. This reaffirmation of the District's commitment to comply with applicable non-discrimination laws shall not be a contractual agreement or expand the District's liability for compliance.

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ANTI-DISCRIMINATION NOTICE

The District will not discriminate against any person based on race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, religion, national origin, age, pregnancy, marital status, disability or veteran status. The District's Title IX Coordinator is Mr. Thomas Cottle. You may contact him at Grand Rapids Public Schools, 1331 Martin Luther King Jr St. SE P.O. Box 117, Grand Rapids, Michigan 49501, CottleT@grps.org, (616) 819-2031.

GRPS 2024-2025 SCHOLAR HANDBOOK

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EXPECTATIONS FOR SCHOLAR CONDUCT

The scholar code of conduct outlined in this handbook applies before, during, and after school when scholars are:

- 1 In school buildings or are on any school premises
- 2 At any school-sponsored activity, regardless of location
- 3 Walking to or from school or a school-sponsored activity
- 4 Traveling on school buses, other related vehicles, or any other vehicle used to transport scholars to and from school or a school sponsored activity
- 5 Using school telecommunications networks, accounts or any other District service
- 6 Conducting themselves inappropriately and their presence may disrupt an orderly school environment and the educational process



WELCOME

TO THE 2024/2025 SCHOOL YEAR

On behalf of the Grand Rapids Board of Education and the entire GRPS staff, thank you for allowing us the privilege and opportunity to educate your scholar for the 2024-2025 school year!

We have developed this Scholar Resource & Responsibility Guide for our stakeholders to provide direction in navigating the educational system. This manual offers guidance in several areas, including but not limited to how our scholars are graded, what is appropriate behavior in our buildings, how they can help promote a conducive learning environment, and ideas for interventions. We also provide many additional resources for scholars and caregivers.

During my tenure, we have developed a new Strategic Plan that focuses on supporting scholars and caregivers in ways that ensure inclusivity of all scholars, culturally responsive practices, and social-emotional awareness. This school year, we will be working to improve both our academic outcomes and our outcomes related to culture and climate. We understand that our scholars, caregivers, staff, and other stakeholders are our priority. Our policies, procedures, and practices should reflect that.

We have high expectations for all scholars and want to see them succeed. We recognize that scholar success goes beyond academic achievement, and it is our responsibility to acknowledge and support our scholars' emotional, behavioral, mental, and physical health. We are also committed to empowering scholars to use their unique voices. This is our mission!

Thank you again for choosing Grand Rapids Public Schools. If you have any questions regarding the content in this guide, please contact Community & Student Services at (616) 819-2150 or email enrollment@grps.org.

Sincerely,

Leadriane Roby, Ph.D.
Superintendent of Schools

INTRODUCTION

OUR MUTUAL GOAL IS SCHOLAR ACHIEVEMENT!

BY WORKING TOGETHER WE CAN CREATE THE POSITIVE CONDITIONS
THAT SHALL CONTRIBUTE TO THAT ACHIEVEMENT.



At Grand Rapids Public Schools, we believe every scholar will be empowered and prepared to develop personal responsibility to be positive, productive members of our community. In our district, and at each of our schools, we focus on positive outcomes related to the major themes in our strategic plan: to meet the holistic needs of scholars, ensure equitable access, and provide enriching opportunities to learn and engage that result in positive lifelong outcomes.

Our Scholar Resource & Responsibility Guide is an essential resource that outlines information related to scholar behavior and expectations at school. Schools can't do it alone; families and caregivers are critical partners in their child's learning and success in school. Parents and caregivers are their child's first teachers. We encourage you to review this handbook with your child to familiarize them with the rights and responsibilities that create a safe, positive, productive learning environment.

Our commitment is to preserve what is exceptional about our community, to deepen our best practices and to continue to innovate and learn in ways that accelerate and expand each scholar's achievement. To create a safe and orderly learning environment in our schools, it is also important that we recognize it is a team effort. The team consists of parent(s), caregivers, school staff, and scholars working together, creating relationships that will positively impact the school environment and improve each scholar's achievement. An active commitment contributes to each scholar's success in school.

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SCHOLAR HANDBOOK

DEFINITIONS

DEFINITIONS

BOARD

Board in this document refers to the Grand Rapids Public Schools Board of Education

CHILDREN'S PROTECTIVE SERVICES

It is the philosophy of the Board of Education that scholars must be afforded the utmost protection in all suspected cases of child abuse and neglect. Michigan law requires the reporting of child abuse and neglect by certain persons (called mandated reporters) and permits the reporting of child abuse and neglect by all persons. The Child Protection Law includes the legal requirements for reporting, investigating, and responding to child abuse and neglect. In instances when Children's Protective Services representatives come to a school to visit a child, the District will cooperate fully in accordance with Michigan laws.

CORPORAL PUNISHMENT

Corporal punishment is defined as "the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline." Corporal punishment is not permitted in Grand Rapids Public Schools (See Board Policy 8300 at grps.org/our-district/board-of-education/board-policies/).

DISTRICT

District in this document refers to the Grand Rapids Public School District.

EXPULSION

The term expulsion refers to the removal of a scholar from school for a period of sixty (60) or more school days as mandated by state law. In the case of an expulsion, a scholar may only be readmitted to the District through formal action of the District or as permitted by state law. For mandatory expulsion, also see Public Acts/State Laws on page 58.

GRE A

GRE A is an acronym, which refers to the Grand Rapids Education Association, otherwise known as the teacher's union.

HARASSMENT

Conduct that is sufficiently severe, persistent, or pervasive, limits a scholar's ability to participate in, or benefit from, an education program or activity, or the conduct creates a hostile or abusive educational environment.

LAW ENFORCEMENT UNIT

The Grand Rapids Public School's Department of Public Safety is designated as the official law enforcement unit of the District.

OCR

OCR is an acronym, which refers to the Office of Civil Rights. Also see Civil Rights Complaint Procedures on page 48 and Title IX Coordinator on page 25.

SCHOLAR EXPECTATIONS & RESPONSES

The Scholar Expectations and Responses section refers to how scholar behavior is addressed across the District.

SCHOOL OFFICIAL

A School Official is limited to only those persons that GRPS has designated in accordance with the Family Educational Rights and Privacy Acts (FERPA). For detailed information and definitions of School Official see Family Educational Rights and Privacy Acts (FERPA) Notice of Rights for Elementary and Secondary Scholars of the GRPS, on page 20.

SERVICE ANIMAL

Any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability; including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

TEACHER

Teacher is generally defined as the person in charge of, directing, supervising, or instructing a scholar activity; observing misbehavior and/or initiating disciplinary action.

TITLE IX COORDINATOR

The person GRPS has designated as being responsible for the implementation of the District's Title IX policies and rules, and the Title IX law and regulations. The District's Title IX Coordinator is Mr. Thomas Cottle. You may contact him at Grand Rapids Public Schools, 1331 Martin Luther King Jr St. SE P.O. Box 117, Grand Rapids, Michigan 49501, CottleT@grps.org (616) 819-2031

WALKERS

Scholars who walk to and from school are expected to observe school rules and demonstrate appropriate behavior. Therefore, the consequences for Acts of Misconduct and Disciplinary Action outlined in the Uniform Discipline Code shall be consistently enforced.

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SCHOLAR HANDBOOK

SCHOLAR & FAMILY RESOURCES



GRPS 2024-2025

SCHOLAR & FAMILY RESOURCES

DOMESTIC VIOLENCE

Safe Haven Ministries 452-6664

YWCA 459-7062

LAW VIOLATIONS

Emergencies 911

Grand Rapids Police 456-3400

Kent County Sheriff 632-6100
Dispatch/Non-emergencies

MENTAL HEALTH

GRPS Behavioral Health Officebehavioralhealth@grps.org

Mental Health Emergencies dial 988

Network 180 Access Center 336-3909

PROTECTIVE SERVICES

Children's Advocacy Center of Kent County 336-5160
Sexual Abuse Issues

Children's Protective Services 855-444-3911
24-hour phone line for child abuse and neglect

SUBSTANCE ABUSE

Kent County Prevention Coalition 855-5298
kcpreventioncoalition.org

Network 180 Access Center 336-3909

OTHER

Grand Rapids Public Schools

Administrative Offices 819-2000

Community & Student Services 819-2150

Community Resources 211

Home Repair Services of Kent County 241-2601

In the Image 456-6150
Gently used clothing, household items, furniture & appliances

Michigan Relay Services 800-649-3777

Native Crisis Text Line
We R Native text "NATIVE" to 7471741

OK2SAY Michigan Student Safety Program 855-565-2729

United Way 459-2255

Transgender Suicide Hotline from Trans Lifeline 877-565-8860

West Michigan Urban League 245-2207
GRUrbanLeague.org

Wherever God Will 452-2683
Free computer to low income scholars in GR in exchange for community service

HOMEBOUND & HOSPITALIZED SERVICES

Scholars in general education receive a minimum of two (2) forty-five (45) minute periods of instruction per week. Homebound Services shall be initiated within 15 school days after verification of a medical condition. Hospitalized services shall be initiated when determined feasible.

For additional information on services for scholars with IEPs please see Michigan Administrative Rules for Special Education at R340.1746.

www.michigan.gov/mde/-/media/Project/Websites/mde/OFM/State-Aid/Pupil-Accounting/Homebound_Hospitalized_Services.pdf

SERVICE ANIMALS

Board Policy 8930 and 8930-R

Individuals with disabilities, including scholars, employees and visitors may be accompanied by service animals in District facilities and vehicles, on District grounds and at District functions. A scholar with a disability or employee with a disability may voluntarily submit a request to be accompanied by a service animal by contacting the building principal, or supervisor of Human Resources, but is not required to do so.

“Service Animal” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

The works or tasks performed by a Service Animal must be directly related to the individual’s disability. However the handler of the Service Animal may not necessarily be the individual with a disability. Examples of work tasks include, but are not limited to:

- Assisting individuals who are blind or have low vision with navigation and other tasks
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- Providing non-violent protection or rescue work
- Pulling a wheelchair
- Assisting an individual during a seizure
- Alerting individuals to the presence of allergens
- Retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The animal’s provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

In determining whether the Service Animal poses a “direct threat” to the health or safety of others, the District will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services will mitigate the risk.

If it is not readily apparent that the animal is trained to do work or perform tasks for the individual with a disability, the owner or handler of the animal may only be asked the two following questions before the animal is allowed in a District Facility, on District grounds, at District functions or in a District vehicle: Whether the animal is required because of a disability; and, The type of work or task the animal has been trained to perform. Staff cannot

ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the service animal, or ask that the Service Animal demonstrate its ability to perform the work or task.

CARE AND SUPERVISION OF SERVICE ANIMAL: Animals shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the Service Animal’s safe, effective performance of work or tasks, in which case the Service Animal must be otherwise under the handler’s control (e.g., voice control, signals or other effective means). The handler must be in full control of the Animal at all times. The care and supervision of the Animal is solely the responsibility of the handler. The owner/handler of a Service Animal shall be solely responsible for:

- Supervision and care of the Animal, including any feeding, exercising, walking to relieve, clean up and the cost of stain removal, if require
- Except as provided in Board policy or rules, harnessing, leashing or tethering the animal. The District is not responsible for the care and supervision of a Service Animal.

CONFLICTING DISABILITIES: Individuals with disabilities that are adversely impacted by Service Animals should contact the building Principal/Supervisor or human Resources. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. (Certain individuals with animal danger allergies or fear of dogs may qualify as individuals with disabilities.) The building Principal/Administrator or Human Resources shall strive to facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of the disabled individuals involved. However, the conflict shall not be resolved by prohibiting the scholar or employee from bringing a Service Animal on campus.

EXPULSION OF SERVICE ANIMAL: The District may exclude a Service Animal from District facilities, vehicles, grounds or functions under the following circumstances:

- The Animal is out of control, and the Animal’s handler does not take effective action to control it
- The Animal is not housebroken
- For any other reason permitted by law

If the District excludes a Service Animal, it shall provide the individual with a disability the opportunity to participate in the service, program or activity without the Service Animal on the premises. Allergies and fear of dogs are not valid reasons for denying access to scholars, employees or visitors using Service Animals. When a person is allergic to dog dander and a person who uses a Service Animal must spend time in the same room or facility, they both should be accommodated by assigning them, to the extent possible, to different classes or different locations within the room or facility.

COMPLAINT PROCEDURES: A scholar with a Service Animal who believes the District has discriminated against him or her on the basis of disability or has denied him or her of having FAPE by excluding the Service Animal, may utilize the grievance procedures outlined in Board Policy 8015-R or may file a complaint with appropriate agencies. An employee with a Service Animal who believes the District discriminated against him or her on the basis of a disability by excluding the Service Animal should file a complaint with the Civil Rights Compliance Officer or may file a complaint with appropriate agencies.

Civil Rights Compliance Officer
Grand Rapids Public Schools
1331 Martin Luther King Jr St. SE
PO Box 117
Grand Rapids, MI 49501-0117
HumanResources@grps.org | (616) 819-2000

A Parent/Guardian or member of the public with a Service Animal who believes the District discriminated against him or her on the basis of a disability by excluding the Service Animal may file a complaint with the Civil Rights Compliance Officer or the Assistant Superintendent of Human Resources or designee or may file a complaint with appropriate agencies.

LIABILITY: The owner or the handler of a Service Animal or a Service Animal-in-Training is liable for any and all damages to property or injuries to persons caused by the Service Animal or Service Animal-in-Training must also indemnify, defend and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any property arising on account of, or in connection with, any activity of or damage or injury caused by the Service Animal or Service Animal-in-Training.

TTY USERS

Persons who are deaf or hard of hearing and would like to telephone the District may call Michigan Relay Service for assistance at 1-800-649-3777.

LANGUAGE TRANSLATION/ INTERPRETATION SERVICES

Translation and Interpretation services for all conferences, meetings, hearings, etcetera, are available by contacting the ELL department.

Mayda Bahamonde-Gunnell, Ed.D.
Executive Director of Leadership/Dual Language Immersion/Bilingual Transitional/EL/Migrant/NAEP/Foreign Exchange
(616) 819-2351 or email BahamondeM@grps.org

Yvonne Mulrain
Administrative Assistant
(616) 819-7266 or email MulrainY@grps.org

MCKINNEY VENTO/HOMELESS SERVICES

The McKinney-Vento Act defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence.

The term includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (1) through (3)

For more information go to: www.grps.org/homeless

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SCHOLAR HANDBOOK

ACADEMICS & ATHLETICS

ATHLETICS & EXTRA-CURRICULAR OPPORTUNITIES

Extra-Curricular activities are a prescribed set of structured and supervised activities outside of the classroom (curricular) which can be before school or afterschool that include athletics and more.

In Grand Rapids Public Schools, we provide a variety of extra-curricular activities at each level (elementary, middle school and high school) that are accompanied by a defined understanding of expectations for participation. Scholars who wish to participate or who are participating in extra-curricular activities must understand that they must maintain, at all times, the condition of being in “good standings” (no violations of the GRPS Scholar Handbook, school rules and/or athletic program rules) to continue participating in extra-curricular uninterrupted. Scholars found not to be in “good standings” or violating the previously mentioned categories are subjected to consequences and discipline that may include suspension from the activity (temporary or permanent) and/or complete removal from that activity. This standard applies for each division (elementary, middle school and high school).

ATHLETICS: Athletics is an integral part of the educational process in the Grand Rapids Public Schools.

- **High School (9-12):** Baseball, Basketball (boys/girls), Bowling (boys/girls), Competitive Cheer, Cross Country (boys/girls), Football, Golf (boys/girls), Hockey (boys/girls), Sideline Cheer, Soccer (boys/girls), Softball, Swimming (boys/girls), Tennis (boys/girls) Track (boys/girls), Volleyball and Wrestling.
- **Middle School (6-8):** Baseball, Basketball (boys/girls), Bowling (Coed), Competitive Cheer, Cross Country (Coed), Football, Soccer (boys/girls), Softball, Swimming (Coed), Track (Coed), Volleyball and Wrestling.
- **Elementary (K-5):** Basketball (Coed), Cross Country (Coed), Jump Jam (Coed), Soccer (Coed), Swim Lessons (Coed), Track (Coed)

OTHER IMPORTANT COMPONENTS OF ATHLETICS FOR SCHOLARS K-12:

- **Classroom Performance:** Scholars are expected to meet or exceed satisfactory academic performance in the classroom throughout the school year
- **Attendance Performance:** Scholars are expected to maintain or exceed satisfactory attendance rates set by the school district, school building or classroom teacher
- **Behavioral Performance:** Scholars are expected to refrain from any conduct that would be in violation of this handbook in part or whole in addition to school, classroom and/or athletic program rules
- **Afterschool Academics:** Scholars are expected to participated, where required, in afterschool academic support provided by the school, athletic department and/or coaching staff
- **Community Service:** Scholars are expected to fully engaged in the community service activities that may be required by the school, athletic department or athletic team
- **Off Season:** Scholars are strongly recommended to participate in off-season athletic activities that include, continued academic support, physical conditioning, additional GRPS school sports teams, camps, clinics, workshops and the like for continued scholar-athlete development and preparation
- **Summer School:** Scholars who participate in athletics are expected to maintain “satisfactory” academic progress during the school year and should participate in summer school programming due to an unforeseen or unavoidable situation that impacted the attainment of a passing grade in a class, and it should not be used as a primary method to recovery credit or academic standing due to lack of effort during the regular school year

- **MHSAA Transfer Rule:** Scholars must understand that transferring or changing schools for athletic purposes is a violation of the Michigan High School Athletic Association rules with harsh penalties from 90 to up to 180 days (one school year) of no interscholastic athletic participation that applies to high schools and we encourage the same and/or a similar standard for our middle schools and elementary schools
- **Undue Influence:** Undue Influence is the “illegal” practice (a MHSAA violation) of convincing, persuading, encouraging, pressuring or the like of staff, coaches, parents, friends, boosters or the like from other schools in an attempt to get GRPS scholars to change schools for athletic purposes. This is often done through social contact with GRPS scholar-athletes and MUST be reported immediately when it occurs (please see any athletic director for more details)
- **NCAA Eligibility Center:** Any scholar who has the desire and ability to play college sports should be aware of NCAA standards set forth for high school athletics regarding academic courses that the scholar must successfully complete with the highest grade possible for academic core courses (English, math, science and social studies) along with appropriate standardize test scores in accordance with the admission requirements of the college or university selected. Scholar must also be aware that online courses (such as E 20/20 and others) are not accepted by the NCAA for admission to college athletic programs (please work closely with your school counselor on these specific requirements beginning in 8th grade prior to high school)
- **Uniform Discipline Code:** This handbook contains all of the basic scholar expectations for all K-12 Grand Rapids Public Schools scholars that includes all extra-curricular activities. Any scholar found to be in violation of this handbook, in part or whole, will be subjected to discipline under the Uniform Discipline Code and additional consequences may apply as is relates to athletic participation

ADDITIONAL EXTRA-CURRICULAR ACTIVITIES: An extra-curricular activity is defined as a school-sponsored activity that extends beyond the instructional day (i.e. after school). Extra-curricular activities add to a scholar’s school experience and expands scholar learning.

- **Extra-curricular activities offerings:** Band, Class Governing Boards, Debate Drama (Musicals and Plays), Forensics, Governing Boards, Honor Society, Mayor’s Youth Council, Newspaper, Production (Dance & Pep Troupes), ROTC (Color Guard, Drill Teams, Rangers, & Rifle Team) School-Sponsored Events, Scholar Council, Talent Shows, and Yearbook.

Also see Off-Campus Events on page 58 and Athletics (interscholastic) sports offerings on this page.

NON-TRADITIONAL SCHOOL INVOLVEMENT: Scholars who attend CA Frost Environmental Science HS, City HS, Innovation Central HS, GR Montessori HS, Public Museum School, GR University Preparatory Academy HS and Southwest Community Campus HS are eligible to participate in athletics or extra-curricular activities at their attendance area high school (Ottawa Hills or Union) where standard eligibility requirements apply. Scholars who attend Alternative Educational programing are not eligible to participate in interscholastic athletics at their attendance area high school, but may participate in intramural athletic activities. Specific eligibility requirements apply (see the High School Athletic Director for more eligibility requirement information). Scholars who attend Credit Recovery Programs within the traditional high schools may be eligible to participate in some/limited extracurricular activities. Attendance and participation in extra-curricular activities for those scholars is determined by administration.

PARTICIPATION ELIGIBILITY:

- **MHSAA:** Scholars must have received credit for at least the equivalent of 66 percent of full class load potential for a full time scholar in the previous semester/trimester of enrollment, and must be currently passing the same on the transcript of the school they represent in competition (example: 4 out of 5, 4 out of 6, 6 out of 8).
- **GRPS PARTICIPATION ELIGIBILITY:** A commitment to academics and athletics is important and is demonstrated by scholar's requirement to maintain a minimum 2.0 Grade Point Average (GPA) that was adopted by the Board of Education in 1985. Scholars who wish to participate in athletics or any extra-curricular activity must attain a 2.0 GPA for the marking period prior to the sports season or activity. If a scholar does not meet this requirement, but their GPA is at least a 1.5, the scholar is granted a four (4) week probationary grace period to become eligible. During this grace period, the scholar's Parent/Guardian is notified and the scholar must also maintain a school attendance record of eighty-five percent (85%) or better, demonstrate positive study habits, participate in afterschool tutoring and academic support programs, and not have any negative behavior referrals. If these requirements are met, the scholar is allowed to participate in the sport or activity.

GRPS PRACTICE ELIGIBILITY:

Practice eligibility is equal and identical to participation eligibility (see above paragraph). In order for a scholar to officially participate in after school practices, the practice eligibility standard applies.

GRADE POINT AVERAGE (GPA): Grade Point Averages (GPA's) are computed using all classes in which a scholar is enrolled as follows:

1. Summer school credits shall be averaged with the last semester grades of the previous year to determine eligibility
2. Early college grades are computed on the 5.0 grade scale and shall also be computed as part of the GPA.
3. Physical Education shall be counted only once
4. A withdrawn class (WE) or dropped class (DROP E) shall be given to a scholar who withdraws from, or drops a class after one (1) semester (please see your academic counselor)
5. The failing grade (E) received from a dropped class shall be averaged for eligibility purposes
6. An incomplete grade (I) shall be considered a failing grade (E) until the required coursework is completed. The GPA shall then be recomputed

A more detailed explanation of these policies as they apply to scholar-athletes is available from the Athletic Department.

A complete list of the interscholastic sports as well as the extra-curricular activities available to GRPS scholars can be found under Athletics and Extra-Curricular Opportunities in this section.

ATTENDANCE & TARDINESS PROCEDURES: **SCHOOL ATTENDANCE IS IMPORTANT. EVERY DAY COUNTS!**

At Grand Rapids Public Schools, we want to help each scholar be present in class every day, engaged, and ready to learn. Regular attendance is important to your child's academic and social success. Absences can add up quickly and have negative impacts on scholars' learning and connection to school.

Chronic absence (defined as missing 10 percent or more of the school year), or just 2-3 days every month, can translate into third graders being less likely to read at grade level, sixth graders falling behind and ninth graders dropping out of high school.

ON TIME, EVERY DAY, EVERY SCHOLAR MATTERS

Good attendance in early grades - including preschool and kindergarten - lays a strong foundation for attendance and learning in later grades. Showing up regularly is a positive habit to develop for success throughout life.

- Every day absent is a day of instruction missed, a day of classroom interaction with scholars and teachers that can't be recovered.
- Attendance matters as early as kindergarten. Studies show that children who miss too many days in kindergarten and first grade can struggle academically in later years. They often have trouble mastering reading by the end of third grade.
- Scholars do better in school when they miss less than 5 days a semester or 9 days during the school year.
- Missing occasional days each month do matter. Before you know it - just two or three days a month can add up to 10 percent or more of the school year lost (about 18 days over the entire school year).
- Preschool is a great time to start building a habit of good attendance. Young children with poor attendance in preschool also lose out on valuable learning time; if chronic absence continues into kindergarten, it can pull down academic achievement

WHAT PARENTS CAN DO

Parents and caregivers are partners in your scholar's success. Good attendance will help your children do well in high school, in college and at work.

To successfully recover from the impact of the Pandemic and nearly three years of disrupted schooling, families, caregivers, and schools can work together to recognize that attendance is a critical factor in each scholar's success.

- Avoid unnecessary absences. Some absences are unavoidable. Children get sick and need to stay home. What is important is getting children to school as often as possible.
- Avoid extended vacations that require your children to miss school. Try to line up vacations with the school's schedule.
- Try to schedule doctor's appointments outside of school hours.
- For younger scholars, set a regular bedtime and morning routine. Help settle them in for a good 9 to 11 hours of sleep. Lay out clothes and pack backpacks the night before.
- For older scholars, help them develop homework and bedtime routines that allow for 8 ½ to 9 ½ hours of sleep. Make sure that when the lights go out, so do the cell phones, video games and computers. Consider making bedrooms at nighttime a technology-free zone.
- Get to know the teachers and administrators. With younger scholars, make sure you introduce your child to teachers before school starts and keep in touch with the teachers. For older scholars, school officials can help you stay on top of academic progress and social contacts to make sure your child is staying on track.
- Show your child that attendance matters to you and that you won't allow an absence unless someone is truly sick. Avoid asking older scholars to help with daycare and household errands during school hours.
- Seek help from your school or community if you are facing tough challenges:

such as access to health care, housing, transportation, or food. Each school offers services and resources for scholars and the whole family.

- Monitor your scholar's attendance and assignments through ParentVUE or Seesaw.
- If you need help with supporting your scholar's attendance and engagement with school, contact your school to request an attendance conference.
- Complete an Attendance Plan with your scholar and school.
- Meet with your scholar's teacher to develop a plan to get your scholar back on track academically.

