

# Montabella



# Elementary

**2025-2026**

**Student-Guardian Handbook  
1456 E North County Line  
Blanchard, MI 49310  
Ph. (989)427-5414, Fax (989)427-5602**

## **Superintendent**

Shelly Millis

## **School Board Members**

Eylie Foster, President  
Scott Parks, Vice-President  
Ivan Renne, Secretary  
Erica Vincent, Treasurer  
Jeramee Gilman, Trustee  
Tim Eldred, Trustee  
Steve Sweet, Trustee

## **School Song**

Cheer, Cheer for old MHS,  
To her great name we'll always say yes.  
Sing her praises up on high.  
Shake down the thunder from the sky.  
Whether the odds be great or small,  
Our MHS will win overall.  
As her loyal students go marching onward to  
Victory!

## **School Colors**

Navy Blue and White  
May be trimmed in red

## **INTRODUCTION**

### **Message from the Principal**

*Welcome to Montabella Elementary, an organization that is here to help you reach your full potential. Montabella Elementary is organized and arranged to assist you in becoming a better student and better person by helping you learn important skills and to discover and develop the talents with which you have been blessed.*

*The staff of Montabella Elementary will be working hard to help you have a successful year and successful future. Your teachers will do so by teaching you to become a better reader, writer, mathematician and problem solver. As the principal, I want you to know that your success is very important to me and if I can be of assistance to you in any way, please do not hesitate to ask.*

*Mike Moore  
Elementary Principal*

## **MONTABELLA COMMUNITY SCHOOLS CORE VALUES**

**Respect:** Treat others fairly and appropriately in a safe environment.

**Explore:** Provide opportunities so all students can be involved in school and community activities.

**Achieve:** Together we believe all students can learn the essential skills for the classroom and society.

**Lead:** Together we encourage and motivate each other.

### **MISSION STATEMENT**

The Mission of Montabella Community Schools is to prepare our students to be successful in a changing global society.

### **VISION**

The Vision of Montabella Community Schools is to ensure that every student is achieving at their maximum potential in a safe, inspiring learning environment.

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## **MONTABELLA ELEMENTARY GUARDIAN INVOLVEMENT POLICY**

We value guardians as partners in our student's education. We believe that all students can learn and that the guardians are an integral part of this process. We will provide a positive learning environment with flexibility to meet the student's needs. It is also the intention of the school staff to use a variety of methods to reach the varied learning styles of the student. Guardians play a role as a helper in these areas. They know their child best and can help identify strengths and weaknesses to help the teachers effectively meet their needs.

We have high expectations for our student's learning. Communication will be sent home in the form of progress reports, report cards, phone calls, etc. to address student academic progress. These communications will be in language that the guardian can understand and clearly outline expectations of learning and ways in which the guardians can assist in these areas.

Montabella Elementary staff is committed to delivering a high quality curriculum. Instruction and assessment are research based and align with the grade level content expectations. All support programs are also research based and are available to all students that demonstrate a need for assistance. We will work to the best of our ability to help students succeed.

Montabella Elementary guardian involvement policy is aligned with the district policy which requires that there is involvement of parents/guardians in the planning, implementation, evaluation, and improvement of Title I services. An annual meeting to explain the services provided through Title I funds takes place in the fall of each academic year. If guardians are unable to comprehend the services available simplified explanations will be provided. Guardians are notified when their students qualify for Title I programming and information regarding Title I programming is available at parent teacher conferences. Professional development opportunities will be available for all staff members to enhance their understanding of effective guardian involvement strategies. At the beginning of each year guardians are provided with a compact that explains the expectations for teachers, guardians, and students participating in the schoolwide Title I plan.

## **MONTABELLA ELEMENTARY COMPACT**

### **TEACHER/STUDENT/GUARDIAN AGREEMENT**

#### **TEACHER COMMITMENT**

I will:

- Provide a variety of teaching strategies to best meet all student learning styles.
- Provide a positive atmosphere for teaching and learning.
- Be flexible to meet individual student needs.
- Maintain high expectations for myself and my students.
- Value the uniqueness of each child and his/her family.