WHAT SCHOLARS CAN DO

School is your first and most important job.

Showing up every day ready to learn is key to your success. Attendance is the cornerstone to your connection to your teachers, school community, and friends. Learning happens every day and showing up is a habit of success in school.

- School only gets harder when you stay home too much. Sometimes it's tempting to stay home because you've got too much work, or you don't understand what's going on in class. But missing a day only makes that worse.
- Communicate concerns that may affect your school attendance to parents or school staff. Work with them to develop an attendance plan identifying things you can do, your parents or caregivers can do, and your school can do to help improve your attendance.
- Scholars who attend school regularly are more likely to graduate and find good jobs. In fact, a high school graduate makes, on average, a million dollars more than a dropout over a lifetime.
- Scholars can access their class assignments and attendance through ScholarVUE.

GOOD ATTENDANCE STRATEGIES:

Scholars that have positive attendance are sure to do the following:

- Get plenty of sleep, eat a balanced diet, wash hands regularly, and have up to date immunizations.
- Plan for good attendance. Keep a copy of your school calendar accessible.
- Ask parents or caregivers to make appointments outside of the school day or on non- school days.
- Know the time you need to arrive at your bus stop.
- Have good homework practices and communicate with teachers and other school staff when experiencing academic or social difficulty.
- If you are not attending school because someone is intimidating or bullying you, this is a serious issue, and it is time to ask an adult for help.

PARENT/CAREGIVER STRATEGIES TO PROMOTE POSITIVE ATTENDANCE:

- Only keep your child home if they are truly sick, such as fever, vomiting, diarrhea, or a contagious rash.
- Avoid travel, family vacations, and appointments when school is in session.
- Keep track of your child's attendance. Missing more than nine (9) days, either excused or unexcused, could put your child at risk of falling behind academically.
- Set a regular bedtime and morning routine, check on your scholar's homework, check and pack a backpack the night before.
- Have a back-up plan in place for getting your child to school.
- If your child has a chronic medical condition or illness that causes your child to miss school frequently, please contact your school nurse to discuss accommodations or support that your child's school can offer.

ATTENDANCE MATTERS. EVERY DAY AND EVERY GRADE LEVEL COUNTS!

DISTRICT POLICY AND PROCEDURES

To combat the effects of chronic absence, Michigan attendance law requires greater accountability for school districts and parents alike and requires parents to send their children aged six (6) to sixteen (16) to school during the entire school year, except under limited circumstances. Chronic absence includes both excused and unexcused absences.

School teams will review chronic absence data throughout the school year (at least bi-monthly). Teachers or school staff will connect with families/caregivers by phone call, text, or current learning platform after 3 absences.

ELEMENTARY AND K-8 SCHOOLS

Grand Rapids Public Schools believes daily class attendance is one of the most critical indicators for scholar success.

WHAT ARE EXCUSED ABSENCES?

There are a number of reasons why scholars miss school. You can contact your scholar's school office regarding the reason for the absence. Absences shall be excused by the Principal (or designee). Examples of excused absences are listed below. Absences for other reasons shall be considered unexcused.

1. Illness, injury or quarantine of the scholar
2. Serious illness of a family member
3. Death in the scholar's immediate family (or close friend or relative)
4. Dental or medical services
5. Appearance in Juvenile Court or Court-ordered appearances
6. Observance of a holiday or ceremony of his/her religion
7. Family emergencies
8. Weather related absences "snow days" excused at district level
9. Pre-arranged excused absences for scholar participation in approved non-school competitions and performance activities
10. Reasons authorized by the principal or designee

Absences due to school-related activities, homebound/hospitalization, suspension, or district authorized closures will not be counted towards the scholar's total absences.

WHAT IS TRUANCY?

Truancy refers to unexcused absences. If a scholar becomes truant (unexcused), the school district will partner with parents/caregivers to promote school attendance so all scholars can achieve their fullest potential.

SUPPORTING SCHOLARS:

A conference with the parent/caregiver, scholar, and school staff may be needed to create a plan, so your scholar does not fall behind academically whether the absences are excused or unexcused.

In elementary school:

- Three (3) or more total absences in a school year: the school district may contact you to discuss absences and partner with you to address barriers so your scholar(s) can attend school.
- Eight (8) or more total absences: a conference may be scheduled with you and the scholar to create a plan together.
- Fifteen (15) or more total absences: a conference may be scheduled to

review the present plan and discuss additional resources to support your scholar's school experience.

- After twenty (20) or more absences: the school district may have to resort to legal action and file truancy petitions with the court.
- Department of Human Services (DHS Policy) effective October 1, 2012, requires Michigan parents whose children don't attend school will lose welfare cash benefits under this state policy. Michigan Department of Human Services will require children ages 6-15 to attend school full time to keep family eligible for cash benefits. If a child doesn't the entire family becomes ineligible. The DHS policy requires school attendance for children ages 16-17 and will not cut cash aid for the family if a scholar is truant.

WHAT IS CONSIDERED TARDY, A LATE ARRIVAL AND AN EARLY DISMISSAL?

Grand Rapids Public Schools welcomes all scholars to be at school every day on time! Attending school on-time, every day will give your scholar the best chance of graduating from high school.

- If a scholar arrives late or leaves early by 35 minutes or less in the am or pm, the scholar is considered tardy.
- If a scholar arrives late by 36 to 90 minutes in the am, the scholar is considered late arrival.
- If a scholar leaves early by 36 to 90 minutes in the pm, the scholar is considered an early departure.

Attendance is taken twice a day, in the morning and the afternoon.

- If a scholar arrives late by 91 minutes or more in the am, the scholar is considered absent for the morning.
- If a scholar arrives late or leaves early by 91 minutes or more in the pm, the scholar is considered absent for the afternoon.

COMPREHENSIVE MIDDLE SCHOOLS AND HIGH SCHOOLS

EVERY DAY, ON TIME, ALL DAY MATTER

Grand Rapids Public Schools welcomes all scholars to be at school every day on time! Attending school on-time, every day will give your scholar the best chance of graduating from high school.

Michigan law requires parents to send their children aged six (6) to sixteen (16) to school during the entire school year, except under limited circumstances.

All scholars who are unable to attend school or a class should arrange with their teachers to make up any missed work. All missing work must be made up within the marking period in which the absence occurred. If there are extenuating circumstances, a scholar may be given additional time to complete the work at the Principal's discretion.

WHAT ARE EXCUSED ABSENCES?

There are a number of reasons why scholars miss school. You can contact the school office regarding the reason for the absence. Absences shall be excused by the Principal (or designee) for the reasons indicated below (absences for any other reason shall be considered unexcused):

1. Illness, injury, or quarantine of the scholar
2. Serious illness of a family member
3. Death in the scholar's immediate family (close friend or relative)
4. Dental or medical services
5. Appearance in Juvenile Court or Court-ordered appearances
6. Observance of a holiday or ceremony for scholar's religion

7. Family emergencies
8. Weather related absences "snow days" excused at district level
9. Pre-arranged excused absences for scholar participation in approved non-school competitions and performance activities
10. College visits
11. Reasons authorized by the principal or designee

Absences due to school-related activities, homebound/hospitalization, suspension, or district authorized closures will not be counted towards the scholar's total absences.

SUPPORTING SCHOLARS:

A conference with the parent/caregiver, scholar and school staff may be needed to create a plan, so your scholar does not fall behind academically.

WHAT IS TRUANCY?

Truancy refers to unexcused absences. If a scholar becomes truant (unexcused), the school district will partner with parents/caregivers to promote school attendance so all scholars can achieve their fullest potential. Examples of unexcused absences are listed below.

EXAMPLES OF UNEXCUSED ABSENCES:

- Arriving 26 minutes or later to a class, or more than 60 minutes for block schedule classes, unless there is a verifiable and unavoidable personal emergency
- Leaving school without advance written permission
- Skipping class
- Parent/Caregiver has not called to excuse an absence within twenty-four (24) hours of the scholar's return to school
- Absences for reasons that are not accepted by the Principal (or designee)

Department of Human Services (DHS Policy) effective October 1, 2012, requires Michigan parents whose children don't attend school will lose welfare cash benefits under this state policy. Michigan Department of Human Services will require children ages 6-15 to attend school full time to keep family eligible for cash benefits. If a child doesn't the entire family becomes ineligible. The DHS policy requires school attendance for children ages 16-17 and will not cut cash aid for the family if a scholar is truant.

BUILDING STRONG ATTENDANCE TOGETHER:

Grand Rapids Public Schools encourages staff, parent(s)/caregiver(s), and community partners to work collaboratively to promote scholar attendance and engagement.

- After six (6) or more unexcused absences in a school year: the school district may contact you to discuss absences so we can work together to address barriers and develop an attendance plan.
- Ten (10) days of unexcused absences in a school year: a conference may be scheduled with the school, scholar, and family/caregiver to create a plan together, so your scholar does not fall behind academically. The parent/caregiver will receive a letter with additional resources.
- Twelve (12) unexcused absences or more in a semester: this may result in a failing grade. The parent/guardian or caregiver will be contacted to schedule a meeting to review the attendance plan and determine how best to support the scholar.
- If a scholar passes the class AND earns a 70% or higher on the final exam the scholar receives the grade and credit earned in the class
- However, if a scholar passes a class and earns less than 70% on the final exam, the scholar will not earn credit

- The Principal or designee reserves the right, under extenuating circumstances, to modify this guideline
- Fifteen (15) or more unexcused absences: a conference may be scheduled to review the current attendance/academic plan and discuss additional resources that may be needed to support your scholar's school experience.
- After twenty (20) absences: the school district may have to resort to legal action and file truancy petitions with the court.

Scholar support services/personnel within the District, as well as collaboration/referral to community support services and agencies, can be avenues to support all scholars.

TARDINESS AND EARLY DISMISSALS

Grand Rapids Public Schools welcomes all scholars to be at school every day on time! Attending school on-time, every day will give your scholar the best chance of graduating from high school.

- If a scholar arrives late by 25 minutes or less to class, then the scholar is considered tardy
- If a scholar arrives late by 26 minutes or more to a traditional class, the scholar is considered absent
- If a scholar arrives late by 26 to 60 minutes to a block schedule class, then the scholar is considered late arrival
- If a scholar arrives late by 61 minutes or more to a block schedule class, then the scholar is considered absent
- If a scholar is tardy/late 1-4 times per class, the District will contact the parent(s)/guardian(s) to discuss how to support the scholar attending school on time

MAKING UP MISSED WORK

- If a scholar is tardy 5-8 times per class, the scholar will receive a detention starting with the 6th tardy to work on academics missed. The scholar will continue to attend after each subsequent tardy. The District will notify the parent(s)/guardian(s) of the subsequent tardiness/lateness and discuss plans to support the scholar's attendance and academics.
- If a scholar is tardy/late 9-12 times per class, the scholar may be required to attend the following programs to support their academic program:
 - Intervention Room (when available)
 - After School Detention
 - Friday School/Saturday School

CONFERENCES

TEACHER-SCHOLAR CONFERENCE: Teachers shall talk to scholars regarding any concerns of misconduct. Scholars shall be informed of the expected behavior in class or on school property.

TEACHER-SCHOLAR-PARENT/GUARDIAN CONFERENCE: Teacher-Scholar-Parent/Guardian Conferences shall occur in person, by mail or by telephone. All parties involved should verbally agree upon acceptable scholar behavior. A copy of any conference results shall be maintained. For eighteen (18) year olds or other independent scholars, an Administrator-Scholar Conference may replace the Parent/Guardian conference.

FAMILY PARTNERSHIPS

BE INFORMED, BE PREPARED, BE INVOLVED.

Research indicates that family engagement is one of the most important factors to a scholar's academic achievement. After all, parents/caregivers know their children better than anyone else.

Family engagement can take many forms. It may involve activities in the school, at home, or even at another location. There are a variety of ways you can remain informed, prepared, and involved.

RESOURCES

FAMILIES AND ATTENDANCE

Grand Rapids Public Schools encourages our families to take advantage of the resources and research dedicated to positive attendance and future success that are available through Parent University.

Parent University is a free resource to families offering classes and resources about many topics to help guide academic success for scholars, including the importance of regular school attendance. Parent University Website: <https://parents.grps.org>

Family Support Specialists' primary focus is to reduce absenteeism by identifying and removing barriers that are keeping children from school. Working directly with families through home visits and other contacts, providing attendance interventions and resources on the whole child is another key factor to support the child. (on electronic version, a list of the Family Support Specialists names, emails, and affiliated schools could be included)

Youth Advocates' primary focus is to provide support for scholars at risk, their parents, and family members and guardians. Youth Advocates also work with school building staff to advocate for the rights of children at risk. (on electronic version, a list of the Youth Advocate names, emails, affiliated schools could be included)

To help reduce chronic absenteeism our schools utilize a community approach which includes:

- Kent School Services Network (KSSN)
- Department of Health and Human Services (DHHS)
- Behavioral Specialist
- Mental Health Services Nurse Services
- Early Warning Systems Attendance/Wheel Meetings

TEACHER-SCHOLAR-PARENT/GUARDIAN-ADMINISTRATOR CONFERENCE:

A formal conference shall be held to plan for needed corrective action, counseling, and referral to outside agencies or other appropriate action. A copy of the results shall be maintained. When a parent/guardian refuses to participate in a conference, the Principal (or designee) may proceed to impose scholar disciplinary action within the appropriate level of Behaviors/Disciplinary Action.

Also see Grades K-5 Scholar Expectations, page 39, Level II Disciplinary Action on page 42.

DISCLOSURE OF SCHOLAR DIRECTORY INFORMATION NOTICE

Board of Education Policy 8940

The Grand Rapids Public Schools designates Scholar Directory Information as the following scholar information:

- Name
- Picture
- Grade Level
- Academic awards, degrees and honors
- Information in relation to school sponsored activities, organizations, and athletics
- Major field of study

The Grand Rapids Public Schools shall disclose any of the information included in the above list of Scholar Directory Information without prior notice or written consent. This shall not occur only when scholars (eighteen (18) year olds or other independent scholars) or a minor scholar's Parent/Guardian notifies the school the scholar is attending in writing that such information may not be disclosed (Opt-Out). To exercise this option a written notice must be mailed to the principal of the scholar's school.

DISCLOSURE OF SCHOLAR DIRECTORY INFORMATION TO MILITARY RECRUITERS AND/OR MILITARY SERVICE ACADEMIES NOTICE

Section 9528 of the ESEA (20 U.S.C. 7908) and P.L. 107-110

Federal and state law requires all public school districts to make available Scholar Directory Information (names, addresses, telephone numbers and so on) of secondary school scholars to military recruiters and/or military service academies.

Scholar Directory Information shall be provided to the military recruiters and service academies upon request, unless the school receives a signed, written request not to disclose such information.

Scholars eighteen (18) years of age or older or other independent scholars, or a minor scholar's Parent/Guardian may ask that the scholar's personal information not be disclosed by submitting a signed, written request to their high school administrative office and Community & Student Services.

For a complete list of Scholar Directory Information, see the Disclosure of Scholar Directory Information Notice above.

EQUAL OPPORTUNITY SCHOLAR GUIDANCE SERVICES

Board of Education Policy 8010 and 8015

No High School scholar, on the basis of disability shall be denied guidance services by personnel designated by the District as qualified to provide such services. Generally, the District designates academic advisors and certified counselors to provide guidance services to its high school scholars. Scholars with disabilities shall have equal opportunity to those services. The District shall provide different or separate guidance services to scholars with disabilities only if such action is necessary and are to provide scholars with disabilities services that are as effective as those provided to scholars without disabilities.

PROCEDURES: Personnel designated by the District to provide guidance services shall be available to meet with all high school scholars to conduct a review of academic programming and career aspirations. Evidence of this activity shall be kept in a daily journal and shall be available for review at any time. Data journals, logs or similar records shall clearly show that scholars with disabilities are being served as effectively as scholars without disabilities.

All career and technical education programs follow the District policies of non-discrimination on the basis of the following: race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, ethnicity, religion, national origin, age, marital status, pregnancy, disability or veteran status in all activities and employment.

In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. Inquiries regarding non-discrimination policies should be directed to:

Civil Rights Compliance Officer
Grand Rapids Public Schools
1331 Martin Luther King Jr St. SE
PO Box 117
Grand Rapids, MI 49501-0117
HumanResources@grps.org | (616) 819-2030

DUAL ENROLLMENT

Board of Education Policy 7648

The Michigan State Legislature passed Public Act 160 of 1996, the Postsecondary Enrollment Options Act and Public Act 258 of 2000, the Career and Technical Preparation Act also known as the “Dual Enrollment” bills. These bills modify and expand on provisions of the State School Aid Act providing for scholars to earn college credit while in high school. The bills also require that the board of a school district or public school academy ensure that each scholar in eighth grade or higher be given information about college course taking opportunities. The classes that scholars are eligible for must not be offered by the high school or academy and must lead towards

postsecondary credit, accreditation, certification and/or licensing. Grand Rapids Public Schools provides dual enrollment opportunities to all qualifying high school scholars in grades 9-12. These opportunities are available in two ways; (1) college courses offered on the high school campus and (2) college courses offered on the college campus. Both ways may include some levels of online instruction and learning. Interested scholars and parent should contact their high school counseling office to find out more about qualifying standards, course offerings and the most appropriate access point.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACTS (FERPA) NOTICE OF RIGHTS FOR ELEMENTARY & SECONDARY SCHOLARS OF GRPS

Board of Education Policy 8940-R

SCHOLAR EDUCATION RECORDS: The Family Educational Rights and Privacy Acts (FERPA) and equivalent state law affords Parent(s)/Guardian(s) and eighteen (18) year olds or other independent scholars (eligible scholars) certain rights with respect to a scholar’s education records. They are:

1. The right to inspect and copy the scholar’s education records within thirty (30) school days of the day the District receives a request for access. Parent(s)/Guardian(s) or scholars should submit to the school custodian of scholar records a written request that identifies the record(s) they wish to inspect. The custodian will arrange for access and notify the Parent(s)/Guardian(s) or eligible scholar of the time and place where the records may be inspected
2. The right to request the amendment of a scholar’s education records that the Parent(s)/Guardian(s) or eligible scholar believes are inaccurate, misleading or an invasion of privacy. Parent(s)/Guardian(s) or eligible scholars may ask the District to amend a record that they believe is inaccurate, misleading, or an invasion of privacy. They should write the School Principal or records custodian, clearly identify the part of the record they want changed, and specify the reason. The right to challenge school scholar records does not apply to: (1) academic grades of their child, and (2) references to expulsions or out-of-school/program suspensions, if the challenge is made at the time the scholar’s school scholar records are forwarded to another school to which the scholar is transferring. If the District decides not to amend the record as requested by the Parent(s)/Guardian(s) or eligible scholars the District will notify the Parent(s)/Guardian(s) or eligible scholar of the decision and advise him/her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent(s)/Guardian(s) or eligible scholar when notified of the right to a hearing
3. The right to permit disclosures of personally identifiable information contained in the scholar’s education records, except to the extent that FERPA or Michigan law authorizes disclosure without consent.
4. The right to be informed that, pursuant to federal law and state mandate, records of suspension or expulsion action against the scholar are considered to be a part of the “scholar record” and the District is required to transfer those records pertaining to suspension or expulsion to any public or private school in which the scholar has enrolled within thirty (30) days of the date of the request from the other school period
5. The right to be informed that disclosure is permitted without consent to School Officials with legitimate educational or administrative interests.

A School Official is defined as, and includes all of the following:

- A person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel)
- A person serving on the Board
- A person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist)
- The Parent(s)/Guardian(s) or scholar serving on an official committee, such as disciplinary or grievance committee, or assisting another School Official in performing his/her tasks

Personally identifiable information shall also be provided to review teams in accordance with appropriate building protocol. These include (but are not limited to): a Scholar Success Team convened in a school building or Community & Student Services. Teams may include individuals employed by community support agencies who provide professional services such as social, emotional, mental or physical health services to a scholar or a scholar’s family. However, these community support agencies shall only have access to limited information relevant to the specific services provided and limited to the specific scholars with whom they are involved A School Official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

1. The right to know that, upon request, the District discloses education records, including records of suspension or expulsion action against the scholar, without consent to officials of another school district in which a scholar has enrolled or intends to enroll as well as to person(s) specifically required or allowed by state or federal law
2. The right to know that disclosure is also permitted without consent to: any person for research, statistical reporting, or planning, if no scholar or Parent(s)/Guardian(s) can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the scholar or other persons
3. The right to prohibit the release of Directory information concerning the Parent(s)/Guardian(s) child. Throughout the school year, the District may release Directory information regarding scholars, limited to:
 - Name
 - Picture
 - Grade level
 - Academic awards, degrees and honors

- Information in relation to school sponsored activities, organizations and athletics
- Major field of study

The name and address of the office that administers FERPA is:
Family Policy Compliance Office
 U.S. Department of Education
 Washington DC 20202-4605

Any Parent(s)/Guardian(s) or eligible scholar may prohibit the release of any or all of the above information by delivering a written objection to the Principal (or designee) within thirty (30) days of the date of this notice. No Directory information will be released within this time period, unless the Parent(s)/Guardian(s) or eligible scholar are specifically informed otherwise.

Under no circumstances may parents photograph other scholars while on school property without the expressed written permission of the principal, the

scholar's Parent(s)/Guardian(s), or the Assistant Superintendent or Executive Director of Schools.

FERPA & COVID-19: Scholar health records may be disclosed without parental consent, to public health officials who need the information to protect the health and safety of scholars, if, after taking into account the totality of the circumstances, the District determines that an articulable and significant threat exists to the health or safety of a scholar or employee in attendance) as a result of the virus that causes COVID-19.

In addition, if the district learns that a scholar is out sick due to Covid-19, it may disclose personally non-identifiable information to parents, scholars, and employees in the school environment without parental consent. Personally identifiable information will not be provided to the media.

GRADING

Board of Education Policy 8940 & 8940-R

GRADES K-5

The Grand Rapids Public Schools will provide a framework for grading that consistently and accurately reports achievement. All grades shall be based on evidence of knowledge and application of grade level and content expectations.

1. All scholars and staff shall be consistently held to high expectations for scholar learning.
2. The District reserves the right to award partial credit in situations where mastery of content is not certain.
3. Grades shall be based on evidence of knowledge and use of the prescribed standards demonstrated through varied tasks and assessments over time.
4. Grades shall be fair and consistent and a measure of effective teaching and learning.
5. Grades shall provide communication regarding achievement.
6. Procedures for grading shall be supported, monitored, and supervised.

GRADES 6-12

Grading procedures will be applied consistently. Schools will ensure school level processes, as approved by the school leadership team, for implementing the following procedures:

1. School staff will communicate course-specific grading procedures in writing to scholars and Parent(s)/Guardian(s) at the beginning of each semester.
2. Teachers will only assign homework that is related to the standards.
3. Extra credit can only be used when connected to the standards. If opportunities exist for extra credit, it shall be available to all scholars
4. Teachers will assess scholar learning in a variety of ways over time within a grading period.
5. Grading processes, including weights and proportions, are listed in the syllabi and will be applied consistently within the content area. The processes will be communicated in advance and in writing to scholars and Parent(s)/Guardian(s).
6. In their feedback to scholars, teachers may use letters, numbers, or other symbols for individual tasks/assignments, but must also be descriptive in nature (e.g., what the scholar did well, what the scholar did not do well, and what the scholar could do to improve).

7. Percentages, not letter grades, are to be used to calculate semester (high school) and year-end grades (middle school). Percentages that Gradebook converts to are in parenthesis.
8. Advanced Placement (AP) classes will follow the same grading scale, but final grades will be weighted as a factor of 1.25 when calculating Grade Point Average and used for valedictorian(s) status.
9. All grading procedures used by specialty programs that are distinctly different from District rating procedures shall be vetted and approved by the Superintendent or designee.
10. A calculated grade may not be lowered with the exception of documented cheating.
11. Due to multi-age design within our Montessori schools, letter grading starts in 7th grade Montessori classrooms.
12. When a teacher has evidence that a scholar demonstrates a higher level of performance than a calculated marking period grade indicates, the teacher, in consultation with and approved by the Principal, may change the grade. Properly documented evidence shall be recorded and secured in accordance with the Michigan Record Retention guidelines.

PERCENTAGES	PERCENTAGES	CONTENT UNDERSTANDING
100%+	A+ (100%)	Exemplary proficiency
93-99%	A (96%)	Outstanding level of proficiency
90-92%	A- (91%)	Outstanding level of proficiency
87-89%	B+ (88%)	High level of proficiency
83-86%	B (85%)	High level of proficiency
80-82%	B- (81%)	High level of proficiency
77-79%	C+ (78%)	Acceptable level of proficiency
73-76%	C (75%)	Acceptable level of proficiency
70-72%	C- (71%)	Acceptable level of proficiency
67-69%	D+ (68%)	Minimal level of proficiency
63-66%	D (65%)	Minimal level of proficiency
60-62%	D- (61%)	Minimal level of proficiency
51-59%	E (51-59%)	Grade is calculated by actual percentage
0-50%	E (50%)	

13. Final exam shall be administered for any course taken for middle school and high school. All scholars will follow the same schedule for each semester. The final exam/assessment should be made up of a sub-set of the material for that particular semester. If a quality exam cannot be completed during the exam period, the department may choose to use a multi-day or alternative plan (such as writing, projects, etc.). When creating multi-day exams, staff should take into consideration the exit date of graduating seniors. If an exam/assessment is not given in a non-core course, the teacher must have prior approval from the Principal by the interim period (approximately week six (6) for high school and week nine (9) for middle school).
14. Grading calculation for each semester shall be defined in the syllabus. Exams will be incorporated into the semester/end of the year grade with a 10% value. Final grades for a course will be calculated in the following manner: 90% online calculated grade and 10% from the final assessment. A zero (0) shall be given for an unexcused absence or for cheating.
15. Credit Awarding in High School: Scholars receive credit 1.0 or credit for a full-year course and .5 credit for a semester course (formerly 5.0 credits)
 - a. Passing with a grade obtained and noted on the transcript
 - b. Incompletes (I) may be given for extenuating circumstances* and, in cases where the scholar, through effort, is showing progress and moving toward completion of the class. A scholar may make up missing common assessments/projects as listed in syllabus within one semester without grade penalty
 - Scholars shall:
 - Get approval from the Principal and teacher
 - Get list of common assessments and projects needed to complete
 - Make up work by the end of the next semester
 - The teacher shall:
 - Grade work
 - Complete grade change paperwork process.

**Note: Extenuating circumstances may include, but are not limited to, family illness, death of a family member, accident, or family disruption.*

16. Credit/No Credit (CR/NC): A scholar may take up to 1.0 credit (with the exception of seminar/advisory) in their high school career as credit/no credit (CR/NC). The scholar shall make application for CR/NC prior to the start date of the course. The teacher shall continue to award grades, and the scholar may request the letter grade in lieu of CR/NC at the end of the course if they choose. Beginning with the class of 2012, if the scholar accepts the CR/NC status, they shall not be considered for valedictory status. (Note: CR/NC is not part of the scholar's GPA calculation.) *Refer to Board Policy 7113
17. All teacher/school created assessments will be subject to the school administrator's approval. The school's administration is responsible for determining whether the assessment is aligned with the standards and pacing guide included as a part of the syllabus for each course. Upon request, assessments must be provided to the district curriculum department for review
18. All assessments should have a scoring device that assures consistency. This must include a rubric where appropriate. When reassessment is offered, all scholars, regardless of the original grade, may be reassessed if they complete re-teaching and relearning activities as determined by the teacher. When a reassessment is given, the highest grade prevails
19. Principals, department heads, and central office administration shall continually monitor and support staff with the appropriate use of the District's online Gradebook
20. Teachers will place assignments and grades in the District's online Gradebook that are accessible to Parent(s)/Guardian(s) and scholars. Posting grades within two to three (2-3) days is a fair guideline for most assignments and grades
21. Testing-out is a high secondary option for every course for scholars enrolled in the Grand Rapids Public Schools. Scholars need to be scheduled for the course and registered with the Curriculum Office. The testing-out window will be offered approximately two (2) weeks after the end of the school year. Testing-out documents may include a paper-pencil portion, but could also include labs, writing, performance, or other forms of assessments. Testing-out must be at 77% or higher of the common assessments. Testing-out earns credit and meets the graduation requirement, but is not a part of the GPA calculation. Testing-out is a full class option only.

*Student Privacy Office – U.S. Department of Education –
400 Maryland Avenue, SW – Washington D.C. 20202-4605*

HOMWORK POLICY

Board of Education Policy 7580

HOMWORK POLICY: Homework is defined as assignments completed outside of class time, but growing out of or related to classroom instruction. Homework is an important and valid part of the educational process and shall adhere to the following:

Homework shall:

1. Be planned and assigned for a specific learning outcome
2. Help scholars develop independent study habits
3. Promote growth in responsibility and self-direction in learning
4. Reinforce learning that has taken place in school according to the District's and State's prescribed curriculum
5. Promote a closer working relationship between home and school
6. Never be used as punishment
7. Never exceed a scholar's capacity to complete work within a reasonable

amount of time

The following guidelines shall apply with respect to homework in Grades K-12:

1. The amount of homework assigned shall be reasonable and varied by level of schooling
2. The purpose of homework shall be identified and articulated to scholars by teachers

– Homework as Process

- Homework assigned for practice shall be structured around content with which scholars have a high degree of familiarity. Scholars should be assigned an appropriate amount of homework to increase their skill.
- Homework is often assigned for preparation and elaboration,

and generally increases with their level of schooling. Preparatory homework provides opportunities for scholars to gain background information to be better prepared for classroom instruction.

– Homework as Performance

- Homework assignments that encourage scholars to pursue knowledge individually and imaginatively extend learning and may respond to needs for differentiation of interest or readiness. Homework as performance could be research papers, themes, essays, projects, etc.
3. The Parent(s)/Guardian(s) role in homework is to facilitate and support the activity and not solve the content problems for scholars. Depending upon the age of the scholar, Parent(s)/Guardian(s) assistance could range from helping with instructions, acquiring resources, helping children get organized, or conferring with their child on the purpose and understanding of the task

HOMEWORK & CLASS ASSIGNMENT PROCEDURES:

Homework and class assignment procedures will be applied consistently within and among schools. Schools will develop school-level processes by implementing the following procedures:

1. Teachers will only assign homework and/or class assignments that are related to the curriculum
2. Timely and meaningful feedback on homework and class assignments will be provided. Feedback may take a variety of forms as determined by the teacher

3. Teachers establish due dates and deadlines. Teachers are expected to separate the due date from the deadline in order to increase opportunities for scholars to complete assignments. However, there may be some expectations when the due date and deadline are the same. It is recognized that for daily homework assignments, the due date and the deadline may be the same to facilitate the teaching and learning process

MAKE-UP WORK

1. Homework supports the mastery of standards; therefore, scholars should assume the responsibility of make-up work in all classes
2. In cases of prolonged absences (three (3) or more days), the school shall be notified so that arrangements can be made to have assignments picked up by the Parent(s)/Guardian(s) or sibling(s)
3. Upon returning to school, scholars must make arrangements with the teacher regarding all make-up work

REQUESTING MAKE-UP WORK

1. Make-up work should be requested through the school office or individual teacher for absences that are expected to last more than two (2) days
2. Scholars and Parent(s)/Guardians(s) should plan to allow schools at least one (1) day of notice to prepare schoolwork for home use
3. If the teacher is unable to send work home, he/she/they shall explain why and work with the scholar and family to provide make-up opportunities upon the scholar's return

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

The Protection of Pupil Rights Amendment (PPRA) affords Parent(s)/Guardian(s) of minor scholars and eighteen (18) years olds or other independent scholars (eligible scholars) certain rights regarding the Grand Rapids Public Schools conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include:

1. The right to consent before scholars are required to submit to a survey if it is funded in whole or in part by a program of the U.S. Department of Education (ED) and concerns one (1) or more of the following protected areas (Protected Information Survey):
 - Political affiliations or beliefs of the scholar or scholar's parent
 - Mental or psychological problems of the scholar or scholar's parent
 - Sex behavior or attitudes
 - Illegal, anti-social, self-incriminating, or demeaning behavior
 - Critical appraisals of others with whom respondents have close family relationships
 - Legally recognized privileged relationships, such as with lawyers, doctors or ministers
 - Religious practices, affiliations or beliefs of the scholar or parents
 - Income, other than as required by law, to determine program eligibility
2. The right to receive notice and an opportunity to opt a scholar out of:

Any other Protected Information Survey, regardless of funding

- Activities involving collection, disclosure or use of personal information obtained from scholars for marketing or to sell or otherwise distribute the information of others
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a scholar, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law
3. The right to inspect, upon request and before administration or use:
- Protected Information Surveys of scholars
 - Instruments used to collect personal information from scholars for any of the above marketing, sales or other distribution purposes
 - Instructional material used as part of the educational curriculum

Parents and eligible scholars who believe their rights have been violated may file a complaint with:

Student Privacy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington D.C. 20202-4605

RETENTION

Board of Education Policy 7600-R

The term retention, in regards to school, refers to repeating an academic year of school. Retention in school is also called grade retention, being held back, or repeating a grade.

Grade level and group assignments, including promotion and retention, shall be the responsibility of the Superintendent and shall be made in the best interests of the individual scholar subject to Parent(s)/Guardian(s) involvement in accordance with law. Scholars will normally progress annually from grade to grade. However, exceptions may be recommended when, in the judgment of the professional staff, and after consultation with Parent(s)/Guardian(s), such exceptions are in the best interests of the individual scholar involved and retention is indicated.

ELEMENTARY & MIDDLE SCHOOL

1. Recommendations for grade level placement shall be the responsibility of the building Principal, who shall consult with the Superintendent when in his/her judgment borderline cases might create controversy between Parent(s)/Guardian(s) and the school
2. Grade level placement in the elementary schools shall be based on the following criteria:
 - Academic achievement and ability as indicated by standardized test scores
 - Academic achievement and ability as observed by the classroom teacher(s) involved
 - Chronological age of scholar
 - Size and physical development of the scholar
 - Social maturity of the scholar
 - Emotional maturity of the scholar, and
 - Attitudes and reaction of Parent(s)/Guardian(s) and scholar
 - Documented interventions that include frequency of intervention, specific objections and results
3. Notification should be given to Parent(s)/Guardian(s) as soon as the teacher feels that retention may be recommended, and a conference held with the Parent(s)/Guardian(s) in order to prepare them for the possibility of retention and enlist their help in preparing the scholar. Nothing should be said at the conferences that would indicate to the Parent(s)/Guardian(s) that any decision regarding a recommendation for retention has already been made.
4. The final recommendation of retention shall be made to the Principal at

least six (6) weeks before the end of the school year. Final approval must come through the appropriate Executive Director at least forty-five (45) days prior to the end of the school year. A retention plan indicating specific objectives, interventions, and targets should be in place prior to conference with the teacher and Parent(s)/Guardian(s). At that time, a conference should be scheduled with the Principal, teacher or teachers, and Parent(s)/Guardian(s) in attendance.

5. After the conference, the Principal, in consultation with the teacher, shall make the decision as to whether or not a final recommendation should be made to the Parent(s)/Guardian(s) that the scholar be retained.
6. A written statement of Parent(s)/Guardian(s) approval of the retention should be obtained if possible, and included in the scholar's permanent record file. If the Parent(s)/Guardian(s) do not agree to retention and, as a result, the scholar is promoted, a statement signed by the Parent(s)/Guardian(s) so indicating the Parent(s)/Guardian(s) rejection of the District's recommendation for retention should be placed in the scholar's file.
7. Promotions from elementary to middle school or middle school to the high school shall be determined by the sending Building Principal based upon credits earned/academic level achieved. A single failure will not necessarily require a recommendation for retention.
8. Though retention may be used at all grade levels, it is recommended that adjustments in a scholar's placement be made as early as possible.

SENIOR HIGH SCHOOL

1. Senior high scholars are expected to make proper progress towards graduation in order to be promoted with their class. Minimum requirements for Grad Years 2015, 2016, 2017, and 2018 are as follows:
 - 4.5 credits for sophomore status
 - 10.0 credits for junior status
 - 16.0 credits for senior status
 - 22.0 credits to qualify for graduation
2. Potential failure of high school scholars should be called to the attention of the scholar and Parent(s)/Guardian(s) by mid-semester and an effort made to confer with the Parent(s)/Guardian(s) concerning the potential failure.
3. No scholar shall participate in commencement that has not completed all requirements for graduation.
4. Scholars obtaining the requirements will be issued an Academic Diploma.

SCHOLAR ATHLETES

Scholar athletes who violate the Uniform Discipline Code may also be subject to discipline under the Scholar Athletic Code of Conduct available from the Athletic Department. Also see Athletics and Extra-Curricular Activities on page 14.

SCHOOL OFFICIAL

A School Official is limited to only those persons as defined by the Family Educational Rights and Privacy Acts (FERPA). For detailed information and definitions of School Official see FERPA, 20 USC 1232g on page 20.

SCHOLAR RECORD

In accordance with MCL 380.1311, the District shall enter the fact of an expulsion in the cumulative record of a scholar who is expelled for physical assault and verbal assault of staff, verbal threat against a school, arson, Criminal Sexual Conduct and possession of a dangerous weapon.

TITLE IX

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Allegations of a violation of Title IX should be reported to the Title IX Coordinator and shall be promptly and thoroughly investigated. See page 48 (Civil Rights Complaints and Procedures) and page 52 (Sexual Harassment).

Mr. Thomas Cottle, Title IX Compliance Coordinator
Department of Athletics, Grand Rapids Public Schools
1331 Martin Luther King Jr SE, PO Box 117
Grand Rapids, MI 49501-0117
(616) 819-2031

TRANSPORTATION ELIGIBILITY GUIDELINES

To be eligible for transportation a scholar must live at least:

- 1.0 mile from neighborhood school for K-5, K-8 schools and Pre-K
- 1.5 miles from neighborhood middle school 6-8th
- 1.5 miles from school for 9th-12th and be eligible for free or reduced lunch
- Theme school transportation is based on geographic regions of the City
- Voluntary transfers are not eligible for transportation
- Transportation is not provided for University Preparatory Academy middle school (6th–8th)

- Special Education transportation is based on the scholar's IEP. Not all IEP's require transportation
- General Education scholars may not ride with a sibling who receives transportation based upon their IEP

For additional questions or concerns, contact your building Principal or send an email to: transportationconcerns@grps.org.

UNDERSTANDING CONCUSSION

Educational Material for Parents and Scholars (Content Meets MDCH Requirements). Sources: Michigan Department of Community Health. CDC and the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

SOME COMMON SYMPTOMS:

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

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 scholar reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A scholar 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:

5. Seek medical attention right away. A health care professional will be able to decide how serious the concussion is and when it is safe for the scholar to return to regular activities, including sports. Don't hide it, report it. Ignoring symptoms and trying to "tough it out" often makes it worse.
6. Keep your scholar out of play. Concussions take time to heal. Don't let the scholar return to play the day of injury and until a health care professional says it's okay. A scholar 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 scholar for a lifetime. They can be fatal. It is better to miss one game than the whole season.

7. Tell the school about any previous concussion. Schools should know if a scholar had a previous concussion. A scholar'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 scholar 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 scholar reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The scholar should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on the computer, or playing video games) may cause concussion symptoms to reappear or get worse. Scholars 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 scholars 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.

OUR MISSION IS TO ENSURE
THAT ALL SCHOLARS ARE
EDUCATED, SELF-DIRECTED,
AND PRODUCTIVE
MEMBERS OF SOCIETY.

SCHOLAR HANDBOOK

SCHOLAR APPEARANCE & PRESENTATION OF DRESS



DRESS CODE

SCHOLAR APPEARANCE AND PRESENTATION OF DRESS:

We believe that all scholars should have the opportunity to express themselves and show up as their authentic selves. We also have high expectations of our scholars, which includes expecting them to dress appropriately during the school day and during school-sponsored events.

In accordance with GRPS School Board Policy 8240, "Students shall not dress, groom themselves, or appear in a manner that: endangers or interferes with the health or welfare of that student or of other students; causes disruption or directly interferes with the educational process; and/or otherwise promotes illegal activities through the use of symbols or language. The decision of whether a student is in violation of this policy is determined by the building administrator and is not appealable." Please see the language below for more guidance. "If the manner of dress, grooming, or appearance disrupts the normal educational process, building administrators shall take necessary action to correct the situation, including removing a student from class, sending a student home, requesting parents provide appropriate clothing, or, to the extent reasonable, asking students to remove or change offending clothing."

Scholars shall:

- 1.** Be dressed and groomed appropriately for the school setting and/or school-sponsored events in a way that promotes a safe environment conducive to teaching and learning
- 2.** Be covered with no undergarments, mid-drifts, or cleavage showing. This applies to all scholars, irrespective of gender or gender identity
- 3.** Wear clothing that allows them to sit and move around comfortably without showing the above mentioned undergarments or body parts
- 4.** Wear appropriate footwear at all times. House slippers are not permissible
- 5.** Be permitted to wear head coverings for religious or medical purposes only
- 6.** Wear jewelry that will not present a safety hazard to themselves or others or cause excessive wear or damage to school property or the property of others in the school
- 7.** Be permitted to wear clothing with logos, but not images that advertise or promote drugs, alcohol, tobacco, gang activity/affiliation, racism, sexism, or any other type of prejudice, bias, or discriminatory language/activity

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SCHOLAR HANDBOOK

SOCIAL EMOTIONAL LEARNING



SOCIAL EMOTIONAL LEARNING

We are a community that fosters hope, belonging, and purpose by teaching all scholars and adults the social emotional skills needed to thrive as contributing members of society.

SOCIAL & EMOTIONAL LEARNING DEFINITION

Our community is dedicated to educating the whole child. This includes focusing on social and emotional learning (SEL) for scholars and adults by explicitly teaching and modeling attitudes and skills necessary to:

- Recognize and manage their emotions
- Demonstrate caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Constructively handle challenging social situations



THE CASEL SEL FRAMEWORK

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Self-awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts

Self-management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Relationship skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible decision-making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

SEL & THE GRAND RAPIDS PUBLIC SCHOOLS

Strategic Plan Connection

Social and Emotional Learning is included in the Grand Rapids Public Schools Strategic Plan with the intent to:

- Identify, establish, and implement an integrated framework of positive strategies to support students and staff that will become the foundation for and include social, emotional, and behavioral health supports
- Create multiple feedback loops for scholars to share in decision making that promotes scholar engagement and influence about their collective and individual experiences and opportunities

All schools throughout the district are currently implementing components of Social and Emotional Learning (SEL), including classroom practices and curriculum to build a greater sense of belonging, strengthen relationships, and foster a positive school climate and culture. Opportunities for parents and caregivers to learn more about SEL and how to develop SEL skills at home are currently made available through Parent University throughout the school year.

PARENT SEL RESOURCES FOR HOME:

- [Social and Emotional Learning: Strategies for Parents](#)
- [6 Strategies to Increase Parent Engagement in Social-Emotional Learning](#)
- [Family Resources & Activities to Promote Social & Emotional Development](#)

Contact the Social and Emotional Learning Department: sel@grps.org

OUR MISSION IS TO ENSURE
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SCHOLAR HANDBOOK

SCHOLAR SUPPORTS

We believe that every scholar will be empowered and prepared to develop personal responsibility to be positive, productive members of our community. As a District, we place an intentional and strategic focus on providing support and interventions for scholars when responding to student behavior. We understand, however, that there are times when behavior is exhibited in a manner which disrupts the learning environment. In these instances, we need our scholars, our parents and caregivers and our educators to work together to maintain a positive and effective learning culture.

We ensure a positive and effective learning culture through setting clear and concise expectations for scholar conduct, utilizing research-based interventions and strategies to support scholar growth and prioritize building positive relationships to foster community and an equitable sense of belonging for all scholars.



MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS provides academic and behavioral supports that are matched to scholar's needs and supports their individualized learning. It is based on the premise that all scholars can learn. Early intervention is essential, data must be used to make decisions and interventions must be evidence based. MTSS includes Positive Behavioral Interventions and Supports (PBIS) to address behavioral needs and a variety of other interventions to address the academic needs of scholars. Also see Multi-Tiered Systems of Support (MTSS)/Positive Behavior Program below. .

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)/POSITIVE BEHAVIOR PROGRAM: Response to Intervention consists of four (4) main components that work together to improve scholar outcomes. The four (4) components are:

- 1. Universal Screening: Staff conducts screening “tests” to identify or predict scholars who may be at risk for poor learning outcomes.
- 2. Progress Monitoring: Staff utilize progress monitoring to assess scholars’ academic performance, to quantify a scholar rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
- 3. Data-based Decision-Making: Staff use screening and progress monitoring data to make decisions about instruction and movement within the multi-level prevention system. (in accordance with state law).
- 4. Multi-level Prevention System: Multi-level prevention system includes three (3) levels of intensity or prevention. The primary prevention level includes high quality core instruction. The secondary level includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level includes individualized intervention(s) of increased intensity for scholars who show minimal response to secondary prevention.

SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS): PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design,

implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

School-Wide Positive Behavioral Interventions and Supports (PBIS) sets out clear behavioral expectations for both scholars and staff. Each building chooses three to five expectations (areas of focus) around which they determine what positive behavior looks like for each expectation. PBIS is grounded in the following:

- 1. **Defining Behavior:** This promotes the creation of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. The school PBIS teams have built a matrix (graph) listing the behavioral expectation in a horizontal row. There are labels above the behavioral expectations listing all the areas in the school where this behavior could be: 1) taught, 2) modeled, 3) practiced, and 4) observed. For example, in middle and high school the labels might include: 1) commons area, 2) cafeteria, 3) gymnasium, 4) bus, 5) hallway, 6) restroom, and 7) sidewalks.
- 2. **Teaching Appropriate Behavioral Actions:** During the first weeks of school, adults model the appropriate behavior, scholars emulate the new behavior before they rotate to the next learning station. Adults give feedback to scholars on their performance during the training, to alleviate any misrule they may begin. Expectations will be re-taught and remodeled, progress continues to be monitored and feedback is continuously given.
- 3. **Observing and Praising Appropriate Behavioral Actions:** The building leadership team determines how they intend to “catch” scholars exhibiting appropriate behaviors. Scholars who are “caught” exhibiting appropriate behaviors are acknowledged and celebrated. The acknowledgment system includes a continuum of strategies, including positive teacher attention, tangible rewards, and school-wide celebrations.

4. Data Collection: Data is used to determine what is working in the building and what needs to be revisited. School-wide behavior data is readily available to the building team.

5. Consequences/Follow-through: Research shows that PBIS works for 80% of all scholars in a given school (based on a criterion of the number of scholars who have one (1) or fewer office discipline referrals per month). Obviously, no intervention works across the board for all scholars; therefore, consequences aligned with school and District policy may be employed, but they will also be in line with the expectation the scholar failed to exhibit.

What Is the Family Role in PBIS?

Including families in PBIS implementation means families and school personnel work together and share in the responsibility of making educational decisions and improving student outcomes.

Through effective family engagement, families and schools work together to create the conditions and practices which allow for ongoing collaboration, coordination and partnerships.

Resources for Families:

- [Center for PBIS: Family](#)
- [Family Plan for Positive Behavior at Home](#)

Contact the Department of Social Emotional Learning for more Information: sel@grps.org



RESTORATIVE PRACTICE CONFERENCE

Restorative Practices utilizes techniques and strategies to prevent relationship damaging incidents from happening and repairing them if they do. Implementation of Restorative Practices in schools help improve the five main social and emotional learning skills: Self-Awareness, Self-Management, Relationships Skills, Social Awareness and Responsible Decision Making. Together, Social and Emotional Learning and Restorative Practices are used to improve school climate by strengthening scholar-to-scholar, staff-to-staff and scholar-to-staff relationships.

Restorative Practices allow individuals to:

1. Identify and manage their own emotions
2. Address how someone else's behavior has impacted them
3. Use effective communication for problem solving

Restorative Practices looks like:

1. Setting classroom agreements
2. Community Building Circles
3. Formal Conferences

As Restorative Practices grows in GRPS, it will include scholar-led conflict resolution, peer mediation and involvement of the community. By including scholars in the planning, discussion and resolution of negative situations, we are trying to move towards a safer, healthier community.

Restorative Practice Conference Section

A facilitated conference may be offered by GRPS as an alternative to a scholar discipline hearing following certain incidents of scholar misconduct. Conference participants include: Facilitator, offending scholar, his/her Parent(s)/Guardian(s) and possible support persons, victim(s), his/her Parent(s)/Guardian(s) and possible support persons and school administrators. The group comes together to talk through the incident, express feelings and develop conditions in which the offender is then held accountable. An opportunity is provided for scholars and staff to reconcile and repair the harm caused by the incident. Out-of-school/program suspension time for the particular offense is lessened while collaboration and reintegration is promoted.

Conferences may be scheduled in the place of discipline hearings only when the following criterion has been met:

1. Scholar offense is a Board of Education violation and not a state law
2. Offending scholar has admitted guilt and taken full responsibility for the offense
3. Offender, victim(s) and all respective Parent(s)/Guardian(s) have given informed consent
4. School administrators have granted permission for the option.

RESTORATIVE PRACTICE CONFERENCE

A facilitated conference may be offered by GRPS as an alternative to a scholar discipline hearing following certain incidents of scholar misconduct. Conference participants include: Facilitator, offending scholar, his/her Parent(s)/Guardian(s) and possible support persons, victim(s), his/her Parent(s)/Guardian(s) and possible support persons and school administrators. The group comes together to talk through the incident, express feelings and develop conditions which the offender is then held accountable. An opportunity is provided for scholars and staff to reconcile and repair the harm caused by the incident. Out-of-school/program suspension time for the particular offense is lessened while collaboration and reintegration is promoted.

Conferences may be scheduled in the place of discipline hearings only when the following criterion has been met:

1. Scholar offense is a Board of Education violation and not a state law violation
2. Offending scholar has admitted guilt and taken full responsibility for the offense
3. Offender, victim(s) and all respective Parent(s)/Guardian(s) have given informed consent
4. School administrators have granted permission for the option.

STAFF INTERVENTION

Staff Intervention may be done by any staff member in consultation with their Principal (or designee) when it is believed intervention is appropriate. This may include (but is not limited to):

- 1. Referral to a counselor, social worker, school psychologist, Scholar Study Team, scholar assistance worker, social agency, police department, GRPS Public Safety, Kent County Department of Human Services, Kent County Prosecutor’s Office or Kent County Juvenile Court/Crisis Intervention Program
- 2. Referral to an IEP Team to review the educational program of a scholar with Special Education needs
- 3. Referral to a building Support Team for possible Section 504 Review
- 4. Referral to the Wheel Team

- 5. Referral to other tier-based interventions
- 6. Confiscation of inappropriate personal property (cell phones, tape recorders, pagers and so on). Scholars shall be informed that the property impounded may or may not be returned to the scholar or Parent/Guardian
- 7. Restitution for school property which has been damaged by the scholar.

STUDENT SUCCESS TEAM (SST)

The purpose of the Student Success Team (SST) is to provide a formal process for supporting student success at school when it has been determined that despite Tier I evidence-based interventions in the classroom, a student continues to struggle with unresolved Academic, Behavioral, or Attendance related issues. This process can meet the standard set forth by the Michigan Department of Education and IDEA to monitor a student’s response to intervention, and fulfill the district’s Child Find obligation of

identifying, locating and evaluating students who are suspected of having a disability; however, it is primarily designed to problem resolve in the general education setting to support student performance. The SST process is designed to function under a team approach on behalf of students. The primary function of the Tier II approach is to review and analyze evidence-based interventions that have been implemented and offer evidence-based interventions/supports to increase the likelihood of student success.