#### **STUDENT COMMITMENT:**

I will:

- Bring the necessary materials (completed homework, pencil, textbooks) needed to class each day.
- Ask questions when I don't understand something.
- Always try to work to the best of my ability.
- Show respect for myself, my school, other students, and others' belongings.
- Accept responsibility and consequences for my actions.
- Follow all school, classroom, and home rules.

#### **GUARDIAN COMMITMENT**

I will:

- Support the school staff in regards to my student's educational and behavioral progress.
- Provide a structured time and place for study at home.

- Encourage my child to complete and return all homework assignments.
- Communicate with the school any concerns regarding my child's progress.
- See that my child attends school regularly and is punctual. I will contact the school when my child is absent.
- Be a reading role model for my child and by having him/her see me read and encouraging my child to read at home.

## **SECLUSION AND RESTRAINT**

Montabella Community Schools strive to promote the care, safety, welfare, and security of the school community and provide learning opportunities for all. In order to ensure this the district requires the use of proactive and effective strategies and best practices to reduce or eliminate seclusion and restraint.

All schools within the Montabella Community Schools district will implement a school-wide positive behavior support system. This system will provide methods to support appropriate behavior, promote safety, and to discourage violations of the student code of conduct.

- Training will be provided for school staff that will include: proactive practices and strategies that ensure the dignity of students; social skills training; de-escalation techniques; instructions in the use of seclusion and restraint and information regarding the increased risk of injury to students and staff when seclusion and restraint is used.
- Seclusion is a last resort emergency safety intervention that provides an opportunity for the students to regain self-control. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from leaving and provides continuous adult supervision.
- Restraint involves direct physical contact that prevents or significantly restricts a student's movement. Restraint is a last resort emergency safety intervention.
  - Seclusion and restraint shall NOT be used: for the convenience of staff; as a substitute for an educational program; as a form of discipline; as a substitute for less restrictive alternatives.
  - An emergency that may require the use of seclusion or restraint includes behavior that poses an imminent risk to the safety of the individual student or the safety of others.
  - Emergency seclusion or restraint shall be performed in a manner that is safe, appropriate, and sensitive to students' characteristics and in accordance with the training provided.
  - Emergency seclusion should last no longer than 15 minutes for elementary students and 20 minutes for secondary students. If additional time is required, then additional support must be provided and documentation to explain the extension.
  - Emergency restraint should last no longer than 10 minutes. If additional time is required then additional support must be provided and documentation to explain the extension
  - Staff involved in an emergency seclusion or restraint situation are required to document the incident in writing and report to building administrator. Restraint situations also require the situation to be reported to guardian or guardian and the written report must be available for them within 24 hours if requested.
  - The following are prohibited under all circumstances including emergency situations: medical restraint; chemical restraint; any restraint that negatively impacts breathing; prone restraint; corporal punishment; deprivation of basic needs; anything constituting child abuse; seclusion of preschool children; and the intentional application of any noxious substance or stimuli which results in physical pain or extreme discomfort.

## **ATTENDANCE**

The Michigan School Code states that it is the responsibility of the guardians to see that their child between the age of six and sixteen be in regular attendance at school. Furthermore, the Montabella Schools extend the expectation that all students, regardless of age should attend 100% of all scheduled instructional days. Students are expected to be in all class sessions, study halls, assembly programs, etc. to which they are assigned. If a student needs to leave the school during the day, he/she must obtain an early dismissal slip or other means of authorization from the school office before leaving the building.

Participation in musical programs is a privilege, which allows students additional opportunities to grow physically, socially, and emotionally toward adulthood. It is expected that students attend a full day of school in order to participate in after school activities scheduled on that date.

Absences other than those resulting from participation in school activities will be recorded on the student's permanent record (C.A. Files). Excused absences are limited to reasons of personal illness (accompanied by a doctor's note), professional appointments, observances of sacred holidays, matters of suspension, and other personal/family emergencies (i.e. funeral).