TEACHING EDUCATING AND MENTORING (T.E.A.M.) SCHOOL LIAISON PROGRAM

The T.E.A.M. School Liaison Program is a school-based “law-related” education program taught by specially trained law enforcement officers. T.E.A.M. is a proactive effort to make schools and communities safer, promote responsible citizenship and encourage positive character traits. The goal of the Program is to unite educators, scholars and law enforcement to play an integral part in preventing crime and promoting a safe school community.

For additional information contact the Grand Rapids Public School Office of Public Safety at (616) 819-2100.

OUR MISSION IS TO ENSURE
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SCHOLAR HANDBOOK

SECTION 504 & SPECIAL EDUCATION SERVICES

CHILD FIND FOR SPECIAL EDUCATION SERVICES & SECTION 504

Child Find and public awareness are provided to assure that the needs of scholars suspected of having a disability will be met. It is the responsibility of the district to identify persons between the ages of birth and 26 who are suspected of having a disability that may affect their educational performance.

In order to meet the requirements as set forth, Grand Rapids Public Schools has a designated department to conduct Child Find responsibilities who can assist with:

- Identifying scholars Birth to 3 years of age suspected of having a disability

- Identifying scholars 3 to 26 years of age suspected of having a disability
- Guiding families to the appropriate educational services within the district
- Finding additional information to assist families with children who have educational needs

If you suspect your child may have a disability, you may reach us directly at: (616) 819-3514 or ChildFind@grps.org.

SPECIAL EDUCATION

Special Education is a civil rights provision under the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), respectively.

Parents/Guardians who have a concern about their child’s progress in school, suspect that their child may have a disability or may need Special Education services should contact their building principal to request interventions as designed by the building scholar success team, or a special education evaluation.

Special Education is specially designed instruction, support, and services provided to scholars with an identified disability that requires individually designed instructional services or programs to meet their unique learning needs. The purpose of special education is to enable scholars to make progress in the general education curriculum by being provided a free appropriate public education (FAPE).

Any scholar suspected of having a disability shall be evaluated by a Multidisciplinary Evaluation Team as defined in the Michigan Administrative Rules for Special Education (MARSE) at R 340.1701b (b). In addition to the

requirements in R 340.1705 to R 340.1717, the Multidisciplinary Evaluation Team shall do the following:

1. Complete an individual evaluation based on Review of Existing Evaluation Data (REED).
2. Make a recommendation of eligibility and prepare a written report to be presented to the Individualized Education Program Team by the designated Multidisciplinary Evaluation Team member who can explain the instructional implication of evaluation results. The report shall include information needed by the Individualized Education Program Team to determine all of the following:
 - Eligibility
 - A scholar’s present level of academic achievement and functional performance
 - The educational needs of the scholar

Special Education personnel who are authorized to conduct evaluations of scholars suspected of having a disability may provide consultation to general education personnel for the purpose of prevention and intervention.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An IEP is a written plan for a scholar with a disability who requires special education programs and/or services to make progress in the general education curriculum. It is the IEP teams responsibility to ensure programs and services are delivered in the least restrictive environment, and have access to non-disabled peers.

SECTION 504 POLICY

The Grand Rapids Public Schools complies with Section 504 of the Rehabilitation Act, which, among other things, prohibits discrimination against covered persons on the basis of disability. This nondiscrimination obligation under Section 504 applies to: admission, access to, or participation in, services provided to scholars or employment in, District programs and activities.

Scholar may be considered eligible under Section 504, even though they do not require services, pursuant to the federal law, individuals with Disabilities Education Act (IDEA)

The Board has designated a Section 504 Coordinator/Compliance Officer to coordinate the District's efforts to comply with the Section 504 and to investigate

and attempt to resolve grievances regarding alleged violations of Section 504 and this policy. A copy of Section 504 and its implementing regulations may be obtained from the Section 504 Coordinator/Compliance Officer. Parent(s)/Guardian(s) may contact Community & Student Services by calling (616) 819-2150 for further information.

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SCHOLAR HANDBOOK

SCHOLAR EXPECTATIONS & SCHOOL RESPONSES



GRADES K-5 SCHOLAR EXPECTATIONS

We ensure a positive and effective learning culture through setting clear and concise expectations for scholar conduct, utilizing research-based interventions and strategies to support scholar growth and prioritize building positive relationships to foster community and an equitable sense of belonging for all scholars. We understand, however, that there are times when behavior is exhibited in a manner which disrupts the learning environment, and the appropriate discipline response is required.

LEVEL I BEHAVIORS	LEVEL I RESPONSE
<p>These behaviors include those scholar behaviors which are generally described as mildly disruptive, committed without malice, not purposely disrespectful, but which disrupt the orderly educational process in the classroom or on school grounds.</p> <p>This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Disruptive behavior • Failure to carry out directions, follow classroom or school guidelines • Falsifying information (signing homework and so on) • Improper dress (bare feet, wearing hats, immodest dress, sagging pants, inappropriate logos/advertisements/language on apparel and so on), Dress Code Violation • Inappropriate internet or computer use, including (but not limited to): accessing inappropriate sites, publishing or producing material not related to a school or class assignment, creating inoffensive but inappropriate images on the scholar’s screen or the screens of others • Posting/distributing or possessing unauthorized materials • Unacceptable physical contact (kissing, rough play and so on) • Unauthorized use of an electronic device (first offense) 	<p>All Level I Behaviors are resolved on the spot in the classroom, hall, lunchroom, playground and other school areas by attending staff. Parent/Guardian contact shall be made at the discretion of the teacher or Principal. Continued Level I Behaviors may be treated as Level II Behaviors following Parent/Guardian contact and Teacher-Principal agreement.</p> <p><i>Note: Documentation is not required and is at the teacher’s discretion unless Level I Behaviors are moved to a Level II. Scholars who demonstrate repeated Level I Behaviors may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.</i></p>

LEVEL II BEHAVIORS	LEVEL II RESPONSE
<p>These behaviors include those scholar behaviors which are generally described as deliberate and which disrupt the orderly educational process in the classroom or on school grounds. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Continuation of unmodified Level I Behaviors • Cheating (obtaining information in violation of classroom rules, altering grades and so on) • Creating or displaying profane, obscene, indecent, immoral, or offensive language, gestures, or materials (using racial or ethnic slurs, biased language, illustrations or behavior and so on) • Disrespect for rightful authority • Failure to cooperate with school personnel (leaving the classroom or grounds without permission and so on) • Harassment or verbal abuse of other scholars (creating a hostile environment) • Hitting, pushing or intentionally hurting other scholars • Inappropriate internet or computer use, including (but not limited to): generating an expense of up to fifty dollars (\$50), publishing offensive material on the internet or the GRPS internal network, creating offensive images or defamation of an individual or group • Throwing objects (snowballs, stones, food and so on) 	<p>Disciplinary action for Level II Behaviors may include the following:</p> <p>FIRST OCCURRENCE</p> <ol style="list-style-type: none"> 1. Teacher completes Conduct Report or Office Discipline Referral (ODR). 2. Scholar writes, dictates or discusses a Corrective Plan. 3. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian. 4. Teacher or Principal may contact Parent/Guardian. <p>SECOND OCCURRENCE</p> <ol style="list-style-type: none"> 1. Teacher completes Conduct Report or Office Discipline Referral (ODR). 2. Scholar writes, dictates or discusses a Corrective Plan. 3. Scholar could receive a Time-Out period. 4. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian. 5. It is essential that teacher or Principal contact Parent/Guardian. <p>THIRD OCCURRENCE</p> <ol style="list-style-type: none"> 1. Teacher completes Conduct Report. 2. Scholar writes, dictates or discusses a Corrective Plan. 3. Scholar could receive a Time-Out period. 4. Copies of Conduct Report and Corrective Plan are sent to Parent/Guardian. 5. Teacher-Scholar-Parent/Guardian-Administrator Conference is recommended and scheduled immediately. A Contract is optional at this meeting. Parent/Guardian is informed of Fourth Violation consequences should violations continue to occur. Parent(s)/Guardian(s) who do not attend the conference shall be notified, in writing, of potential Fourth Violation consequences. <p>FOURTH OCCURRENCE</p> <ol style="list-style-type: none"> 1. Principal completes Suspension Notice. 2. Principal contacts Parent/Guardian (phone call or home-call/visit) regarding suspension before it is implemented. 3. Out-of-school/program Suspension is implemented. Length of suspension generally not to exceed three (3) school days but is at the discretion of the Principal. Severe circumstances may warrant suspension for a longer period of time but is not to exceed five (5) school days. A scholar suspended from school is not allowed to attend school or any school-related activity for the period of the suspension. The scholar shall be assigned homework during the period of suspension for completion and submission to the classroom teacher on the day of readmission. 4. Parent/Guardian-Scholar-Principal Conference is required with each Out-of-school/program Suspension. <p><i>Notes: A scholar returning from Out-of-school/program Suspension and repeating the same or similar behavior may go to a level I, II or III Response at the discretion of the Principal. Scholars who demonstrate repeated Level II Behaviors may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a functional behavior assessment.</i></p>

LEVEL III BEHAVIORS	LEVEL III RESPONSE
<p>These scholar behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Continuation of unmodified Level I and Level II Behaviors • Arson (Public Act 250) • Bomb threat or similar threat directed against a school building, school property or school-related event (Public Act 104) • Bullying and verbal threat to scholar • Criminal Sexual Conduct (CSC) (Public Act 250) • Extortion or robbery • False activation of a fire alarm • Gambling (playing games for money and so on) • Gross Indecency/Indecent Exposure • Inappropriate internet or computer use, including (but not limited to): generating an expense over fifty dollars (\$50), modifying GRPS programmatic files or web pages without authorization, creating a web page without authorization, using another person's password or account, unauthorized disclosure of test questions, sexual harassment, spreading confidential information, causing a computer or network to crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or harass scholars or staff • Physical aggression toward staff • Physical aggression toward student • Possession, concealment, threat, attempted use or use of a weapon or look-alike weapon including (but not limited to): knife with a blade three (3) inches or less in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, bb gun (air soft gun and so on) • Possession of a firearm (Public Act 250) • Possession or distribution of pornographic material as defined by the Supreme Court • Possession or lighting of fireworks (gas-ejecting device, and so on) • Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs) • Racial or ethnic harassment (creating a hostile environment) • Serious fight • Sexual misconduct, harassment or inappropriate sexual activity (creating a hostile environment) • Smoking, possession or use of chewing tobacco or other tobacco products • Theft • Threat with a dangerous weapon (Public Act 250) • Unauthorized possession, use, delivery, sale of prescribed drug or other intoxicant, lawful or unlawful • Unauthorized use of an electronic device (repeated offense) • Vandalism, destruction of property or graffiti • Verbal assault of staff/verbal threat of serious bodily injury to staff 	<p>Disciplinary action for Level III Behaviors may include the following:</p> <ul style="list-style-type: none"> • Continued use of interventions, SEL strategies and other alternatives to suspension • Short-term Suspension (10 School Days or Less) • Recommendation for Long-Term Suspension (more than 10 school days) *As determined by the Office of Community & Student Services • Recommendation for Expulsion *As determined by the Office of Community & Student Services • Police Contact <p><i>Note: Scholars who demonstrate repeated Level III behaviors may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.</i></p>

GRADES 6-12 SCHOLAR EXPECTATIONS

We ensure a positive and effective learning culture through setting clear and concise expectations for scholar conduct, utilizing research-based interventions and strategies to support scholar growth and prioritize building positive relationships to foster community and an equitable sense of belonging for all scholars. We understand, however, that there are times when behavior is exhibited in a manner which disrupts the learning environment, and the appropriate discipline response is required.

LEVEL I BEHAVIORS	LEVEL I RESPONSE
<p>This level of scholar behaviors is generally described as mildly disruptive, committed without malice, not purposely disrespectful, but which disrupt the orderly educational process in the classroom or school grounds. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Failure to carry out directions, follow classroom and/or school guidelines • Improper dress (wearing hats, bare feet, immodest/extreme/exhibitionist dress, sagging pants, inappropriate logos/advertisements/language on apparel, gang apparel and so on), Dress Code Violation • Inappropriate internet or computer use, including (but not limited to): accessing inappropriate sites, publishing or producing material not related to a school or class assignment, creating inoffensive but inappropriate images on the scholar's screen or the screens of others • Littering • Running and/or making excessive noise in the hall or building • Unacceptable physical contact (kissing, petting, rough play and so on) • Unauthorized use of electronic device (first offense) 	<p>Disciplinary action for Level I Behaviors may include the following:</p> <p>FIRST OCCURRENCE MINIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • Teacher-Scholar Conference • School Detention <p>MAXIMUM</p> <ul style="list-style-type: none"> • Teacher-Scholar-Parent/Guardian-Counselor Conference <p>REPEATED/FLAGRANT OCCURRENCES MINIMUM</p> <ul style="list-style-type: none"> • Teacher-Scholar-Parent/Guardian-Counselor Conference <p>MAXIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • In-school Suspension <p><i>Note: Scholars who demonstrate repeated Level I Behaviors may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.</i></p>
LEVEL II BEHAVIORS	LEVEL II RESPONSE
<p>These behaviors include those scholar behaviors which are described as deliberate and which disrupt the orderly educational process in the classroom or on school grounds. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Continuation of unmodified Level I Behaviors • Cheating on tests, exams or school projects (in this instance the scholar shall also receive a failing grade) • Creating or displaying profane, obscene, indecent, immoral or offensive language, gestures or material • Failure to cooperate with school personnel (leaving the classroom or school grounds without permission and so on) • Harassment or verbal abuse of other scholars (creating a hostile environment) • Inappropriate internet or computer use, including (but not limited to): generating an expense of up to one-hundred (\$100), publishing offensive material on the internet or the GRPS internal network, creating offensive images, defamation of an individual or a group • Loitering • Posting, distributing, or possessing unauthorized material • Tardiness • Throwing objects (snowballs, stones, food and so on) 	<p>Disciplinary action for Level II Behaviors may include the following:</p> <p>FIRST OCCURRENCE MINIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • Teacher-Scholar-Parent/Guardian Conference • In-School Suspension <p>MAXIMUM</p> <ul style="list-style-type: none"> • Out-Of-School/Program Suspension (1-3 School Days) <p>REPEATED/FLAGRANT OCCURRENCES MINIMUM</p> <ul style="list-style-type: none"> • Out-of-school/program Suspension (1-3 School Days) <p>MAXIMUM</p> <ul style="list-style-type: none"> • Disciplinary Reassignment <p><i>Note: Scholars who demonstrate repeated Level II Behaviors may also be re-taught the Positive Behavioral Interventions and Supports (PBIS) expectations, receive targeted instruction in social skills, or given a Functional Behavior Assessment.</i></p>

LEVEL III BEHAVIORS	LEVEL III RESPONSE
<p>These scholar behaviors clearly disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are illegal. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Continuation of unmodified Level II Behaviors • Disrespect for rightful authority (refusing to show an ID and so on) • Disruptive behavior or any behavior which interferes with the educational process • Forgery/falsifying information, making false report, giving false information that may compromise scholar and staff safety • Gambling (playing games for money and so on) • Hostile actions (including inciting a fight or other disruptive behavior) • Inappropriate internet or computer use, including (but not limited to): modifying GRPS programmatic files or web pages without authorization, creating a web page without authorization, using another person's password or account, unauthorized disclosure of test questions • Interfering with school authorities and programs through behavior including (but not limited to): walk-outs, boycotts, sit-ins, trespassing • Profane, obscene, indecent, immoral or offensive language, and/or including gestures, racial or ethnic slurs, or biased language, illustrations or behavior (creating a hostile environment) • Smoking or possession of chewing tobacco or other tobacco products • Vandalism (graffiti, tagging and so on) generating an expense less than three-hundred dollars (\$300) 	<p>Disciplinary action for Level III Behaviors may include the following:</p> <p>FIRST OCCURRENCE MINIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • In-School Suspension <p>MAXIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • Out-of school/program Suspension (1-3 School Days) <p>REPEATED/FLAGRANT OCCURRENCES MINIMUM</p> <ul style="list-style-type: none"> • Out-of school/program Suspension (1-3 School Days) <p>MAXIMUM</p> <ul style="list-style-type: none"> • Out-of-school/program Suspension (6-10 School Days)
LEVEL IV BEHAVIORS	LEVEL IV RESPONSE
<p>These behaviors include those scholar behaviors which very seriously disrupt the orderly education process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Concealment, unauthorized distribution, sale, trade or possession with intent to distribute, sell or trade any items of value including (but not limited to): article of clothing, candy, cell phone, cell phone chip, CD, DVD, tapes, electronic device, jewelry, or any other item identified as inappropriate by a building administrator • Continuation of unmodified Level III Behaviors • Fighting • Inappropriate internet or computer use, including (but not limited to): generating an expense under three-hundred dollars (\$300), sexual harassment, spreading confidential information • Making a false report of sexual harassment (creating a hostile environment) • Possession or lighting of fireworks (gas-ejecting device, and so on). • Possession or distribution of pornographic materials as defined by the Supreme Court, including possession or distribution of pornographic material through electronic form • Possession or sale of stolen property • Racial or ethnic harassment (creating a hostile environment) • Sexual harassment • Theft under three-hundred dollars (\$300) • Unauthorized use of an electronic device (repeated offense) • Use of force, intimidation or coercion • Vandalism generating an expense under three-hundred dollars (\$300) 	<p>Disciplinary action for Level IV Behaviors may include the following:</p> <p>FIRST OCCURRENCE MINIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • Out-of-school/program Suspension (1-5 School Days) <p>MAXIMUM</p> <ul style="list-style-type: none"> • Agency Referral • Police Contact • Out-of-school/program Suspension (10 or More School Days) <p>REPEATED/FLAGRANT OCCURRENCES MINIMUM</p> <ul style="list-style-type: none"> • Out-of-school/program Suspension (6-10 School Days) <p>MAXIMUM</p> <ul style="list-style-type: none"> • Out-of-school/program Suspension (10 or More School Days) • Disciplinary Reassignment • Expulsion • Police Contact

LEVEL V BEHAVIORS	LEVEL V RESPONSE
<p>These behaviors include those scholar behaviors which very seriously disrupt the orderly educational process in the classroom or on school grounds. In many cases, these behaviors are also illegal. This level includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> • Any continued behavior which is disruptive to the process of education • Arson (Public Act 250) • Bomb threat or similar threat directed against a school building, school property or school-related event (Public Act 104) • Bullying or verbal threat to scholars • Burglary, extortion or robbery • Criminal Sexual Conduct (CSC) (Public Act 250) • False activation of a fire alarm • Force, intimidation, coercion or participation in gang-like activity • Gang-related activity and/or gang-related characteristics including (but not limited to): gang apparel, colors, jewelry, notebooks, gang symbols, hand signs that denote gang affiliation, displaying gang signs, weapons, depicting gang affiliation on Bebo, My Space, Facebook and all other social internet sites • Gross Indecency/Indecent Exposure • Illegal behavior or criminal conduct • Inappropriate internet or computer use, including (but not limited to): generating an expense of three-hundred dollars (\$300) or more, causing a computer or network crash, creating a computer virus or other form of computer disruption, theft of software, vandalizing software or hardware, intimidating others or using internet to post threats or to harass scholars or staff • Physical assault of staff (Public Act 104) • Physical assault of scholar (Public Act 451) • Possession, concealment, or use of an explosive device, any gas-ejecting device, fireworks, or any substance or device which can be used as an explosive device and so on Possession, concealment, threat, attempted use, or use of a dangerous weapon (Public Act 250) • Possession, concealment, threat, attempted use, or use of a weapon or look-alike weapon including (but not limited to): knife with a blade less than three (3) inches in length, box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, air soft gun, bb gun and so on • Possession, delivery, sale or use of alcohol or illegal dangerous drugs, drug paraphernalia or other substances masquerading as illegal controlled drugs (including synthetic drugs) *(See Note below) • Possession, delivery, sale or use of unauthorized prescribed drug or other intoxicant (including but not limited to electronic cigarettes) lawful, or unlawful • Possession, use or distribution of sexual pictures or other sexual devices • Sexual misconduct or inappropriate sexual activity (including the taking of, possession of, and distribution of any inappropriate pictures) • Theft over three-hundred dollars (\$300) • Vandalism generating an expense over three-hundred dollars (\$300) or criminal damage to property • Verbal assault/verbal threat of serious bodily injury of staff (Public Act 104) <p><i>*Note: On the First (1st) offense of a scholar found to be in possession of alcohol, illegal or dangerous drugs (without the intent to sell or deliver) or other substances masquerading as illegal controlled drugs (including synthetic drugs) will be referred by the school administrator to participate in a substance abuse/prevention program. If the behavior or violation continues, that scholar will be subject to an out-of-school suspension.</i></p>	<p>Disciplinary action for Level V Behaviors may include the following:</p> <p>MINIMUM</p> <ul style="list-style-type: none"> • Staff Intervention • Disciplinary Reassignment • Out-of-school/program Suspension (6-10 School Days) <p>MAXIMUM</p> <ul style="list-style-type: none"> • Recommendation Long-Term Suspension (more than 10 School Days) • Expulsion • Police Contact

BEHAVIOR DEFINITIONS

CONTINUOUS BEHAVIOR

Consistent occurrences of the same type(s) of behaviors. These behaviors occur over a period of time and are tracked through documentation.

DISRUPTIVE BEHAVIOR

Intentionally interfering with the learning environment to the extent that it significantly impacts the learning of other students or the routine functioning of the school.

FIGHTING

Mutual participation in an incident involving physical violence or assault (e.g., slapping, pulling hair, punching, kicking, biting, etc).

INSUBORDINATION

The continual refusal to follow the reasonable and established rules, directives, or instructions given by teachers, administrators, or other school staff.

PHYSICAL AGGRESSION

Confrontational posturing and gesturing toward another with the intent to cause harm. These behaviors include, but are not limited to pushing/shoving, intentionally bumping into another person, or making gestures that are violent and confrontational in nature.

PHYSICAL ASSAULT

Causing or attempting to cause physical harm through force or violence to another without the initiation or involvement of the receiving person.

VERBAL ASSAULT

A verbal statement directed toward another that is abusive, hostile, or harassing in nature.

VERBAL THREAT

A verbal statement directed toward another that communicates the intent to cause physical, emotional, or mental harm to another through violence.

APPLICATION OF EXPECTATIONS FOR SCHOLAR CONDUCT

The scholar code of conduct outlined in this handbook applies before, during, and after school when scholars are:

1. In school buildings or are on any school premises
2. At any school-sponsored activity, regardless of location
3. Walking to or from school or a school-sponsored activity
4. Traveling on school buses, other related vehicles, or any other vehicle used to transport scholars to and from school or a school-sponsored activity
5. Using school telecommunications networks, accounts or any other District service
6. Conducting themselves inappropriately and their presence may disrupt an orderly school environment and the educational process

PROGRESSIVE RESPONSE TO SCHOLAR BEHAVIOR

Progressive Behavior is a whole child approach to teaching children by meeting their behavioral, social, intellectual and emotional needs. We recognize that many factors both inside and outside the school building impact our scholars. Our goal is to provide the support and services needed by our scholars and their families to address these needs and prevent a scholar from requiring disciplinary action.

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SCHOLAR HANDBOOK

SCHOLAR & FAMILY RIGHTS



CIVIL RIGHTS VIOLATION (COMPLAINT PROCEDURES)

Board of Education Policy 8010-8018, 8575 & 8575-R

The Board prohibits discrimination on the basis of race, sex, sexual orientation, gender, gender identity or expression, height, weight, color, hair texture, hair type or hair style, religion, national origin, age, marital status, disability, pregnancy or veteran status by School Board members, employees, other scholars, vendors, contractors or other persons doing business with the District. Allegations of discrimination based on race, height, weight, color, religion, national origin, age, marital status, disability or veteran status shall be reported to the Civil Rights Compliance Officer:

Civil Rights Compliance Officer

Human Resources
Grand Rapids Public Schools
1331 Martin Luther King Jr St. SE PO Box 117
Grand Rapids, MI 49501-0117
HumanResources@grps.org | (616) 819-2030

Allegations of discrimination based on sex, including sexual harassment, sexual orientation, gender, gender identity and expression and pregnancy shall be reported to the Title IX Coordinator:

Mr. Thomas Cottle, Title IX Compliance Coordinator

Grand Rapids Public Schools
1331 Martin Luther King Jr St. SE PO Box 117
Grand Rapids, MI 49501-0117
CottleT@grps.org | (616) 819-2031

Scholars, their Parent(s)/Guardian(s), and/or anyone else acting on their behalf have the right to file a complaint directly with the Michigan Department of Civil Rights, The Office for Civil Rights, U.S. Department of Education or the Ethics Hotline at <https://reportanissue.com/grps/welcome.php>, or call 1-800-345-7377 (The Hotline will take anonymous complaints).

The complainant shall share the details of the discrimination or harassment experienced. The complainant shall be asked to complete a copy of the District Discrimination/Harassment Complaint form. See page 52 for the process used for complaints of sexual harassment.

The District (or designees) shall investigate allegations of civil rights violations. All complaints, interviews and investigations shall be processed in a manner which protects all individuals to the extent reasonably possible. The District shall make every effort to prevent public disclosure of the names of the parties involved, except to the extent necessary to carry out the investigation and/or eliminate discrimination, harassment and improper conduct.