Teachers are expected to maintain accurate, daily attendance records. When excessive absences occur, both teachers and administrators are responsible to be in communication with parents/guardians to effectively address the concern. If chronic attendance problems persist, the building will contact the county attendance officer and/or juvenile authorities for further assistance.

### **Guardian Responsibilities for Notification of Student Absence**

**It is the responsibility of the guardians to contact the school office by phone, email ([attendance@montabella.com](mailto:attendance@montabella.com)), a written note, or in person upon the student's return to school. If the guardian fails to communicate to the school the absence will be considered unexcused after three (3) days. Please remember that attendance requirements are meant to benefit your child's educational experience.**

**Ten (10) absences can be excused by a guardian with the exception of the unexcused reasons listed below, by a guardian; thereafter, official doctor notes are required to excuse absences.**

**Once a student accumulates three (3) unexcused absences, we are obligated to begin the truancy process. Unexcused absences included, but are not limited to, missing a ride or bus, car trouble, oversleeping, failure to contact the school for an absence, etc.**

### **Pre-Arranged Absence**

In the event that a student is aware of an absence that will occur in the future, and is of three or more days in length, the guardian must notify the **office** at least two days in advance of planned absence with a written note stating the date, duration, and reason for the absence. Make-up work may be due immediately upon the student's return.

A student needing to leave school during the day must be signed out in the office by the adult picking them up. For the protection of the student, adults may be asked for identification and/or authorization and guardians may be contacted prior to release of the student.

### **Tardiness**

**Students are expected to arrive at school on time and follow their full assigned class schedule. Students are expected to be seated and ready for instruction at the start of class. Tardiness is when a child arrives at or after the school start time. Our school day begins at 8:00a.m. This is one of the most important times of the school day. What is just as important is that students who are tardy to class not only places his/her own learning in jeopardy, but also interrupt the learning of others.**

**Excessive tardiness, ten (10) or more tardies, may result in a meeting with the student, guardian, and administrator to determine what steps need to be taken to assure that your student arrives to school on time.**

**Students who come late to school will be marked absent for half day of school if they come in after 9:15 a.m. Student will also be marked absent a half day of school if they leave school before 1:45p.m.**

## **TRUANCY**

Skipping school is in violation of the State of Michigan Compulsory Attendance Law, which requires all students to be in school each day until they become 18 years of age. Students who skip school will be disciplined.

### **Absent for three (3) unexcused absences**

Warning letter is sent home.

### **Absent for five (5) unexcused absences**

Referral sent to MAISD attendance officer.

### **Absent for eight (8) unexcused absences**

MAISD truancy officer refers the student/guardian truancy to the Prosecuting Attorney for judicial review/action.

*Extenuating circumstances will always be considered prior to referrals.*

*Family emergencies, childhood diseases, or communicable diseases supported by a physician's statement, will be taken into consideration when making a determination as to whether a student will be reported to the MAISD for truancy. Thus, it is imperative that guardians contact the office whenever a child is absent.*

Research has found that truancy patterns start as early as kindergarten. Students who miss too much school often struggle throughout their academic career. Therefore, this program is **cumulative from year to year**. The only options are to improve attendance and therefore avoid moving on to the next step or continue being truant until you, your child or both of you are **referred to court**. We ask that guardians take this process seriously and **keep your child in school**.

## **MAKE-UP WORK**

It is the student's responsibility to make arrangements with his/her teachers upon the first day back to class to make up assignments missed during the period of excused absence. The make-up work may not be due any earlier than the day after the student returns to class unless the student's first day of absence in a given instance occurs on a date previously announced by a teacher as a due date for a project, presentation, report, test, etc. In this case the work is due on the first day of return. Otherwise, students will have one more day than the number of days missed to complete assignments.

Arrangements to make up work should be made in consideration of the reason for the absence. The guardians share responsibility to ensure that the student completes the assignments in a timely manner. While the school will attempt to expedite the process, at least 24-hour notice is necessary to provide the students with a full set of make-up assignments due from all teachers involved.