The District, scholars, and/or employees who are alleged perpetrators of discrimination, sexual harassment or sexual misconduct shall be entitled to due process prior to the imposition of any sanctions. Subject to the rights of scholars or employees, the District shall make efforts to keep complainants advised of the progress of the investigation and of any decision it reaches concerning the situation.

If any of the involved parties have questions concerning the progress of an investigation of a civil rights complaint or actions taken by the District to remediate any discrimination, that may have occurred, contact M2. Civil Rights Compliance Officer or Mr. Thomas Cottle, Title IX Coordinator.

FOLLOW-THROUGH AT CONCLUSION OF INVESTIGATION:

If it is concluded that the allegations have merit, action will be taken to remediate the situation. The District shall follow its procedures to attempt to prevent a reoccurrence of discrimination and/or improper conduct.

Retaliation by anyone against an individual, who has reported discrimination or improper conduct, or who participated in the investigation, is strictly forbidden. If the complainant believes that anyone is retaliating against them in any way, they must immediately notify their Principal (or designee) and/or the Civil Rights Compliance Officer, or the Title IX Coordinator.

EMPLOYEE RESPONSIBILITIES: Any employee who observes or receives a complaint of discrimination or harassment must do the following:

1. Immediately report the activity or complaint to their immediate supervisor, the District Civil Rights Compliance Officer or Title IX Coordinator.
2. Cooperate in the investigation and enforcement of Board policy and laws as requested.

DUE PROCESS RIGHTS

School administrators are charged with maintaining an atmosphere in each school building, which is good for learning. Sometimes it becomes necessary to suspend individual scholars from school who disrupt the learning atmosphere.

When suspending or expelling any scholar, administrators shall guarantee that each scholar has certain due process rights. Information regarding these rights is provided to the scholar at the time of disciplinary action.

DUE PROCESS

OUT-OF-SCHOOL/PROGRAM SUSPENSION, 1-10 SCHOOL DAYS:

1. A teacher may remove a scholar from class to a place designated by administration when the grossness of an offense, the persistence of misbehavior or the disruptive effect of a violation makes the continued presence of the scholar a detriment to the learning environment.
2. When appropriate, teachers (or other involved staff) shall first inform the scholar of his/her misconduct. In the event of subsequent acts of misconduct, the teacher (or other involved staff) shall either inform the

scholar's Parent/Guardian or make a counselor referral. Specific steps are outlined in the Behavioral Referral Form. The Parent/Guardian shall be informed whenever disciplinary problems exist.

3. At such time as the teacher (or other involved staff) concludes that they are to take other disciplinary measures within the guidelines, they may refer the scholar to the Principal (or designee).

4. Scholars shall not be released from school by any Principal, Assistant Principal, Dean of Scholar Accountability, Teacher, Attendance Officer or School Secretary without verified Parent(s)/Guardian(s) notification.
5. In the event a Principal deems it necessary, a scholar may be sent home during school hours. In the case of a minor scholar, if a Parent/Guardian is not able to pick up the scholar at school, or the Principal (or designee) is unable to accompany the scholar home, the scholar shall be retained in the school building until dismissal time, unless the Parent/Guardian directs otherwise. Records shall be maintained of the circumstances under which the scholar is sent home.
6. At such time as the Principal (or designee) determines that out-of-school/program suspension is an appropriate action, he/she/they shall inform the scholar orally or in writing of the charges and evidence and provide the scholar with an opportunity to present his/her version.
7. The Principal (or designee) shall inform the Parent/Guardian of the minor scholar of the charges, the rationale for the suspension, and the length of the suspension. Communication shall be by phone, home-call/visit, or written notification. Written documentation regarding the phone contact or home-call/visit and a copy of the written notification shall be maintained.
8. The Parent/Guardian shall also receive a copy of the Suspension Notice from the Principal (or designee) in person or through the mail, and a copy shall be placed in the scholar's file. The Parent/Guardian of a scholar with Special Education services shall also receive a copy of the Special Education Parent Handbook with procedural safeguards.
9. The Principal may grant a conference at the request of the Parent/Guardian of a minor scholar to discuss the offense and the suspension decision. The Principal (or designee) may alter or negate the original suspension decision as a result of the conference. If the suspension is negated, all records of the suspension shall be removed from the files.
10. The scholar and Parent/Guardian of a minor scholar shall be informed of the right and means to appeal certain suspension decisions. For suspension from one to five (1-5) school days, the decision of the Principal is final. The aggrieved scholar or Parent/Guardian of a minor scholar may request an administrative review of suspension from six to ten (6-10) school days. The request must be made within three (3) school days of the decision being reviewed and shall be directed to the appropriate administrator as follows:
 - a. To the Principal for the decision of an Assistant Principal or Dean of Scholar Accountability
 - b. To the Supervisor of Community & Student Services for the decision of a Principal
11. Community & Student Services shall be informed immediately if a weapon is involved and if a recommendation for long-term suspension or expulsion for any offense is being made.
12. The Principal (or designee) shall be responsible for entering suspension data into The Scholar Database within twenty-four (24) hours of the decision for all suspensions from school regardless of the length of time.

LONG-TERM SUSPENSION/EXPULSION, MORE THAN 10 SCHOOL DAYS: Except in emergency situations (health or safety), appropriate procedures must be followed to place scholars on long-term suspension or expulsion for more than ten (10) school days. According to federal law, these procedures do not apply to scholars eligible for special education or Section 504 services, or to scholars the District knows or has reason to know, should be evaluated for special education eligibility.

SUSPENSION APPEAL PROCESS: Decisions of the Hearing Officer may be appealed if the expulsion is ninety (90) school days or more. Appeal rights will be described in writing when an expulsion of ninety (90) school days

or more is issued. Also see Public Act 250 on page 58, Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36. Appropriate procedures are as follows:

- Factors to Consider Before Suspension or Expulsion:
 - a. The scholar's age
 - b. The scholar's disciplinary history
 - c. Whether the scholar has a disability
 - d. The seriousness of the behavior
 - e. Whether the violation or behavior threatened the safety of any scholar or staff member
 - f. Whether Restorative Practices will be used to address the violation or behavior
 - g. Whether a lesser intervention would properly address the violation or behavior.

1. Investigation of Alleged Violations and Recommendation:

The appropriate building or program administrator conducts an investigation regarding alleged violations of Board of Education Policy 8300, Uniform Discipline Code for Scholar Conduct. If after investigation the administrator decides that a recommendation for long-term suspension or expulsion (more than ten (10) school days) is warranted, the administrator shall notify the scholar and the Parent/Guardian in writing of:

- a. The charges against the scholar
- b. The recommended disciplinary action
- c. Their right to a hearing before an impartial Hearing Officer

The administrator issues this written notice as soon as possible, but no later than two (2) school days after the infraction. A copy of this notice is also sent by fax to Community & Student Services. The scholar is temporarily suspended pending the hearing process.

**Note: According to BOE Policy 8350 Scholars seven (7) years old or younger, and scholars who have not had any prior suspensions during the current school year, may not be recommended for expulsion (unless in violation of any Public Act) or long-term suspension.*

2. Notice of Hearing:

After receiving an administrator's recommendation for long-term suspension or expulsion, Community & Student Services issues a written notification of hearing to the scholar and Parent(s)/Guardian(s). Any notice of a proposal to suspend long-term shall state the time, date, and place that the scholar will be afforded an opportunity for a formal hearing, and the hearing shall be held no later than ten (10) school days after the date of the notice. A copy of this policy and administrative procedures shall accompany the notice. The hearing is then conducted as described in Item 5 below. At the time of the hearing, a public notice of the hearing is posted on the front of the GRPS Administrative Office/Rev. Lyman S. Parks, Sr. building as required by the Open Meetings Act, Public Act 267.

3. Hearing Officer:

A Hearing Officer is designated by Community & Student Services, or the Superintendent (or designee). The Hearing Officer may not have been involved in the investigation of the charges.

4. Scholar Advocate:

When a District scholar faces possible long-term suspension or expulsion a Scholar Advocate is appointed by the Superintendent (or designee). The advocate assists the scholar and Parent/Guardian, upon request. A Scholar Advocate is not appointed if a Parent Advocate or attorney is involved in the matter. If a Scholar Advocate is assigned, he/she/they is considered a School Official with a legitimate interest in having access to the scholar's education record.

5. Hearing Procedures:

- **Purpose:** The Purpose of the hearing is to determine:
 - Whether the scholar did or did not do what the charges claim
 - Whether the disciplinary action recommended by the school shall be imposed or whether some other type of discipline shall be imposed
- **Open/Closed Meeting:** Eighteen (18) year olds or other independent scholars or a Parent/Guardian of a minor scholar may request to have the hearing held in an Open Meeting (so that others can observe and/or obtain full disclosure of the hearing), or a Closed Meeting (private, so that others cannot observe and/or obtain disclosure of hearing, only the hearing decision) pursuant to the Open Meetings Act. Per this state law, at the point the Hearing Officer delivers a decision the hearing must return to an Open Meeting, ensuring that the information is available to the public if it is ever requested.
- **Appearances:** Scholars and Parent(s)/Guardian(s) have the right to testify as to the facts, or other evidence, and explain their reasons for disagreeing with the school's charges or recommendation for discipline.
- **Right to Legal Counsel:** Attorneys are permitted. When a scholar is represented by legal counsel, the District may be represented by legal counsel.
- **Witnesses:** If the scholar wishes to present witnesses who have knowledge of the circumstances of their case, the scholar must arrange to have them attend the hearing. If the scholar needs help in identifying District staff witnesses, the scholar is to contact his/her assigned Scholar Advocate.
- **Records:** If the scholar has any written information, documents or letters relevant to their case, these are to be presented at the hearing.
- **Evidence:** Strict rules of evidence do not apply. However, all testimony and documents must be relevant to the misconduct charge. Hearsay and other evidence not admissible in a court are admitted if a reasonably prudent person would accept the offered evidence as reliable under all of the circumstances. In expulsion cases, hearsay shall generally not be the only evidence determining whether the charges are true or false. However, sworn affidavits from scholar eyewitnesses (whose identity is not disclosed) to serious offenses (usually criminal offenses), may be admissible if a school administrator:
 - Makes a determination of the scholar's trustworthiness
 - Investigates the past relationship, if any, between the scholar eyewitness and the accused scholar to determine improper bias or motive
- **Record of Hearing:** The hearing shall be mechanically or electronically recorded and/or minutes recorded. If the District or scholar chooses to have a stenographic record; the requesting party will bear the cost of making that record.
- **Decision:** The Hearing Officer renders a written decision within seven (7) school days after the close of the hearing, unless the scholar or Parent(s)/Guardian(s) agree to an extension .
- **Postponements:** A person requesting postponement of the hearing is to call Community & Student Services. Postponements are granted only if all parties consent to the continued suspension of the scholar or in exceptional circumstances.

6. Right of Appeal:

The Hearing Officer advises the scholar and Parent/Guardian of their right to appeal when appropriate (if the suspension or expulsion is ninety (90) school days or more). The scholar remains suspended while any appeals are processed. Also see Suspension Appeal Process on page 65.

7. Procedures Applicable to Special Education and Section 504 Scholars:

Unless modified by an Individual Education Plan (IEP), a scholar with a disability is expected to follow the same rules as general education scholars and is subject to the same discipline procedures, as long as the discipline does not exceed ten (10) school days of suspension.

SPECIAL EDUCATION: Before a scholar with Special Education services may be suspended or expelled for more than ten (10) school days, an Individual Education Program Team (IEP Team) shall be convened to conduct a manifestation determination. The manifestation determination must be held within ten (10) school days of the first day of school suspension. The IEP Team does not determine discipline, but shall review all relevant information in the scholar's file, including the scholar's IEP, any teacher observations and any relevant information provided by the Parent/Guardian to determine:

1. If the conduct in question was caused by or had a direct and substantive relationship to the scholar's disability
2. If the conduct in question was the direct result of the District's failure to implement the IEP

If the answer to either a or b above is yes, the misconduct shall be determined to be a manifestation of the scholar's disability. If the IEP Team determines that the conduct was a manifestation of the scholar's disability, they shall:

1. Conduct a Functional Behavioral Assessment (FBA), and implement a Behavioral Intervention Plan (BIP) for the scholar unless a FBA and BIP have been done prior to the misconduct.
2. If a BIP has already been developed, review the BIP and modify it, as necessary to address the behavior, and return the scholar to the placement from which the scholar was removed, unless the IEP Team (Parent(s)/Guardian(s) and the District) agrees to a change of placement as part of the modification of the BIP.

If the IEP Team determines that the conduct was not a manifestation of the scholar's disability, the scholar may be disciplined according to school policy. If the discipline results in a suspension or expulsion for more than ten (10) school days the District shall provide educational services to be determined at an IEP Team meeting .

In cases where a scholar with Special Education services is found to be in possession of a dangerous weapon, drugs, or inflicts serious bodily injury to another individual, the District may unilaterally place the scholar in an interim alternate educational setting (IAES). For purposes of unilateral IAES, the federal definitions of drugs, weapons, and serious bodily injury must be followed. This can be for a period of up to forty-five (45) school days while the IEP team determines if the behavior was a manifestation of the scholar's disability and/or plans for an alternate placement.

SECTION 504 PLAN: Similarly, before a scholar with a Section 504 Plan may be suspended or expelled for more than (10) ten school days, a building Support Team must be convened to conduct a manifestation determination. Again, the manifestation determination must be held within ten (10) school days of the first day of suspension. The Support Team does not determine discipline, but shall review all relevant information in the scholar's file and give consideration to the following questions:

1. If the conduct in question was caused by or had a direct and substantive relationship to the scholar's disability
2. If the conduct in question was a direct result of the District's failure to implement the 504 Plan

If the Support Team determines that the conduct was a manifestation of the scholar's disability:

1. The scholar is returned to the placement from which he/she/they was removed.
2. The team reviews the scholar's Accommodation Checklist.

If the Support Team determines that the conduct was not a manifestation of the scholar's disability, the scholar may be disciplined according to school policy.

REFERRAL OF EXPELLED SCHOLARS

Per state mandate, within three (3) days after a scholar is expelled the District shall notify the appropriate county department of social services or county community mental health agency. Eighteen (18) year olds, emancipated minors or a minor scholar's Parent(s)/Guardian(s), shall be notified of the referral.

REINSTATEMENT

Scholars placed on long-term suspension or expelled (for more than ten (10) school days) from any public school in Michigan for reasons described in this policy shall not be enrolled in any Grand Rapids Public School unless the scholar is eligible to return to school and the District approves. Also see Reinstatement of Suspended and Expelled Scholars below.

REINSTATEMENT OF SUSPENDED & EXPELLED SCHOLARS

Scholars suspended or expelled for more than ten (10) school days by the Grand Rapids Public Schools or other public school shall not be enrolled in any Grand Rapids Public School unless the scholar is eligible to return to school and the District approves.

REINSTATEMENT FOLLOWING VIOLATIONS OTHER THAN STATE LAW: Scholars suspended/expelled for more than ten (10) school days for any reason described in this policy, other than violations of state law, are eligible for reinstatement depending on their grade level and the duration of the suspension/expulsion.

Procedures for reinstatement are as follows:

3. Conditions for reinstatement shall be identified at the scholar discipline hearing and a written copy mailed to the scholar and Parent(s)/Guardian(s). Conditions may include (but are not limited to):
 - Anger Management Program
 - Behavioral Contract
 - Community Service
 - Counseling or therapy with a licensed professional counselor or agency
 - Drug screening and/or Drug Counseling
 - Educational/Academic assignment
 - Mentor Service
 - Regular attendance and positive performance within an Interim Classroom
 - Restitution
4. Eligible scholars and a minor scholar's Parent/Guardian shall complete a Request for School Reinstatement and file it with Community & Student Services when the:
 - Scholar's suspension/expulsion period is near completion
 - Scholar has documentation showing that all of his/her identified conditions have been met
5. For consideration of reinstatement, eligible scholars and a minor scholar's Parent(s)/Guardian(s) are to participate in a Reinstatement Meeting at Community & Student Services. During this meeting, the Request for School Reinstatement is reviewed along with documentation confirming that all conditions have been met.
6. Consideration for a scholar's reinstatement shall include the following factors:
 - Extent to which reinstatement would create a risk of harm to scholars

- or school personnel
- Extent to which reinstatement would create individual or District liability
- Age and maturity of the scholar
- Scholar's school record before the suspension/expulsion
- Scholar's attitude concerning the incident that gave rise to the suspension/expulsion
- Scholar's behavior after the suspension/expulsion and the prospects for remediation
- Degree of cooperation and support scholar receives from his/her Parent/Guardian, including meeting the conditions of reinstatement.

REINSTATEMENT FOLLOWING STATE LAW VIOLATIONS:

Scholars expelled for violations of state law, may be reinstated when they are eligible to return to school and the Board approves. Eligible scholars and the Parent(s)/Guardian(s) of a minor scholar may file a Petition for Reinstatement with Community & Student Services.

Scholars in Grades K-5 expelled for possession of a firearm or making a threat with a dangerous weapon (Public Act 250) may petition for reinstatement any time after sixty (60) school days, but shall not be reinstated before the expiration of ninety (90) school days of the date of expulsion.

Scholars in Grades K-5 expelled for a reason other than possessing a firearm or threatening another person with a dangerous weapon may petition for reinstatement at any time, but shall not be reinstated before the expiration of ten (10) school days after the date of expulsion.

Scholars in Grades 6-12 expelled for possession of a dangerous weapon; committing arson in a school building or on school grounds; or committing Criminal Sexual Conduct in a school building or on school grounds (Public Act 250), and physical assault of staff (PA 104) may petition for reinstatement any time after one-hundred-and-fifty (150) school days, but shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

PROCEDURES FOR REINSTATEMENT ARE AS FOLLOWS:

1. Conditions for reinstatement shall be identified at the discipline hearing and a written copy mailed to the scholar and Parent/Guardian. Conditions are similar to those identified in item number 1 of reinstatement procedures following violations other than state law.

2. Eligible scholars and a minor scholar's Parent/Guardian shall complete a Petition for School Reinstatement and file it with Community & Student Services when the:
 - Scholar has reached their identified eligibility date
 - Scholar has documentation showing that all of his/her identified conditions have been met
3. Community & Student Services shall make reinstatement recommendations to the Superintendent (or designee), who shall then make appropriate recommendation to the Board.
4. Not later than ten (10) school days after the receipt of the petition, the Board President (or designee) shall appoint a committee to review the Petition for School Reinstatement and any supporting documentation confirming that all conditions have been met. The committee shall consist of:
 - Two (2) Board of Education members
 - One (1) school administrator
 - One (1) teacher.
 - One (1) parent(s)/guardians(s) of a scholar in the district

5. Not later than ten (10) school days after the committee is appointed, the committee shall make a written recommendation to the Board regarding the petition. The recommendation shall be for:
 - Unconditional reinstatement
 - Conditional reinstatement
 - Against reinstatement

The recommendation shall consider all of the same factors listed in item number 4 in the previous column. The committee recommendation shall also contain an explanation regarding any additional conditions.

6. Not later than the next regularly scheduled Board meeting after receiving the recommendation of the committee, the Board shall make a decision to unconditionally reinstate, conditionally reinstate, or deny reinstatement of the individual. The Board may require an agreement in writing upon a conditional reinstatement. Such conditions may include (but are not limited to) those listed in item number 1. The decision of the Board is final.

SEXUAL HARASSMENT

The Grand Rapids Public Schools is committed to providing educational programs and activities free from prohibited discrimination on the basis of sex. Title IX of the Education Amendments of 1972, including the amendments thereto, also prohibits unlawful discrimination on the basis of sex in federally funded education programs and activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to GRPS' Title IX Coordinator.

Sexual harassment of scholars by other scholars, by employees or Board members of GRPS is prohibited. Sexual harassment of a District employee, volunteer or contractor by any scholar at school or at a school-sponsored event is also prohibited.

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

1. An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo harassment)
2. 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
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "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)

COMPLAINT PROCEDURES:

Any scholar, or parent on a scholar's behalf, who 1) believes he or she has suffered sexual harassment for any reason; 2) witnesses sexual harassment; 3) hears about sexual harassment or sexual harassment allegations from a Complainant (i.e., a person alleged to be the victim) or a third party (e.g., the Complainant's parent, friend, or peer); or by any other means may report the incident(s) to any District employee. The District employee has the affirmative duty to report the allegation to the Title IX Coordinator.

Reports may also be sent to Grand Rapids Public Schools, 1331 Martin Luther King Jr St. SE., PO Box 117, Grand Rapids, MI 49501-0117, Phone: (616) 819-2000, or the Title IX Coordinator

Mr. Thomas Cottle Johnson, Title IX Compliance Coordinator

Department of Athletics Grand Rapids Public Schools
1331 Martin Luther King Jr St. SE. PO Box 117, Grand Rapids, MI 49501-0117
Phone: (616) 819-2031

Reports of sexual harassment shared with the Superintendent, Human Resources, or any other district employee must immediately be reported to the Title IX Coordinator.

Any person reporting an incident of sexual harassment or anyone involved in the investigation or grievance process shall not suffer any form of retaliation or reprisal.

Scholars, their Parent(s)/Guardian(s), and/or anyone else acting on their behalf have the right to file a complaint directly with the Michigan Department of Civil Rights, The Office for Civil Rights, U.S. Department of Education or the GRPS Ethics Hotline at <https://reportanissue.com/grps/welcome.php>, or call 1-800-345-7377 (The Hotline will take anonymous complaints).

All reports of sexual harassment will be promptly addressed according to the grievance procedures outlined in Board policy 8575 and its accompanying rules. Upon receiving actual knowledge of an allegation or being informed of a formal complaint, the Title IX Coordinator shall promptly do the following:

- Immediately contact the Complainant (Complainant in this context can also include the parent/guardian of a scholar, as appropriate) and discuss and offer supportive measures, taking into consideration the Complainant's wishes regarding supportive measures
- Inform Complainant of the availability of supportive measures with or without the filing of a formal complaint
- Explain to the Complainant the process for filing a formal complaint.

The superintendent or designee, other than the Title IX Coordinator, shall promptly investigate and initiate the grievance process against a Respondent only when a Complainant files, or the Title IX Coordinator signs, a formal complaint.

The grievance process requires:

- The Title IX Coordinator, investigator, decision-maker, and those who facilitate informal resolution processes or appeals shall be free of any conflicts of interest.

- The investigator shall send written notice to both parties of the allegations upon receipt of a formal complaint.
- The written notice will include notice of grievance process; notice of allegations in sufficient detail to allow the respondent to prepare a response; a statement that the respondent is presumed not responsible/responsibility determined at end of process; notice of parties' rights to have an advisor and inspect/review evidence; and notice of any provision in the code of conduct that prohibits knowingly making false statements or providing false evidence during the grievance process.
- The investigator shall treat the Complainant and Respondent equitably. There shall be a presumption that the Respondent is not responsible.
- The investigator will endeavor to resolve complaints within 60 days, though the actual time will vary depending on the circumstances of each complaint.

The legal standard that the District will use is the preponderance of the evidence standard (there is a greater than 50% chance that the claim is true).

- Before the preliminary report is finalized – parties/advisors must have at least 10 days to review and respond to all evidence directly related to allegations.
- The investigator shall provide an objective evaluation of all relevant evidence presented or gathered (inculpatory and exculpatory) and provide a final written report.
- The final report (incorporating feedback) shall be provided to the parties/advisors at least 10 days before the determination of responsibility.

The grievance process must not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

After the investigative report has been sent to the parties, and before reaching a determination regarding responsibility, the decision maker must 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 must explain to the party proposing the question any decision to exclude questions as not relevant.

If the formal complaint is not dismissed, the district will issue a written determination simultaneously to the parties, along with information on how to file an appeal. The determination will include the following information:

- Allegations
- Procedural steps taken
- Findings of fact
- Application of code of conduct to facts
- Statement of and rationale for result as to each allegation, including:
 - d. Determination of responsibility
 - e. Any disciplinary sanctions
 - f. Whether remedies to restore or preserve equal access to the educational program or activity will be provided.

If a respondent is found to be responsible for sexual harassment, the District must effectively implement supportive measures for the complainant, designed to restore or preserve the complainant's equal access to education. Examples of supportive measures include, but are not limited to, counseling, course-related adjustments, modification of work or class schedules, increased security or monitoring, or mutual restriction on contact between the parties. The District may impose disciplinary sanctions on the respondent that may include suspension or expulsion from school, or in the case of an employee, receipt of a written warning, suspension from employment and/or termination of employment.

Appeals:

The district will offer appeals to both parties for dismissals and final determinations in the following circumstances:

- Procedural irregularity
- New evidence not reasonably available previously
- Conflict of interest for Title IX Coordinator, investigator, or decision-maker

The district may offer appeals for other reasons on equal terms

SILENT OBSERVER

Any scholar aware of gang activity or other activity in violation of this regulation is encouraged to contact Silent Observer at 774-2345. The caller's identity shall be fully protected and a monetary reward may be available depending on the specificity of the information provided.

The District strongly supports the Silent Observer Fast 50 Program and shall

allow the use of a telephone for the purpose of anonymously calling in a tip regarding crimes affecting the school environment.

TEXT-A-TIP INFORMATION

TEXT TIP138 PLUS YOUR MESSAGE TO CRIMES (274637)

The **Keyword TIP138** must appear on the first line of your text message in order to reach Silent Observer. You will then receive an automatic text message reply that will contain your confidential ID number. Silent Observer will be able to send text messages back to you without knowing your cell phone number to ask questions or gather more information.

SCHOLAR PARKING PROCEDURES

The privilege of parking on Grand Rapids Public School property requires a parking sticker, which may be purchased from the Department of Public Safety and school security. Any scholar who plans to park a vehicle on GRPS property must follow all of the District rules related to scholar parking as follows:

4. All cars driven on campus are to be registered.
5. A fifteen dollar (\$15) annual parking fee is to be paid for each vehicle registered.
6. All vehicles, which are parked on GRPS property, are to be issued a parking sticker by September 15 of each school year. The sticker is valid through the entire school year, September through June.
7. Parking stickers are to be displayed in the front lower passenger side of the vehicle's windshield or displayed from the rear view mirror facing outwards, so it can easily be read.
8. A ten dollar (\$10) replacement fee shall be charged for lost or damaged stickers.
9. Intentional removal of a parking sticker or unregistered vehicles found parked on GRPS property shall result in a parking ticket for unauthorized parking. NO WARNINGS are given for a vehicle that is on the campus and not registered. The cost of the parking ticket, is determined by the GRPS Parking Enforcement, and is to be paid to the Grand Rapids Public Schools/Department of Public Safety.
10. Parking stickers are not to be switched with other scholars or transferred to any another vehicle.
11. Scholars are to park in their designated parking areas and are to occupy one (1) parking space only. Parking in areas designated for staff or visitors shall result in a parking ticket.
12. Improperly or illegally parked cars may be ticketed, booted, and/or towed.
13. Once a ticket is turned over to the GRPS Department of Public Safety, it cannot be voided by any employee of the Grand Rapids Public Schools.
14. Scholars are to vacate their cars upon arrival at school and are to remain out of their cars and the parking lot throughout the school day. Scholars are to not use their car as a locker.
15. Scholar drivers are to leave school grounds during the school day only with a pass.
16. Scholars who leave school grounds without a pass, or permission, during the school day are subject to suspension of their parking privileges and/or further discipline. The suspension period is determined by the building administrator (or designee).
17. Any car entering or leaving school premises may be stopped and checked by a school administrator (or designee). Failure to stop a vehicle may result in disciplinary action.
18. GRPS School Officials reserve the right to enforce the District's policy on Automobile Inspections if necessary. Vehicles parked on school property are subject to search at any time by School Officials if there is reasonable suspicion of any activity that interferes with the educational process and/or violates any policies in the Scholar Policy Handbook. Also see Searches: Automobile Inspections on page 62.
19. Speed limits and the rules of safe driving are to be adhered to at all times. Citations for unsafe driving may be issued and may result in revocation of all driving and parking privileges on GRPS property.
20. Careless or reckless driving that creates a potential hazard or danger results in the loss of driving privileges.
21. GRPS is not responsible for any stolen or damaged vehicles parked on District property.
22. Violations of GRPS Scholar Parking Procedures subject scholars to the consequences of the District's Uniform Discipline Code.

OUR MISSION IS TO ENSURE
THAT ALL SCHOLARS ARE
EDUCATED, SELF-DIRECTED,
AND PRODUCTIVE
MEMBERS OF SOCIETY.

SCHOLAR HANDBOOK

DISTRICT POLICIES



BULLYING (POLICY & PROCEDURES)

Board of Education Policy 8260

The Board of Education believes that a safe and nurturing educational environment in school is necessary for scholars to learn and achieve high academic standards. Therefore, the District strives to provide a safe and nurturing environment for all of its scholars. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of scholars, as well as administrators, faculty, staff, visitors, and volunteers.

BULLYING IS PROHIBITED: Bullying of a scholar, whether by other scholars, staff, visitors, Board members, parents, guests, contractors, vendors, or volunteers, is prohibited. All pupils are protected under this policy, and bullying is prohibited without regard to its subject matter or motivating animus.

DEFINITION OF BULLYING: Bullying is defined as any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

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

Bullying is prohibited at school. "At school" is defined as on school premises, at school-sponsored activities or events, on a school bus or other school-related vehicle, or using a telecommunications access device or a telecommunications service provider if the telecommunications access device or telecommunications service provider is owned by or under the control of the school district. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in Section 219a of the Michigan Penal Code (MCL § 750.219a).

Bullying that does not occur "at school," as defined above, including bullying that occurs over the Internet (cyber-bullying), that causes a substantial disruption to the educational environment as described in 1-4 above may be

subject to disciplinary action in accordance with this policy and applicable law.

REPORTING AND INVESTIGATING REPORTS OF BULLYING:

Every scholar is encouraged to report any situation that they believe to be bullying behavior directed toward a scholar to a teacher, a counselor, a building principal, an assistant principal, or other staff member. Staff members shall report any reports made by scholars or situations that they believe to be bullying behavior directed toward a scholar to the building principal or assistant principal. Complaints against administrators shall be reported to the Superintendent. Complaints against the Superintendent shall be reported to the Board President.

Retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying is prohibited. Retaliation shall be considered a serious violation of Board policy, independent of whether a report is substantiated. Suspected retaliation should be reported in the same manner as suspected bullying behavior. Making intentionally false accusations about bullying is prohibited. Retaliation and making intentionally false accusations about bullying may result in disciplinary action up to and including expulsion.

All complaints about bullying that may violate this policy shall be promptly investigated and documented. The building principal or assistant principal is responsible for the investigation. If the investigation results in a finding that an instance of bullying has occurred, it shall result in prompt and appropriate disciplinary action, up to and including expulsion for scholars, up to and including discharge for employees, up to and including exclusion for parents, guests, volunteers, and contractors, and removal from any officer position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

Where the investigation results in a finding that bullying has occurred, notification will be provided to the parent or legal guardian of a victim of bullying and the parent or legal guardian of a perpetrator of the bullying. Each school shall document any prohibited incident that is reported and shall document all verified incidents of bullying and the resulting consequences, including discipline and referrals. The Superintendent shall provide a report of all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the Board of Education on an annual basis. The Superintendent is the school official responsible for ensuring that this policy is implemented.

ELECTRONIC DEVICES

Electronic devices, such as cell phones, iPods, iPads, tablets, camera cell phones, tape or CD players, video games, laser pointers, BlackBerrys, radios, pagers/beepers, Walkie Talkies (long/short range), portable CB radios, portable "HAM" radios, portable police scanning devices, (and so on) and their earphone attachments are not permitted to be used in the classroom, unless for instructional purposes, during the school day. If seen or heard in a classroom or instructional setting, these devices will be confiscated and the consequences may include, but are not limited to:

- Not being able to retrieve the device from an administrator until the end of the school day
- The scholar's Parent(s)/Guardian(s) may have to pick up the device from

- the Department of Public Safety at District Administrative Offices
- The device may be confiscated until the end of the school year
- A meeting with the scholar, Parent(s)/Guardian(s), and administrator
- The scholar being placed on Social Probation such as loss of participation in extra-curricular activities and/or school-sponsored events

The school prohibits the use of any video device in or near any restroom, locker room, or other location where individuals have a reasonable expectation of privacy. Taking or transmitting images or messages during testing in any location is also prohibited. Note: At the discretion of building administrators, certain electronic devices may be allowed for the sole purposes of educational instruction.

ELECTRONIC DEVICE POLICY:

GRADE	POLICY
GRADES K-5	Electronic Devices ARE NOT permitted to be used, or in a scholar's possession at any time during school hours.
GRADES 6-8	Electronic Devices are permitted to be used Before and After School ONLY. During the School Day, to include After-School Activities, Electronic Devices ARE NOT to be used. If a scholar is in possession of an Electronic Device, that Device must be turned off and stored.
GRADES 9-12	Electronic Devices are permitted to be used <u>at the teacher's approval</u> during instructional time for instructional purposes. Other permitted times of use and possession will be determined by School Administrator.

CONFISCATION OF ELECTRONIC DEVICES:

Electronic Devices that are not retrieved from the Department of Public Safety by August 1st will no longer be eligible to be returned to the Parent/Guardian.

- **First Offense:** The first time an electronic device is confiscated, the device shall be sent to the Department of Public Safety at the District Administrative Offices/Rev. Lyman S. Parks, Sr. located at 1331 Martin Luther King Jr St., SE, and the Parent/Guardian shall be contacted. The device shall be returned to the Parent/Guardian, a report shall be written

and the incident documented with the Department of Public Safety and school security office.

- **Second and Repeated Offenses:** The second and all subsequent times an electronic device is confiscated, the device shall be sent to the Department of Public Safety and the Parent/Guardian shall be contacted. The device shall be returned to the Parent/Guardian after payment of a twenty-dollar (\$20) administrative fee. A report shall be written and the incident documented with the Department of Public Safety and school security office.

DISCIPLINARY ACTION:

The possession and/or use of electronic devices are considered a Level I Act of Misconduct for a first offense for scholars in Grades K-12. Any second or subsequent violation of the Electronic Device Policy may result in the implementation of Level III Disciplinary Action for scholars in Grades K-5; and Level IV Disciplinary Action for scholars in Grades 6-12. Building administrators reserve the right to recommend more severe discipline based on the nature of the violation.

At the discretion of building administrators, certain electronic devices may be allowed, to aid in instructional presentations.

Also see Scholar Expectations and Disciplinary Action, Grades K-5, on page 39, and Grades 6-12, on page 42.

GANG ACTIVITY POLICY

Board of Education Policy 8245-R

The Board of Education does not tolerate any gang or gang-like activity within the Grand Rapids Public Schools. The Board considers gang or gang-like activity to constitute gross disobedience, which shall result in a lengthy suspension and/or expulsion of a scholar.

Gang activity means any activity by a group of two (2) or more, or by an individual scholar on behalf of a group, whose purpose includes (but is not limited to):

5. The commission of one (1) or more illegal acts in violation of the Uniform Discipline Code and/or Board policies
6. The information of a group to defend its members (by use of physical force, threats or intimidation) against a perceived threat by another group of known gang; where the group or gang is identifiable by name, sign, clothing, symbol and other conduct as described in the numbered paragraphs below

Scholars are also prohibited from engaging in any gang-like activity which is defined as any conduct engaged in by a scholar:

1. On behalf of any gang or group intending to function as a gang or formed for the purpose described above
2. To perpetuate the existence of any gang or gang-like group
3. To affect the common purpose and design of any gang or gang-like group
4. To represent, encourage, promote or advance a gang affiliation, loyalty or membership in such gang or gang-like group, in any way while on school property or while attending a school-sponsored event

These regulations and the Uniform Discipline Code also apply to any gang or gang-like activity on or off-school property which:

1. Has the effect of disrupting the educational environment

2. Is detrimental to the normal functioning of the school and/or school activities
3. Jeopardizes the safety or emotional well-being of any scholar, staff member or the District's community at school

Any scholar who is found to engage in gang or gang-like activity, or who disrupts the school environment, facilitates the illegal or disruptive acts of a gang or gang-like group within school or on school property or whose continued presence creates a reasonable likelihood of harm to any District scholar or staff member as a result of affiliation or activity with a gang, gang-like group or group formed for the purposes described above, is subject to discipline, suspension, expulsion, arrest or referral to law enforcement authorities.

All scholars are assured access to due process hearing procedures and appeal rights outlined in Board rules and regulations.

Scholar conduct, as described below, may also be the basis for discipline under these regulations.

The Board believes that the presence of gang members and gang or gang-like activities (as described above) in or outside of school causes a substantial disruption of the educational environment and materially interferes with learning and school activities. Scholars on or about school property or at any school activity or school-sponsored event shall not:

1. Wear, possess, use, distribute, display or sell any overt gang paraphernalia, such as clothing, jewelry, emblem, badge, symbol, color, sign or any other thing which are known to be evidence of membership or affiliation with any gang, or membership of affiliation in any gang-like group or other group as described above; Note: Scholars who wear clothing or accessories that display affiliation with gang-like groups,

gangs, criminally motivated organizations or other groups as defined above may be subject to discipline in accordance with the terms of the Uniform Discipline Code.

2. Commit any act, or use any language, either verbal or non-verbal (gestures, handshakes and so on) known to show membership in or affiliation with any gang, gang-like group or other group as defined above
3. Use any language or commit any act to promote, encourage or advance the interest of any gang or gang-like activity, including (but not limited to):
 - a. Soliciting others for membership in any gangs or gang-like groups or other groups as defined here
 - b. Intimidating or threatening any person as a result of gang affiliation or gang-like activity or other activities described in this regulation
 - c. Committing any other illegal act or violation of District policies
 - d. Inciting other scholars to act with physical violence on or off-school property, to engage in criminal activity on or off-school property, or to engage in any conduct in violation of the Uniform Discipline Code and/or Board policies
 - e. Acting or recruiting with use of intimidation, tagging or marking, assault, battery, theft, trespassing or extortion, performed by or on behalf of a gang member, gang-like group, or other group as defined on the previous page; or any such acts intended to further a common criminal objective, or to retaliate for conduct viewed as hostile to a particular gang, gang-like group or other group as defined above.

Note: Frequent association with known gang members or gang-like organizations, in or out of school, is one (1) factor considered in determining whether a scholar is engaged in a gang or gang-like activity.

Because gang activity, by its nature, is often subtle or covert, gang activity or affiliation can be implied from the character of a scholar's acts as well as the circumstances surrounding any misconduct. As a result, one (1) or more of the following shall be considered evidence of gang affiliation, conduct, gang-

like activity or conduct in support of a group as defined on the previous page:

1. Website or internet postings describing or reasonably implying the scholar's membership, affiliation or participation in a gang, gang-like group or activities or activities of a group as defined above
2. Any form of internet communication depicting the scholar making gang gestures or displaying other overt gang paraphernalia or gang-like affiliation
3. Displays on school assignments or objects, such as notebooks or lockers, of gang names, symbols, paraphernalia, street names, a.k.a. (also known as) monikers, and so on. Any gang graffiti on District premises shall be quietly removed, washed down, or painted over as soon as discovered. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors. Graffiti shall be photographed before it is removed. The photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against offenders
4. Posting threats on internet blogs or otherwise making verbal or written threats in any manner against a District scholar or staff member, to promote, advertise or encourage gang activity or affiliation, or on behalf of a gang-like group or other group as defined on the previous page, which is disruptive to the educational environment, or is reasonably likely to create anxiety, fear, or other disruption of a scholar's educational experience or significantly disturb the health, safety or emotional well-being of a staff member
5. Possessing, selling or otherwise promoting in any way, lyrics or songs that specifically threaten or encourage physical violence against known gangs or known gang members, or support criminal gang activities.

Note: Intent can be implied from the nature of character of a scholar's acts, on or off-school property, as well as the entirety of the circumstances surrounding any misconduct or violation of the Uniform Discipline Code.

OFF-CAMPUS EVENTS

Scholars at school-sponsored, off-campus events and activities shall be governed by District rules and regulations and are subject to the authority of Schools Officials. Any conduct that adversely affects the school climate and has a direct and immediate adverse effect on the discipline or general welfare of the school, and/or its scholars is prohibited, on as well as off-school property. Failure to obey the rules and regulations or failure to obey the lawful instructions of School Officials shall result in loss of eligibility

to attend school sponsored, off-campus events or activities and may result in suspension and/or other disciplinary measures as outlined in the Uniform Discipline Code. Also see Grades K-5 Scholar Expectations, Level II Disciplinary Action on page 42.

PUBLIC ACTS/STATE LAWS

Michigan law mandates scholar expulsion from all Michigan public schools for certain acts of scholar misconduct.

- Public Act 103, Snap Suspension: In accordance with this state law, scholars may be suspended from a subject, class, or activity for up to one (1) full class period. Also see Suspensions on page 65.
- Public Act 104, Physical and Verbal Assault of Staff: In accordance with this state law, scholars in Grades 6-12 who physically assault school personnel shall be expelled permanently; or who verbally assault school personnel shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Physical Assault on page 59 and Verbal Assault on page 59.

- Public Act 104, Verbal Threat against School: In accordance with this state law, scholars in Grades 6-12 who make a bomb threat or similar threat directed against a school building, school property or a school-related event shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Verbal Assault on page 59.
- Public Act 250, Weapons, Arson, or Criminal Sexual Conduct: In accordance with this state law, scholars who violate PA 250, in the form of possession of a dangerous weapon, committing arson, or Criminal Sexual Conduct, shall be expelled permanently. Scholars in Grades K-5 who possess a firearm, or threaten another person with a dangerous weapon, shall be permanently expelled for at least ninety (90) school

days. Scholars in Grades 6-12 who violate any part of PA 250 shall be expelled permanently. As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Also see Arson on page 59, Criminal Sexual Conduct on page 60, and Dangerous Weapon on page 60.

- Public Act 451, Physical Assault of Scholar: In accordance

- With this state law, scholars in Grades 6-12 who physically assault another scholar shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. Also see Physical Assault on page 59.
- Also Refer to Due Process item 7 on page 48 and Special Education and Section 504 Policies on page 36.

PHYSICAL ASSAULT, PA 104 AND PA 451

Physical assault is defined as intentionally causing or attempting to cause physical harm to another through force or violence. This includes the use of an incendiary device to cause harm or injury, such as a thrown firecracker and so on. Michigan Public Act 104 (passed in 1999) prohibits physical assault of a District employee, volunteer, or contractor; and Michigan Public Act 451 (passed in 1976) prohibits physical assault of another scholar. Also see Due Process on page 48.

Per this state law, scholars in Grades 6-12 who physically assault a District employee, volunteer, or contractor at school, on school grounds, or at a school-sponsored event, shall be permanently expelled.

Per this state law, scholars in Grades 6-12 who physically assault another scholar on any GRPS property, while traveling to or from school, or on any off-campus location during school-sponsored activities shall be suspended or expelled for up to one-hundred-and-eighty (180) school days.

Per federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled scholars shall be advised of the process, timeline and their right to petition for reinstatement. Also see Public Act 104 on page 58, Public Act 451 on page 58, Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36.

VERBAL ASSAULT, PA 104

VERBAL ASSAULT IS DEFINED AS:

1. Making a bomb threat or similar threat directed against a school building, school property, or a school-related event
2. Making a verbal threat of serious bodily injury directly to or at a
3. District employee, volunteer, or contractor, which threat creates a well-founded apprehension that the scholar has the apparent ability and means to immediately, or in the immediate future, inflict serious bodily injury on the District employee, volunteer, or contractor if the scholar is not prevented from doing so
4. All Threats will be reported to Law Enforcement Officials and scholars shall be subject to criminal prosecution.

Michigan Public Act 104 (passed in 1999) prohibits verbal threat against a school and verbal threat/assault of staff. Scholars in Grades 6-12 who make a verbal threat against a school; or commit an act of verbal threat/assault against a District employee, volunteer or contractor on any GRPS property or off-campus location during school-sponsored events, shall be subject to expulsion for up to one-hundred-and-eighty (180) school days. These scholars shall be advised of the process, timelines and their right to request reinstatement. Also see Public Act 104 on page 58, Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36.

ARSON, PA 250

Arson refers to burning of a school building or burning on school grounds. Michigan Public Act 250 (passed in 1995) prohibits arson (as well as Criminal Sexual Conduct and possession of a dangerous weapon) and requires permanent expulsion from all Michigan public schools of scholars who commit an act of arson on any GRPS property or off-campus location during school-sponsored activities.

Per this state law, scholars in Grades K-5 who commit an act of arson shall be permanently expelled and shall not be reinstated before the expiration of ten (10) school days after the date of the expulsion.

Per this state law, scholars in Grades 6-12 who commit an act of arson shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled scholars shall be advised of the process, timeline and their right to petition for reinstatement. Also see Public Act 250 on page 58 Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36.

DANGEROUS WEAPON, PA 250

A dangerous weapon is defined by state and federal law as: a firearm, gun, shotgun, revolver, handgun, pistol, dagger, dirk (a dagger of the Scottish Highlands), stiletto, knife with a blade greater than three (3) inches in length (end of blade to handle), pocket knife opened by mechanical device, taser, iron bar, brass knuckles, device designed to convert to a form of incendiary explosive, poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter (1/4) ounce, or mine.

Michigan Public Act 250 (passed in 1995) prohibits dangerous weapons (as well as arson and Criminal Sexual Conduct) and requires the mandatory expulsion from all Michigan public schools, of scholars found to be in possession of a dangerous weapon on any GRPS property or off-campus location during school-sponsored activities.

Per this state law, scholars in Grades K-5 who possess a firearm, or threaten another person with a dangerous weapon, shall be permanently expelled and shall not be reinstated before the expiration of ninety (90) school days after the date of expulsion.

Per this state law, scholars in Grades 6-12 who violate any part of Public Act 250, shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled scholars shall be advised of the process, timeline and their right to petition for reinstatement. . Also see Public Act 250 on page 58, Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36.

A scholar found to be in possession of a dangerous weapon shall be given an opportunity to provide clear and convincing evidence of at least one (1) of the following:

5. Scholar did not possess the object for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
6. Scholar did not know that he/she/they was in possession of the weapon.
7. Scholar did not know or have reason to know that the object was a dangerous weapon.
8. Scholar possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school administrators or police authorities.
9. There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:
 - The school board or its designee determines in writing that at least 1 of the factors listed in the subsection (items 1-4) has been established in a clear and convincing manner
 - The scholar has not history of suspension or expulsion

WEAPONS VIOLATION

The Grand Rapids Public Schools prohibits the possession of any type of weapon or look-alike weapon on school property or at any school- sponsored event. All weapons are prohibited in addition to the dangerous weapons defined by state and federal law in Public Act 250 (page 58). Disciplinary action shall be taken should a scholar possess or use any type of weapon or look-alike weapon including (but not limited to): knife with a blade three (3) inches or less in length (end of blade to handle), box cutter, straight-edge razor, pepper spray, chemical mace, OC spray, air soft gun, or bb gun.

LOOK-ALIKE WEAPON: A look-alike weapon is defined as any item, device or object that is:

1. Designed for other purposes but resembles an actual weapon
2. Designed for other purposes but is used as a weapon
3. Used in such a way as to lead a person to believe that the item is an actual weapon

Look-alike weapons include (but are not limited to): a belt, comb, pencil, file, a pair of scissors, smoke bomb, air soft gun and BB gun. When a look- alike weapon is used to commit an actual crime or violate school policy, the item, device or object may be considered as an actual weapon.

MICHIGAN REVISED SCHOOL POLICY

The Grand Rapids Public Schools complies with the State of Michigan Revised School Code regarding dangerous weapons and other unsafe and severe disruptive scholar behavior. Under state law, scholars may be permanently expelled from Grand Rapids Public Schools and all Michigan public schools. Also see Special Education and Section 504 Policies on page 36, Due Process item 7 on page 48, Expulsion on page 8, and Public Acts/ State Laws on page 58.

In addition the District shall adhere to the State of Michigan Revised School Policy. For more information please refer to the State of Michigan Revised School Code Section 380.1311.

CRIMINAL SEXUAL CONDUCT, PA 250

Criminal Sexual Conduct refers to sexual assault in the First, Second, Third or Fourth Degree and carries felony or misdemeanor charges. Michigan Public Act 250 (passed in 1995) prohibits Criminal Sexual Conduct (as well as arson and possession of a dangerous weapon) and requires permanent expulsion from all Michigan public schools,

of scholars who commit such an act on any GRPS property or off-campus location during school-sponsored events. Also see Due Process on page 48.

Michigan law defines Criminal Sexual Conduct in the following manner:

FIRST DEGREE: Sexual penetration with another person and any of the following:

- Victim is under the age of thirteen (13).
- Victim is ages thirteen to fifteen (13-15), a member of the same household, related by blood or marriage, or perpetrator is in a position of authority and uses authority to coerce victim.
- Perpetrator is involved in committing another felony.
- Perpetrator is aided or abetted by one (1) or more other persons and either knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless; or uses force or coercion.
- Perpetrator is armed with a weapon, or any article used or fashioned in a manner to lead victim to reasonably believe it is a weapon.
- Perpetrator causes personal injury and uses force or coercion, including (but not limited to) actual application of physical force or violence; threat to use force or violence; or threat to retaliate in the future against victim or any other person.
- Perpetrator causes personal injury to victim and knows, or has reason to know victim is mentally incapable, mentally incapacitated or physically helpless.
- Victim is mentally incapable, mentally disabled, mentally incapacitated or physically helpless and related by blood or marriage; or perpetrator is in a position of authority and uses authority to coerce victim.

SECOND DEGREE: Sexual contact (intentional touching of intimate parts or the clothing covering intimate parts) and any one (1) of the circumstances listed for First Degree.

THIRD DEGREE: Sexual penetration with another person and any one (1) of the following:

- Victim is ages thirteen to fifteen (13-15).
- Victim is related by blood or marriage.

- Perpetrator uses force or coercion.
- Perpetrator knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless .

FOURTH DEGREE: Sexual contact and any one (1) of the following:

- Victim is ages thirteen to fifteen (13-15) and perpetrator is five (5) or more years older.
- Victim is related by blood or marriage.
- Perpetrator uses force or coercion, including (but not limited to) actual application of physical force or violence; threat to use force or violence; threat to retaliate in the future against victim or any other person; use of concealment or element of surprise .
- Perpetrator knows, or has reason to know that victim is mentally incapable, mentally incapacitated or physically helpless.

Per this state law, scholars in Grades K-5 who commit an act of Criminal Sexual Conduct shall be permanently expelled and shall not be reinstated before the expiration of ten (10) school days after the date of the expulsion.

Per this state law, scholars in Grades 6-12 who commit an act of Criminal Sexual Conduct shall be permanently expelled and shall not be reinstated before the expiration of one-hundred-and-eighty (180) school days after the date of expulsion.

As required by federal law, the Superintendent (or designee) may recommend an alternative discipline. Expelled scholars shall be advised of the process, timeline and their right to petition for reinstatement. Note: The Grand Rapids Public Schools shall follow state guidelines as it relates to charges of Criminal Sexual Conduct and scholar interviews by Children's Protective Services/Department of Human Services. Also see Public Act 250 on page 58, Due Process item 7 on page 48, and Special Education and Section 504 Policies on page 36.



SCHOOL SURVEILLANCE

The Grand Rapids Public Schools authorizes the use of surveillance cameras on school buses and on District property to ensure the health, welfare and safety of all scholars, employees and visitors; and to safeguard District facilities, vehicles and equipment.

Surveillance cameras may be used in locations as deemed appropriate by the Superintendent of Schools (or designee) or Executive Director of Public Safety (or designee) but shall not be used in locations where there is a reasonable expectation of privacy.

The District shall notify scholars, Parent(s)/Guardian(s) and employees through handbooks, information guides, and/or other means of communication that surveillance may occur on school buses and on District property. Scholars or employees in violation of Board policies, administrative directives, school rules or law shall be subject to appropriate disciplinary action. Illegal activities of scholars, employees or others shall be referred to appropriate law enforcement.

Scholars or employees who vandalize, damage, disable or render inoperable surveillance cameras and/or equipment shall be responsible for such losses,

damages and costs, and shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Video, and/or audio recordings may become a part of a scholar's educational record or an employee's personnel file. Video, and/or audio recording may also be used in a criminal investigation when such images may aid in the investigation. No video or audio recording shall be released to any scholar, Parent/Guardian or employee. Video recordings may be released to third parties or applicants in conformance with the provisions contained in the Freedom of Information Act, Public Act 442.

The District shall comply with all applicable state and federal laws related to recording, maintaining and retaining video recordings. Only the District or school administrators, public safety/security officers and members of the police shall have access to video monitors while they are in operation. Records should be viewed on a need to know basis only, in such a manner as to avoid public viewing.

**Parents will not be allowed to view video.*

SEARCHES

At all times the District reserves the right to conduct random searches of scholar desks, lockers and automobiles on District property or at District-sponsored events. These searches may be conducted without notice and without individualized suspicion. A scholar's failure to cooperate or permit searches and seizures by the District is subject to disciplinary action at the school or District's discretion.

- **Automobile Inspections:** Scholar vehicles on school property may be inspected or searched by building administrators or security personnel when there is reasonable suspicion to justify a search. Any scholar who refuses to permit the search of a vehicle on school property shall forfeit the right to park on school property, without further hearing or appeal. Scholars may also be disciplined or expelled for denying access when there is reasonable suspicion.
- **Breath Test:** The District may authorize the use of a portable Breathalyzer when there is reasonable suspicion or belief that a scholar is under the influence of alcohol. The District also reserves the right to utilize such a device at any school-sponsored event, either on or off-campus. Failure to submit to a request to be tested may result in disciplinary action. Police will be notified of scholars who appear to be under the influence of alcohol or drugs. A Parent/Guardian will be contacted immediately and must pick-up the scholar from school and/or school-sponsored event.
- **Canine and Other Searches:** The District may use trained canines and other detection equipment to search for contraband, illegal or unauthorized drugs, synthetic drugs, alcohol or weapons. Scholars should not expect privacy regarding items placed in school property because school property is subject to search at any time by School Officials.
- **Desk and Storage Area Searches:** A desk or other storage area provided by the District for scholar use, as well as the contents, may be searched by administrators or security personnel when there is reasonable suspicion for a search. Scholars may be disciplined or expelled for interfering with a search.
- **Electronic Devices:** Principals may search District-owned electronic devices and their contents at any time, without notice, and without parent(s)/guardian(s) or scholar consent. Random searches may be conducted pursuant to a method and/or schedule approved by the Superintendent. Electronic devices brought onto school property by scholars are subject to search if there is a reasonable suspicion that their

contents may present a threat or potential threat to the health, safety, or welfare of scholars, staff, or to the school in general. Additionally, the school may search an electronic device if there is reasonable suspicion that a search may uncover evidence of a violation of school policy or state or federal law.

- **Locker Searches:** Scholar lockers are school property and remain at all times under the control of the District. Scholars are expected to assume full responsibility for the security of their lockers and their contents. A Principal (or designee) may search a scholar's locker and contents at any time with or without notice, without scholar consent and without a search warrant. In the course of a search, the scholar's privacy rights shall be respected regarding any item that is not illegal or against school policy. However, the school may search such items if there is reasonable individualized suspicion that the item contains other items, which violate Board policy or applicable law. If a scholar interferes with a search, the scholar may be disciplined or expelled. A law enforcement agency having jurisdiction over the school may assist school personnel in conducting a search of a scholar's locker and contents at the request of a Principal (or designee), provided the search is conducted in accordance with District policy. Pursuant to Public Act 87, any evidence obtained as a result of a search of a scholar's locker or contents shall not be inadmissible in any court or administrative proceeding, including (but not limited to) any disciplinary hearing pursuant to the Uniform Discipline Code because the search violated PA 87, or District policy adopted pursuant to PA 87.
- **Metal Detectors:** The District reserves the right to use walk-through or hand-held metal detectors with scholars on a random, unannounced basis. Failure to submit to a sweep may result in disciplinary action.
- **Personal Search of Scholar:** A scholar's personal effects (purse, book bag, athletic bag, backpack and so on) may be searched whenever a School Official has reasonable suspicion that a scholar is in possession of illegal or unauthorized material or evidence in violation of the Uniform Discipline Code. If a search yields illegal or contraband materials the District shall notify police as appropriate. Also see Police Notification on page 63.
- **Video or Other Cameras:** The District reserves the right to videotape scholar activities and behavior on buses and in common areas within school buildings, with or without specific advance notice. Also see School Surveillance on page 61.

POLICE CONTACT WITH SCHOLARS

- **Immediate Parent/Guardian Notification if scholar is a suspect:** If a scholar is a suspect in a crime committed either on or off-campus and it is necessary to involve the police, the Parent/Guardian shall be contacted before any questioning occurs. However, administrators are not required to wait until the arrival of the Parent/Guardian before allowing the questioning of the scholar.
- If a scholar is arrested on school grounds, building administrators (or designees) shall make contact with the Parent/Guardian of the arrested scholar, after the police have removed the scholar from the building. A scholar arrested by the police from a school building and later released by the police may return to the building for the remainder of the day at

the discretion of building administrators (or designees).

- **Prompt Parent/Guardian Notification if scholar is a victim, witness or complainant:** A police officer may interview a scholar if the scholar is a victim, witness or complainant of a crime committed at school (on school premises, in a school vehicle or at school-sponsored activities). When possible School Officials shall promptly notify the Parent/Guardian before, or at the time of, the interview by law enforcement. If unable to reach the Parent/Guardian before or during the law enforcement interview, notice should be given as soon as practicable, in most cases, not later than the end of the school day in which the interview occurs.

POLICE NOTIFICATION

The results of a school-related investigation including any and all written reports, statements and video recordings taken by a School Official may be shared with the local police if it is determined that a criminal violation has occurred or to aid in a criminal investigation. A GRPS Public Safety Officer, following any incident of scholar misconduct, completes an Incident Report. The report is filed with the Grand Rapids Police Department (GRPD) and maintained by the District. Building administrators have the discretion to sign a complaint for offenses that do not warrant arrest. In the event that police must be contacted, Board of Education Policy 8130 & 8140 is followed.

Michigan schools are mandated to report twenty-four (24) categories of scholar misconduct to appropriate law enforcement agencies as follows:

- Armed Scholar or Hostage
- Suspected Armed Scholar
- Arson
- Bomb Threat
- Bomb Threat Call Checklist
- Bullying
- Bus Incident and Bus Accident
- Death or Homicide
- Drive-by-Shooting
- Drug Possession or Sale
- Drug Use or Overdose
- Explosion
- Intruder
- Larceny (theft)
- Minor in Possession of Alcohol or Tobacco products
- Physical Assault
- Robbery or Extortion
- Sexual Assault (Criminal Sexual Conduct)
- Suicide Attempt
- Suicide Threat
- Trespassers (could include parents)
- Unauthorized Removal of Scholar
- Vandalism or Destruction of Property
- Weapon on School Property

POLICE ARREST

When a complaint is filed with the police, the building administrator, Executive Director of Public Safety (or designee) shall swear out the complaint if scholar arrest is warranted.

SCHOOL BUS CONDUCT

Scholars who use transportation service provided by GRPS (including school buses and The RAPID) are considered to be in school and in an extended classroom. Scholars are therefore subject to all rules, rights and responsibilities of the Uniform Discipline Code, in addition to the specific rules for health and safety while on the bus. Misbehavior on a

bus is distracting to driving and interferes with the safety of all scholars. Scholar Expectations, as listed in Level III for Grades K-5, on page 39, and Levels IV and V for Grades 6-12, on page 42 are considered as seriously disruptive and will result in maximum disciplinary action.

SCHOOL BUS CONDUCT POLICY

The Grand Rapids Public Schools recognizes the drivers of school buses (including The Rapid) to be in authority with regard to scholar behavior in or about the vehicle which he/she/they operates. The responsibility of safely transporting scholars to and from school is very important. Bus drivers have to safely navigate through traffic, drive in inclement weather conditions, and keep their eyes on the scholars at all times. This is a challenging job!

Conduct, in addition to the specific rules for health and safety while on the bus. Misbehavior on a bus is distracting to driving and interferes with the safety of all scholars. Scholar Expectations, as listed in Level III for Grades K-5 on page 39 and Levels IV and V for Grades 6-12 on page 42, are considered as seriously disruptive and will result in maximum disciplinary action.

SCHOLAR BEHAVIOR RULES:

1. Follow all rules outlined in the District's Uniform Discipline Code.
2. Respect and respond to all directives from the bus driver.
3. Enter and exit the bus in an orderly fashion.
4. Remain seated while bus is in motion.
5. Keep hands, head, and feet inside the bus.
6. No horseplay, i.e. wrestling, pushing, loud/inappropriate volume, etc.

- 7. No throwing of objects inside or outside the bus.
- 8. No inappropriate language.
- 9. No inappropriate touching or sexual activity.
- 10. No weapons, alcohol, or drugs (real or synthetic) including tobacco.
- 11. No physical or verbal altercations or assault.
- 12. No damage or defacing of the bus.

A scholar's right to school bus transportation is a privilege, dependent on good behavior. In cases where a scholar seriously or continuously misbehaves, Parent(s)/Guardian(s) will be notified by the School Principal, or designee, of the school. Transportation privileges will be revoked if in the opinion of the School Principal, or designee, such action is necessary for the general safety and well-being of every scholar.

CONSEQUENCES FOR VIOLATIONS:

The bus driver is to refer all violations to the School Principal and the following disciplinary action is taken:

- **1st and 2nd Violation:** School Principal (or designee), conferences with scholar and Parent/Guardian is notified
- **3rd Violation:** Scholar suspended from the bus for three to five (3-5) school days and Parent/Guardian is notified
- **4th Violation:** Scholar suspended from the bus for an extended period of time until an agreement can be reached between Parent/Guardian, School Principal, Dean Transportation Supervisor and scholar
- *Serious offenses receive disciplinary measures, up to and including expulsion from school*

PARENT(S)/GUARDIAN(S) RESPONSIBILITIES:

- Read and discuss with your child(ren) the responsibilities, safety concerns, behavior rules and violation consequences covered by the District's Uniform Discipline Code.
- Inform your child(ren) of the location of bus stop pick-up and drop-off times.
- See that your child(ren) arrives at the bus stop in a timely fashion and conducts themselves appropriately at bus stops and on school buses.
- Support School Officials in their efforts to operate a safe and efficient transportation system.

Important: Parent(s)/guardian(s) are responsible for providing transportation for their scholar to attend school during suspension from the bus. This is not a suspension from class. If the scholar does not attend school during a bus suspension, the absence is unexcused.

DRIVER RESPONSIBILITIES:

- Operate the bus safely at all times.
- Be on the bus to supervise daily boarding and de-boarding of scholars.
- During orientation or within the first week of school discuss safety, evacuation procedures and guidelines regarding scholar conduct on GRPS school buses with scholars.
- After the first verbal warning to the scholar, write a referral for any subsequent violations. Give a copy to Dean Transportation Supervisor or designee.
- If necessary assign seats and maintain a current seating chart; Give a copy to the School Principal and a copy to the transportation department to keep in the route book.
- Call Dispatcher for any needed assistance or emergencies and immediately report to Supervisor. For example: when a fight is imminent, when a fight breaks out, suspected sexual misconduct, safety of bus driver, etc.

SCHOOL PRINCIPAL RESPONSIBILITIES:

- Inform Parent(s)/Guardian(s) and scholars of school bus rules and consequences of violations.
- Meet with drivers at the beginning of each school year and as needed throughout the year to discuss loading procedures, safety concerns, discipline procedures, and so on.
- Be present or appoint a designated representative to be present during all arrival and departure times.
- Maintain in the school office current schedules and rider information of all buses assigned to your school.
- Investigate all complaints and referrals and communicate in writing (via email) responses to Dean Transportation Supervisor regarding all referrals.
- Confer with scholars, Parent(s)/Guardian(s) and bus driver when appropriate.

TRANSPORTATION

INCLEMENT (SEVERE) WEATHER AND SCHOOL CLOSING POLICY:

Please listen to your local radio/TV stations for school closing information. If your local school district or the school district your child attends is on a weather related delay of one hour or more, we will follow the delay schedule. We will not transport during inclement (severe) weather as follows:

- If your local school district is closed or the school district your child attends is closed, we will not transport.
- Should your scholar be at school when it closes for various reasons, we ask that you listen to local radio/TV stations for updated information. We

will make every effort to transport your scholar to their regular scheduled drop off as soon as possible within safety limits.

- When a parent transports or arranges transportation for their scholar(s) into school, from a closed district, it will also be the parent's responsibility to arrange transportation back home.

We invite you to discuss any questions you may have regarding transportation with your child's driver, or you may call our transportation office. Grand Rapids Public Schools Transportation Office Operated by Dean Transportation 900 Union Ave NE, Grand Rapids, MI 49503

SUSPENSIONS

IN-SCHOOL SUSPENSION: A Time-Out Center, or other in-school program, provides an alternative to out-of-school suspension for scholars who might ordinarily be suspended from school, or for those who are experiencing behavioral difficulties in one (1) or more classes. All privileges are suspended; no classes are attended. Scholars are placed in a room designed for corrective purposes and are supervised while completing assignments. They receive full credit for assignments completed, including tests and exams. Also see Interventions and Supports (PBIS) on page 32.

LONG-TERM SUSPENSION: This refers to an out-of-school/program suspension for more than ten (10) school days, and shall not exceed fifty-nine (59) school days. Suspension of more than ten (10) consecutive school days shall follow the procedures described in Board policy. Suspension of scholars with Special Education needs or Section 504 Accommodations, are subject to the applicable statutory procedures mandated by federal law.

OUT-OF-SCHOOL/PROGRAM SUSPENSION: When applicable, a scholar may be suspended out-of-school/program until such time a conference can be initiated between the Principal (or designee), the scholar, and the Parent(s)/Guardian(s) of a minor scholar, and other professional resource personnel where warranted. In this case, a scholar may be suspended from school/program for one (1) hour up to a maximum of ten (10) school days.

In the event of scholar misconduct a scholar may be placed on out-of-school/program suspension for up to ten (10) school days for any act of misconduct. The length of the suspension is determined by building administrators and is dependent on the severity of the misconduct. A scholar suspended from school is not allowed to attend school or any school activity or school-sponsored activity for the period of the suspension. Scholars may be considered as trespassing and subject to arrest if present on any school property during the period of suspension.

In the event a scholar is suspended from his/her base school and is involved in the Kent Career/Technical Center (KC/TC) or similar program, the Principal (or designee) shall determine, based upon the seriousness of the infraction, whether the scholar should continue in KC/TC, or similar programs, during the period of suspension. If scholars commit a Level I, II, or III infraction, the Principal (or designee) may elect to have scholars continue in KC/TC or similar programs. For Level IV and V infractions, scholars shall be suspended from all school programs, including KC/TC.

SHORT-TERM SUSPENSION: This refers to an out-of-school/program suspension of ten (10) school days or less. A scholar is entitled to minimal due process protections, including oral or written notice of the accusation(s), what disciplinary measures are being proposed, and an opportunity to respond.

SNAP SUSPENSION, PA 103: Classroom teachers may suspend a scholar from the teacher's subject, class, or activity for up to one (1) full day of that particular class period for the following acts of misconduct:

1. Physical aggression towards self, or others, which in the reasonable judgment of the teacher creates an unsafe classroom environment
2. Profane or vulgar comments (oral or written) toward classroom teachers, other District employees, or scholars, during class time or a school-sponsored activity
3. Inappropriate physical contact of a sexual nature during class time or during a school-sponsored activity
4. Possession of a weapon or dangerous weapon

When a teacher suspends a scholar pursuant to this act, the teacher shall immediately notify the Principal (or designee) and send the scholar to the Principal with a written statement of the reason for the suspension. The teacher shall be responsible for appropriate supervision of the scholar while in route to the Principal. The Principal shall determine if the scholar is permitted to attend extra-curricular activities, if any, or classes taught by other teachers, or recommend additional days of suspension. A Parent- Teacher Conference shall follow the suspension as soon as possible and may include a school counselor, school psychologist, or school social worker. The Principal (or designee) shall attend at the request of the teacher or Parent/Guardian or when the Principal deems it appropriate. A scholar may return that school day to the class, subject, or activity from which suspended, with the approval of the teacher and the Principal. Teachers may continue to remove scholars from class pursuant to the applicable provisions of the Master Agreement between the Board and the GREA, except where prohibited by state law. Also see Public Act 103 on page 58.

TEMPORARY SUSPENSION: When an incident occurs that is in violation of the Uniform Discipline Code and information is still being gathered to determine who may have committed the offense; a scholar may be placed on temporary suspension. The scholar shall remain on temporary suspension until such time as building administrators or the Executive Director of Public Safety (or designee) has conducted an initial investigation to determine whether or not additional investigation is warranted. While on temporary suspension, schoolwork shall be provided to the scholar. If as a result of the preliminary investigation the scholar is not charged with a violation, the scholar may return to school and all days of absence shall be counted as excused. If on the other hand, the investigation results in charges of misconduct the days of temporary suspension shall remain as days of suspension on the scholar's attendance record. Note: If a scholar receives special education services, contact the Special Education Supervisor prior to considering a temporary suspension of a scholar with a disability as these days count as days of removal.

SUSPENDED/EXPELLED SCHOLARS ON SCHOOL PROPERTY

A suspended or expelled scholar shall not attend driver's training or participate in any athletic event (weight training, team practice, and so on) or any other activity that takes place on school property whether it is, or is not, sponsored by the Grand Rapids Public Schools. Any scholar found to be present on any Grand Rapids Public School property during any period of suspension or expulsion shall be subject to arrest for trespassing.

SUSPENSION APPEAL PROCESS

Eighteen (18) year olds or other independent scholars, or a minor scholar's Parent(s)/Guardian(s), have the right to appeal certain suspension and expulsion decisions:

- **Out-of-School/Program Suspension, 1-5 School Days:** Decision of the Principal (or designee) is final and may not be appealed.
- **Out-of-School/Program Suspension, 6-10 School Days:** Decision may be appealed. The aggrieved scholar or Parent(s)/Guardian(s) may request an administrative review of the suspension. The request must be made within three (3) school days of the decision and is to be directed to the appropriate administrator, as follows:

- a. To the Principal for the suspension decision of an Assistant Principal or Dean of Scholar Accountability
 - b. To the Supervisor of Community & Student Services for the suspension
- **Out-of-School/Program Suspension/Expulsion, more than 10 School Days:** Decisions of the Hearing Officer may be appealed if the suspension or expulsion is ninety (90) days or more. Appeal rights will be described in writing when a long-term suspension or expulsion on ninety (90) days or more is issued.

Also see Due Process on page 48, and Due Process Rights on page 48

OUR MISSION IS TO ENSURE
THAT ALL SCHOLARS ARE
EDUCATED, SELF-DIRECTED,
AND PRODUCTIVE
MEMBERS OF SOCIETY.

SCHOLAR HANDBOOK

SCHOOL HEALTH, INTERNET & MEDICAL INFORMATION & SIGNATURE SHEETS

COMMUNICABLE DISEASES, HEALTH CONCERNS, IMMUNIZATION REQUIREMENTS, MEDICATION & HEALTH TREATMENT POLICY

Board of Education Policy 8510

COMMUNICABLE DISEASES: According to Grand Rapids Public Schools Communicable Disease Policy, Rules # 5141.2, parents will be informed to keep children home when they are ill. Scholars who have symptoms of communicable disease will be excluded from school. These symptoms include:

- Fever 100.4 or higher or chills
- New cough or change in cough
- Shortness of breath or wheezing
- New loss of taste or smell
- Sore throat
- Body aches
- Diarrhea, vomiting, or nausea
- Severe headache
- Extreme tiredness
- Congestion or runny nose
- Sores on skin with pus or liquid drainage
- Stiff neck or back
- Unexplained rash

Scholars who have unexplained symptoms of communicable diseases may be excluded from school. Parent(s)/Guardian(s) should keep their scholar home from school until they do not have symptoms or present a statement from a licensed healthcare provider that the scholar is not contagious and may return to school. Scholars and Parent(s)/Guardian(s) who have questions or concerns are directed to contact their school nurse.

HEALTH CONCERNS: All Parent(s)/Guardian(s) are asked to complete the health information section during online enrollment. This will inform the school when scholars have a health condition such as diabetes, asthma,

seizures, etc. The school nurse will create a plan for scholars with health conditions while they are in school

In the event of a medical emergency the school shall call the Medical Emergency Response Team (MERT) and/or the school nurse. They shall administer first aid and call 9-1-1 if needed. Parent(s)/Guardian(s) shall be notified of medical emergencies as soon as possible. If unable to reach a Parent/Guardian, school staff shall contact emergency contacts listed in Synergy. Parent(s)/Guardian(s) are responsible for providing the school with up-to-date contact information for themselves and all emergency contacts..

IMMUNIZATION REQUIREMENTS: Any scholar who is not up-to-date with immunization requirements shall be excluded from school until required immunizations have been administered. School personnel shall cooperate with public health officials in completing and coordinating all immunization data, waivers and exclusions.

IMMUNIZATION WAIVERS: A scholar is only exempt from the immunization requirements if the Parent/Guardian or responsible adult presents a written and signed waiver to administrators at the scholar's school, indicating their objections to immunizations based on religious, medical or other factors. In accordance with the 2015 Michigan Immunization Waiver Law, waiver forms for non-medical waivers can only be obtained by scheduling an appointment with the health department in the scholar's county of residence, and no other waiver forms will be accepted. A waiver filed for medical reasons must be accompanied by a physician statement verifying a specific immunization is, or may be, detrimental to the scholar's health. Such written certification must be placed in the scholar's cumulative record/folder (CA 60) and a copy shall be forwarded to the Kent County Health Department, if the Parent/Guardian consents to GRPS sharing scholar identifiable information with the local health department.

CHILDCARE/PRESCHOOL ENTRY REQUIREMENTS							
VACCINE**	BIRTH - 1 MTH	2 – 3 MTHS	4 – 5 MTHS	6 – 15 MTHS	16 – 18 MTHS	19 MTHS – 4 YRS	5 YRS
Diphtheria, Tetanus, Pertussis	None	1 dose DTap	2 doses DTap	3 doses DTap	3 doses DTap	4 doses DTap	
Pneumococcal Conjugate (PCV7 and/or PCV13)	None	1 dose	2 doses	3 doses	4 doses OR age appropriate complete series	1 dose on or after 24 mo. OR age appropriate complete series	None
H. influenzae Type B	None	1 dose	2 doses		1 dose on or after 15 months of age OR age appropriate complete series		None
Polio	None	1 dose	2 doses		2 doses	3 doses	
Measles*, Mumps*, Rubella*	None	None	None	None	1 dose on or after 12 months of age		
Hepatitis B*	None	1 dose	2 doses		2 doses	3 doses	
Varicella* (Chickenpox)	None	None	None	None	1 dose on or after 12 months of age OR current lab immunity OR reliable history of disease		

REQUIRED CHILDHOOD IMMUNIZATIONS FOR MICHIGAN SCHOOL SETTINGS

School communicable disease rules are the minimum standard for preventing disease outbreaks in school settings. To best protect scholars from all preventable diseases, healthcare providers in Michigan should follow the 2020 Recommended Immunization Schedules at www.cdc.gov/vaccines or www.michigan.gov/immunize.

ENTRY REQUIREMENTS FOR ALL PUBLIC & NON-PUBLIC SCHOOLS		
VACCINE**	4-6 YEARS	7-18 YEARS <i>Including all 7th grade scholars</i>
Diphtheria, Tetanus, Pertussis	4 doses DTP or DTaP, 1 dose must be on or after 4 years of age.	4 doses D and T OR 3 doses Td if #1 given on or after 7 years of age. 1 dose of Tdap*** for children 11 years of age or older upon entry into 7th grade or higher.
Polio	4 doses, if dose 3 administered on or after 4 years of age, only 3 doses are required.	3 doses
Measles*, Mumps*, Rubella*	2 doses on or after 12 months of age.	
Hepatitis B †	3 doses	
Meningococcal****	None	1 dose for children 11 years of age or older upon entry into 7th grade or higher.
Varicella* (Chickenpox)	2 doses of varicella vaccine at or after 12 months of age OR current lab immunity OR reliable history of disease.	

* Current laboratory evidence of immunity is acceptable instead of immunization with antigen.
 ** All doses of vaccines must be given with appropriate spacing between doses and at appropriate ages to be considered valid.
 *** Tdap is required at 11 years of age or older regardless of grade.
 **** Meningococcal is not assessed in MCIR/SIRS if the child is 11 years of age and in a grade lower than 6th grade.
 † Hepatitis B may be administered as early as birth.

MEDICATION & HEALTH TREATMENT POLICY

Board of Education Policy 8670

SCHOOL-ADMINISTERED MEDICATION & HEALTH TREATMENT: Parent(s)/Guardian(s) are urged to give medication and provide medical treatment at home and on a schedule other than school hours if possible. Medication includes prescription and non-prescription medication, homeopathic remedy, herbal remedy, vitamin and/or mineral supplements that may be taken by any route. If it is necessary that medication and/or treatment be provided during school hours, the following regulations must be followed:

1. A Medication and Treatment Consent Form must be signed by the parent/guardian and the physician. A Medication and Treatment Consent form can be found on page 79 or by contacting the school nurse.
2. Any changes in medication dose, route, schedule or discontinuation of medication must be communicated to the school nurse and a new Medication/Treatment Consent Form must be completed.
3. Medication must be brought to school in the original pharmacy container with the original label. Label must include the name of the scholar, the name of the medication, the name of the prescriber, the dose, time to be given, route and expiration date.
4. Medical treatment supplies shall be provided for school use for each scholar by Parent/Guardian as needed.

5. Medication must be picked up within three (3) days after the end of the school year or it shall be discarded.
6. Medication/Treatment Consent Forms must be renewed annually.

SELF-ADMINISTERED MEDICATION & HEALTH TREATMENT: Self-administration/possession of medication is allowed in compliance with the rules of the GRPS medication policy. Scholars may be allowed to carry inhalers, epipens, insulin, and glucagon, if they comply with the rules of the policy. Medication/Treatment Consent for Self-Administration form can be found on page 80.

CONCUSSION AWARENESS

EDUCATIONAL MATERIAL ACKNOWLEDGMENT FORM

Participants and Parent(s)/
Guardian(s) please review and
keep the educational materials
available for future reference.

Return this signed form to
the sponsoring organization
that must keep on file for the
duration of participation or
age 18.

By my name and signature below, I acknowledge in accordance with
Public Acts 342 and 343 of 2012 that I have received and reviewed the
Concussion Fact Sheet for Parent(s)/Guardian(s) and/or the Concussion
Fact Sheet for Scholars provided by:

Sponsoring Organization

Participant Name Printed

Parent or Guardian Name Printed

Participant Signature

Parent or Guardian Signature

Date

Date

Also see Understanding Concussions on page 25 for additional information.

ASBESTOS PLAN MANAGEMENT ADVISORY

Asbestos is a general name for a group of naturally occurring minerals composed of small fibers. These fibers are very strong and resistant to heat and chemicals. The mere presence of asbestos in a building does not mean that the health of the building occupants is endangered. When left intact and undisturbed, asbestos-containing materials do not pose a health risk to building occupants. There is, however, the potential for exposure when the material becomes damaged or disturbed. Because of these problems associated with asbestos exposure, the Asbestos Hazard Emergency Act, or AHERA emphasizes that asbestos in school buildings must appropriately be managed.

The Grand Rapids Public Schools has an asbestos management plan that addresses contact persons, training, inspections, response actions, operation and maintenance activities, periodic surveillance, cleaning, disclosure efforts, and school building areas containing asbestos. Any person may review the management plan at the Grand Rapids Public School's Facilities Management Department, 900 Union, Grand Rapids, Michigan 49503, during regular business hours (8:00 am to 4:00 pm). Alternatively, any person may request a copy of the plan by writing the Grand Rapids Public Schools Facilities Management Department, 900 Union, Grand Rapids, Michigan 49503. There is a cost involved in reproducing the document of approximately 10 cents per page. The Grand Rapids Public Schools will send a copy out of the management plan within 5 business days of receiving the request.

INTEGRATED PEST MANAGEMENT (IPM) POLICY

SCOPE AND APPLICATION

This Integrated Pest Management (IPM) policy applies to all pest control activities and pesticide use in the school building and related facilities, including grounds. Recipients of this policy include faculty, other staff, or any employees monitoring or treating pest problems, including any contractors who monitor and/or treat pest problems. Each recipient is required to follow this policy.

PURPOSE

The goal of this Integrated Pest Management policy is to provide a safe and healthy learning environment that is relatively pest-free with the least possible use of pesticides. To achieve this goal, it is the policy of the Grand Rapids Public Schools to develop, implement, and maintain an integrated pest management program for the control of pests and minimize pesticide exposure to children, faculty, and staff. This policy is consistent with the State of Michigan's Act 451, Part 83 that encourages schools to adopt an IPM strategy. Sanitizers, germicides, disinfectants, or antimicrobials are exempt from the IPM/notification requirements. This policy adheres to the principles of IPM and is conducted in accordance with all federal and state laws and regulations and local ordinances. The underlying principles of this plan are to use the least toxic alternative first and that pesticides should be used as a last resort.

Pests are controlled to protect the health and safety of students and staff, maintain a productive learning environment, and maintain the integrity of school buildings and grounds. IPM is a pest management system that uses all suitable techniques in a total management system to prevent pests from reaching unacceptable levels or to reduce existing pest populations to acceptable levels while balancing the risk of the pest with the potential risk of the management technique.

DEVELOPMENT OF IPM PROGRAM

The school IPM program written under this policy will state the school's goals regarding the management of pests and the use of pesticides. It will reflect the school's site-specific needs and includes the following elements as required by law:

- a. Site evaluation, including site description, inspection, and monitoring and the concept of threshold levels.
- b. Consideration of the relationship between pest biology and pest management methods.
- c. Consideration of all available pest management methods, including population. Reduction techniques, such as mechanical, biological, and chemical techniques and pest prevention techniques, such as habitat modification.
- d. Pest controls methods selection, including consideration of the impact on human health, especially for children, and the environment.
- e. Continue evaluation of the integrated pest management program.

The Principal or Lead Administrator or designee for this public, charter, or non-public school shall be responsible for ensuring that an IPM program is developed and is in compliance with Act 451, Part 83.

IPM COORDINATOR

The Principal (or Lead Administrator) shall designate an Integrated Pest Management Coordinator who is responsible for the implementation of the school's integrated pest management policy. The IPM Coordinator, in accordance with Act 451, Part 83, can also be the school's contact person responsible for maintaining records with the specific information on pest infestation and actual pesticide application, and a copy of the school's IPM program.

EDUCATION/TRAINING

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM Coordinator, other school staff, and pesticide applicators involved with implementation of the school's IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students and parents/guardians will be provided with information on this policy and instructed on how they can contribute to the success of the IPM program.

RECORD KEEPING

Records of pesticide use shall be maintained on site to meet the requirements of the Michigan Department of Agriculture and the school board. Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

NOTIFICATION/POSTING

The Principal (or Lead Administrator) or IPM Coordinator of the Grand Rapids Public Schools is responsible for timely pre-notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the requirements under the Natural Resources and Environmental Protection Act 451, Part 83.

RE-ENTRY

In accordance with the Natural Resources and Environmental Protection Act 451, Part 83, reentry to an area treated with an aerosol or liquid pesticide may not occur less than four (4) hours after application unless product label requires a longer reentry period. Outdoor ornamental and turf applications of liquid spray pesticides shall not be made on school grounds within 100 feet of an occupied classroom during normal school hours or when persons are using the treatment area.

PESTICIDE APPLICATORS

The IPM Coordinator shall ensure that pesticide applicators, all district staff, boosters, and volunteers follow state regulations, including licensing requirements, applicator certification or registration, and IPM training, label precautions, and must comply with all components of the School IPM Policy.

PESTICIDE APPLICATIONS

The decision to apply a pesticide shall be made by the Operations Department in consultation with the IPM Coordinator. Only contracted personnel and/or district staff with a minimum license of Certified Applicator in the appropriate category shall perform general use pesticide applications. Ready to Use products may only be used by staff who received specific IPM training in the use of that product. No restricted use pesticides may be used at any time. All applications must comply with the standards and procedures outlined in the EnviroSafe Integrated Pest Management Plan. This plan is on file at the Operations Office.

EVALUATION

Annually, for public schools, the Principal (or Lead Administrator) will report to the local school board on the effectiveness of the IPM plan and make recommendations for improvement as needed. For non--/public schools and charter schools, the Principal (or Lead Administrator) shall report to their respective -governing boards on the effectiveness of the school IPM plan and make recommendations for improvement as needed.

The Principal (or Lead Administrator) is responsible for developing guidelines/procedures for the implementation of this policy.

ANNUAL PARENT NOTIFICATION

Public Act 24 requires the school district to notify parents annually of their right to receive advance notice of a pesticide application. This notice shall be in the form shown below:

INTEGRATED PEST MANAGEMENT (IPM) ADVISORY

The Grand Rapids Public Schools has adopted an Integrated Pest Management program. Inherent with this are the District's efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a pesticide, these will only be used as a last resort. This program does not rely on routine pesticide applications to resolve problems. We use various techniques such as habitat alteration, sanitation, mechanical means, exclusion, etc. to prevent pests from becoming a problem.

As required by Michigan law, you will receive advance notice of the application of a pesticide, other than a bait or gel formulation, at your child's school, the school grounds, or buildings. This advance notice of the application will be given forty-eight (48) hours before the application. The law requires us to do this notification by using two (2) methods. The first method required by law is the posting at entrances to your child's school. The entrances that will be posted, are those entrances that have a sidewalk that leads directly to a parking lot. The second method we are going to use is posting in a common area located by the main office of the school. Please note that notification is not given for the use of sanitizers, germicides, disinfectants, or anti-microbial cleaners. In certain emergencies, such as an infestation of stinging insects, pesticides may be applied without prior notice to prevent injury to students, but you will be promptly notified following any such application.

Parent(s)/Guardian(s) are also entitled to receive this notice by first-class United States mail postmarked at least three (3) days before the application. If you would like to be notified by mail, please contact the Operations Department at the following number: 616-819-3010. Please give the Operations Department secretary your name, mailing address, and what school your child attends.

You may review our IPM program or pesticide application records for your child's school by calling or e-mailing Brandon Murrell, the District's Director of Operations, at phone number 616-819-3010, or e-mail address murrellb@grps.org. This number or e-mail may also be used when school is not in regular session.

Sincerely,

Brandon Murrell
Director of Operations

INTERNET & DISTRICT-WIDE AREA COMPUTER NETWORK ACCEPTABLE USE POLICY

ACCEPTABLE USE: The Grand Rapids Public Schools (GRPS) has made electronic technology available to its scholars. The use of this technology by scholars is a privilege and must fall within acceptable use as outlined in the rules. The District reserves the right to log internet use and to monitor electronic mail space utilization by users. This means that there should be no expectation of privacy from the District's monitoring of scholar use of computer systems. The District shall, at its discretion, review the sites and programs accessed by individual scholars, as well as the messages sent or received by individual scholars. Such monitoring shall be conducted without notice.

DISTRICT EQUIPMENT:

- Equipment: Includes (but is not limited to): computers, drives, printers, scanners, networks, video and audio recorders, cameras, photocopiers, telephones, modems and other related technological resources
- Software: Includes (but is not limited to): computer software, print and non-print resources
- Networks: Include (but are not limited to): all voice, video and data systems, including the District's internal network and the internet

DISTRICT RIGHTS AND RESPONSIBILITIES:

1. GRPS is responsible for the management of the structure, hardware and software that the District uses to allow access to information technologies for educational purposes. These include:
 - Assigning and removing user accounts on the network(s)
 - Maintaining and repairing equipment that comprises the network(s)
 - Selecting software that the network will support
 - Defining the rights and responsibilities of users
 - Providing resources that support the mission of the District
 - Providing training opportunities on the use, care and application of information technology, including training in new technologies, software and media as they are acquired and put into District use;
2. The District does not take responsibility for the content of resources accessed or located by users of technology. The District does not take responsibility for action taken by users of technology that does not support the purposes of the GRPS.
3. The District shall periodically make determinations on whether specific uses of the internet and/or District network are consistent with the Acceptable Use Policy.

PROHIBITED SCHOLAR ACTIVITY:

Scholars are prohibited from:

1. Using technology available through GRPS for personal or private business, for product advertisement or political lobbying or for incurring financial commitments on the internet
2. Using technology to disrupt the activity of others, to harass or discriminate against others, to gain unauthorized access to computer systems or programs or to plant any type of virus in any computer system or program
3. Using profanity, obscenity, discriminatory language, vulgarities and other inappropriate language or graphics
4. Revealing any personal, confidential or private information about other individuals such as home addresses, phone number, etc.
5. Communicating that they are someone else, that they are representing someone else or that they are representing GRPS

6. Using someone else's account number or password or allowing someone else to use their account number or password
7. Using the system to obtain or to disseminate pornography as it is defined by the Supreme Court
8. Ordering or making a commitment to pay for any goods or services without proper authorization
9. Using technology to do anything unlawful, including violating any federal or state copyright or unfair trade laws
10. Conducting any activity that exposes the District to litigation or expenses
11. Violating any libel or slander laws

RESPONSE TO VIOLATIONS: Response by the school and/or District to activities in violation of the prohibitions and/or scholar responsibilities outlined in this policy shall be in accordance with the Uniform Discipline Code. See Scholar Expectations and Disciplinary Action Grades K-5 on page 39 and Grades 6-12 on page 42.

SCHOLAR-DEVELOPED SUBJECT MATTER: Scholar-Developed Subject Matter means subject matter conceived or developed by a scholar during the scholar's use of GRPS systems, where such subject matter pertains or could pertain directly or indirectly to the then current educational activities of GRPS. Whether subject matter falls within the scope of Scholar-Developed Subject Matter shall be independent of whether the scholar's contribution to the development is alone or in collaboration with others. Scholar-Developed Subject Matter includes (but is not limited to): writings, designs, software and other materials and concepts which may be subject to proprietary rights protection.

DISCLOSURE AND ASSIGNMENT TO GRPS: Scholars shall promptly disclose to GRPS all Scholar-Developed Subject Matter, and all Scholar-Developed Subject Matter shall become and remain the exclusive property of GRPS. To the extent that any proprietary rights (including copyright rights) vest in the scholar as a result of the development of the Scholar-Developed Subject Matter, the scholar shall, without compensation, formally assign to GRPS all proprietary rights to the Scholar-Developed Subject Matter, and execute any documents considered necessary by the GRPS to perfect its proprietary rights therein. The GRPS shall pay all expenses relating to the perfection of such proprietary rights. The election of whether or not to file formal applications for proprietary rights protection for the Scholar-Developed Subject Matter, and the manner of preparation and prosecution of the same shall be solely within the discretion of the GRPS.

SCHOLAR RIGHTS AND RESPONSIBILITIES:

Scholar Users of District equipment have the right to:

1. Use all authorized hardware and software, when available, for which they have received training to facilitate learning and enhance educational information exchange
2. Access information from outside resources which facilitates learning and enhances educational information exchange
3. Access direct networks and the internet to retrieve information, facilitate learning and enhance educational information exchange

SCHOLAR USERS OF DISTRICT EQUIPMENT ARE RESPONSIBLE FOR:

- 1.** Utilizing technology in the school only for facilitating learning and enhancing educational information exchange consistent with the educational mission of the District and the school
- 2.** Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- 3.** Keeping all inappropriate materials, inappropriate text files, or files dangerous to the integrity of the school's network, equipment and software from entering the school via the internet
- 4.** Keeping hardware and software from being removed from school premises without prior consent
- 5.** Maintaining the integrity of the e-mail system and making only those e-mail contacts which facilitate learning and enhance information exchange
- 6.** Keeping all food and drink away from computers, printers and so on
- 7.** Adhering to all copyright guidelines and avoiding plagiarism
- 8.** Adhering to the rules (including network etiquette) established for the use of hardware, software, labs and networks in the school and through remote access

The Acceptable Use Policy, Internet and District-Wide Computer Network Agreement and Permission Form can be found on page 78.

USE OF GOOGLE SERVICES CONSENT PAGE

USE OF GOOGLE SERVICES

Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classrooms, and more used by millions of scholars and teachers around the world. Grand Rapids Public Schools provides all scholars with a Google Workspace for Education account and these Google Core Services to complete assignments, communicate with their teachers, sign into their Chromebooks and other digital curriculum applications, and learn 21st century digital citizenship skills.

In addition, Grand Rapids Public Schools makes available the Additional Google Services listed below.

- Applied Digital Skills
- Google Arts and Culture
- Google Cloud Print
- Google Maps
- Google Photos
- Google Takeout
- Scholar Profiles
- CS First
- Google Bookmarks
- Google Data Studio
- Google My Maps
- Google Public Data
- Google Translate
- YouTube
- Chrome Web Store
- Google Alerts
- Google Books
- Google Earth
- Google News
- Google Search Console
- Material Gallery

Access to YouTube, Google Search, Google Maps, Google Earth, and Google Photos through your child's Google Workspace for Education account has specific restrictions limiting access to content. In addition to having restrictions in content, your child's access to YouTube via their Google Workspace for Education account also will not allow them to:

- Create channels, playlists, stories, shorts, or upload videos
- Watch or create live stream events except those explicitly identified as GRPS events
- See or post comments
- Participate in live chat
- Buy channel memberships, creator merchandise, movies and TV shows, Super Chat and Super Stickers, or participate in YouTube Giving fundraisers
- Use apps, including YouTube Go, YouTube Music, YouTube Studio, YouTube TV, and YouTube VR
- Insert videos in Google Slides or Google Forms
- Access other features, including:
 - Receive most notifications
 - Cast on TV
 - Connect game accounts
 - Use Incognito mode
 - Get personalized ads
 - Turn Restricted Mode off

Additional information about GRPS scholar technology, your scholar's Google Workspace for Education account, and Google's privacy policies can be found by visiting <https://www.grps.org/scholartech> or by scanning this QR code.



STATEMENT OF CONSENT

Please sign and return this form to school so that we know you consent for your child to access the Additional Google Services with restrictions, listed above.

Parent or Guardian Name Printed

Physician/Provider Signature

Date

ACCEPTABLE USE POLICY

AGREEMENT & PERMISSION FORM (INTERNET & DISTRICT-WIDE AREA COMPUTER NETWORK)

To be completed and returned to your scholar's teacher prior to scholar use of the Internet, District-Wide Area Network, computers and related equipment. Please review with your scholar all information in the Uniform Discipline Code contained in this handbook.

DEAR PARENT/GUARDIAN:

All scholars shall receive orientation to the Uniform Discipline Code at school. It would be most helpful if you know and understand our school rules so that we may work cooperatively in improving our educational program.

As the Parent/Guardian of this scholar, I have read the Uniform Discipline Code and the Grand Rapids Public Schools Internet and District-Wide Area Computer Network Acceptable Use Policy (page 75) regarding use of computers and related equipment. I have discussed appropriate use of the Internet and the rights and responsibilities outlined in the District's Acceptable Use Policy with my scholar. I understand that scholar access is intended for educational purposes and that the Grand Rapids Public Schools has taken precautions to eliminate access to controversial and inappropriate materials. I shall not hold the Grand Rapids Public Schools responsible for materials acquired via the Internet/Network. I agree to indemnify, and hold the District harmless, for any monetary liabilities or obligations incurred by the scholar identified below through his/her unauthorized activity while using the District's computer systems. I accept full responsibility for supervision if and when my scholar accesses a Grand Rapids Public Schools home page/web site while not in a school setting. I hereby give permission for my scholar's use of this resource.

STATEMENT OF CONSENT

Please sign and return this form to school so that we know you are aware of the Uniform Discipline Code for Scholar Conduct and the Internet and District-Wide Area Computer Network Acceptable Use Policy contained in the Scholar Policy Handbook and have received a written copy of both.

Parent or Guardian Name Printed

Parent or Guardian Signature

Date

I understand and shall abide by the Grand Rapids Public Schools Internet and District-Wide Area Computer Network Acceptable Use Policy regarding computers and related equipment. I further understand that any violation of the policy shall require response from the District as outlined by the Grand Rapids Public School's Uniform Discipline Code for Scholar Conduct.

Scholar Name Printed

Parent or Guardian Signature

Date

MEDICATION/TREATMENT CONSENT FORM



Scholar Name _____

Birth Date _____

School Year _____

Diagnosis/Condition _____

CONSENT FOR ADMINISTRATION OF HEALTH TREATMENT AND/OR MEDICATION AT SCHOOL

- Parents are urged to provide health treatments and give medication at home and on a schedule other than school hours if possible. If it is necessary that treatments and/or medication be provided during school hours, these regulations must be followed. Please Note: "Medication" refers to any prescription, non-prescription, homeopathic, herbal, vitamin, or mineral preparation.
- Health treatments and medications must be prescribed in writing by a physician or other licensed health care provider and must be renewed at least annually. Providers complete Part 1 below and must sign form—Part 2 and fax written instructions to school.
- All medication, prescription and non-prescription, must be brought to school in the original pharmacy container with a current label showing the name of the scholar, medication, strength, dosage, and time(s) to be given. Only the parent/guardian or other responsible adult or the pharmacy may deliver the medicine to school. Scholars are not allowed to bring their own medication to school.
- Health treatment supplies will be provided for school use for each scholar by parent/guardian as needed.
- Parent/guardian written permission is required to administer treatments and medications at school as directed by physician/licensed health care provider, including permission to contact provider as necessary. Parent must sign below—Part 2.

PART I: PHYSICIAN/HEALTH CARE PROVIDER INSTRUCTIONS

TREATMENT/MEDICATION	STRENGTH	DOSAGE/ROUTE	TIME(S)/FREQUENCY	
			Home	School

Recommendations, Special Considerations, Side Effects, Precautions, Allergies: _____

Please check if additional treatments/medications are needed.

PART 2: AUTHORIZATION SIGNATURES

The following signatures serve as written authorization for permission to administer health treatment and/or medication as directed at school. Authorization includes permission for school personnel and health care provider to contact each other if needed. Medication and Treatment information is kept confidential but it may be shared with appropriate staff for emergency care.

Physician/Provider Name Printed

Parent/Guardian Name Printed

Physician/Provider Signature

Date

Parent/Guardian Signature

Date

Phone

Fax

Phone

Fax

MEDICATION/TREATMENT CONSENT FORM FOR SELF-ADMINISTRATION



Scholar Name

Birth Date

School Year

Diagnosis/Condition

CONSENT FOR ADMINISTRATION OF HEALTH TREATMENT AND/OR MEDICATION AT SCHOOL

- Parents are urged to provide health treatments and give medication at home and on a schedule other than school hours if possible. If it is necessary that treatments and/or medication be provided during school hours, these regulations must be followed. Please Note: "Medication" refers to any prescription, non-prescription, homeopathic, herbal, vitamin, or mineral preparation.
- Self-administration provisions are for high school scholars only with the exception of inhalers, epipens, insulin and glucagon.
- Health treatments and medications must be prescribed in writing by a physician or other licensed health care provider and must be renewed at least annually. Providers complete Part 1 below and must sign form—Part 2 and fax written instructions to school.
- All medication, prescription and non-prescription, must be brought to school in the original pharmacy container only with a current label showing the name of the scholar, medication, strength, dosage, and time(s) to be given. Metered dose inhalers must have a label attached to the container.
- Health treatment supplies will be provided for school use for each scholar by parent/guardian as needed.
- Parent/guardian written permission is required to administer treatments and medications at school as directed by physician/licensed health care provider, including permission to contact provider as necessary. Parent must sign below—Part 2.
- Any misuse of medication by a scholar, including selling or giving away the medication, that violates Grand Rapids Public Schools policies will result in revocation of self-administration privileges and may result in a referral to law enforcement officials. Please see the scholar handbook for Grand Rapids Public Schools policies regarding medication at school.

PART I: PHYSICIAN/HEALTH CARE PROVIDER INSTRUCTIONS

TREATMENT/MEDICATION	STRENGTH	DOSAGE/ROUTE	TIME(S)/FREQUENCY	
			Home	School

Recommendations, Special Considerations, Side Effects, Precautions, Allergies: _____

PART 2: AUTHORIZATION SIGNATURES

The following signatures serve as written authorization for permission for scholar to self-administer health treatment and/or medication as directed at school. Authorization includes permission for school personnel and health care provider to contact each other if needed. Medication and Treatment information is kept confidential but it may be shared with appropriate staff for emergency care. *Please Note: School personnel will not supervise the medication administration or have responsibility in the process. Parent will be notified of any observed violation of the above guidelines.*

Physician/Provider Name Printed

Parent/Guardian Name Printed

Physician/Provider Signature

Date

Parent/Guardian Signature

Date

Phone

Fax

Phone

Fax

VEHICLE DESIGNATION

STATEMENT OF CONSENT

To be completed and returned to your child’s teacher at the start of the school year and prior to your scholar participating in school sponsored activities/field trips that require transportation to and from school in automobiles that may be owned by the school, or by an employee or volunteer.

DEAR PARENT/GUARDIAN:

Grand Rapids Public Schools see the education process as much more than Reading, Writing, and Arithmetic. Exposure to our culture through field trips and outings is an integral part of developing our children into responsible, well-adjusted adults. However, provisions in the State law make these outings very difficult.

The law requires scholars to be transported by school bus in almost every situation. Unfortunately, this makes outings, which involve only a few scholars at a time, impractical due to the expense.

However, the State does allow schools to use standard automobiles to transport scholars, provided the parents have given consent. Therefore, we ask that you read and sign the following statement so that these educational field trips may continue.

Please rest assured that the school does NOT take the safety of your child lightly, and that precautions will be taken to protect your child’s safety, including the mandatory use of seat belts and booster seats where required by law. Should you have any questions or concerns, please feel free to contact the school’s Risk Management Office at 819-2045.

STATEMENT OF CONSENT

I agree to allow my child to be transported to and from school, and school related activities, in automobiles that may be owned by the school, or by an employee or volunteer. I understand that these vehicles are not school buses, and as such, are not in compliance with all current regulations for school buses. I feel that the additional risk of transporting my child in a car, as opposed to a bus, is acceptable as it allows my child educational enrichment beyond the classroom environment.

Scholar Name Printed

Parent or Guardian Name Printed

Parent or Guardian Signature

Date

OUR MISSION IS TO ENSURE THAT
ALL SCHOLARS ARE EDUCATED,
SELF-DIRECTED, AND PRODUCTIVE
MEMBERS OF SOCIETY.

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Rev. August 15, 2024