In the event of an extended illness or other circumstances that result in considerable time lost from school, a maximum of six weeks (from the date of return) will be granted for completion of the make-up assignments.

**All students on suspension are required to make up all assignments missed**, or the equivalent as determined by each teacher. The principal may require the student to complete the work while serving the suspension. If not, it is the student's responsibility to make arrangements to make up the work with his/her teachers upon the first day back in class. Failure to complete the assignments within the time allotted by the teacher will result in loss of credit for the work.

## **HOMEWORK**

The primary purpose of homework at Montabella Elementary School is to help students become self-directed, independent learners. Homework assignments support clearly defined school and classroom objectives and is used to reinforce or enhance school learning experiences. An additional purpose of homework is to acquaint guardians with what students are learning in school and to invite the guardians help at times.

Five objectives which homework addresses are:

1. giving practice needed for a particular skill,
2. extending or enriching learning,
3. providing an activity not possible in the classroom,
4. developing initiative, responsibility, self-direction, and
5. developing productive use of leisure time.

Teachers will define their homework policies in a letter sent home at the beginning of the year. Teachers will notify guardians of their expectations at the Open House in August. Daily schoolwork that is not completed may be considered homework.

Homework is an extension of school, and a responsibility that each student should undertake independently. Use of the FAX machine for return of homework is not appropriate. Your cooperation with the school in encouraging completion of homework is appreciated. **In the event of student absence, the homework request must be made by 10:00 AM for pickup the same day.**

## **EMERGENCY CLOSING OF SCHOOLS**

In the event that school is closed or delayed due to inclement weather, the information will be broadcast on the following television and radio stations:

### Radio

WGLM - Greenville 1380 AM/106.3 FM

WCFX, WCEN-Mt. Pleasant 95.3 FM, 94.5 FM, 104.3 FM

### Television

WNEM-TV5

WOOD – TV8

WWTV – 9 & 10 Cadillac

WJRT – TV 12 Flint

WZZM – TV 13 Grand Rapids

WXMI-Fox TV17

Information is also available through the Montabella Community Schools Facebook page.

When it is necessary to close early because of weather conditions, the same stations will be called in advance of dismissal. For example, the message on the TV/radio may state, "The Montabella Schools will be dismissed 2 hours early." Therefore, if you normally pick up your child/ren at 2:55 p.m., you should plan to be there at 12:55 p.m. Bus drop-off time of your child/ren will also change based on the time of early dismissal. Guardians and students should discuss the procedures to follow in case there is no one at home after an early dismissal.

## **PROJECT FIND**

In Michigan we know that education begins at birth. We also know that some of our children need extra help or other related special services along the way. That's why Michigan's special education system helps children as young as newborns and up to age 26.

Project Find provides information about special education programs and services and helps to arrange free evaluations to find out if a child is eligible for extra help from any of Michigan's public schools.

If a child you know is struggling in school or has a physical, emotional or communication problem that might prevent success in school, call Project Find. We're here to help. Contact your building principal or call 1-800-252- 0052. You may also visit [www.ProjectFindMichigan.org](http://www.ProjectFindMichigan.org).

## **ELEMENTARY SCHOOL CURRICULUM**

The curriculum is formatted with regard to educational needs and characteristics of students. The curriculum is balanced with academic goals and other developmental needs. The climate for learning and the instructional processes used are nearly as important as the content itself. The curriculum must emphasize both process and product.

The intended courses of study are under continuous evaluation by the Board of Education, the administration, teachers, and the Curriculum Council.

## **PARENT-TEACHER CONFERENCES**

Conferences are scheduled in the fall and the spring during the school year. Guardians are encouraged to participate in this meeting because they play an important part in their child's education.

Guardians should not hesitate to contact the teachers at school to arrange a personal conference if they are concerned about their child's academic or social progress. Teachers may also contact guardians to discuss an academic or social concern. Open communication between the school and guardians is essential for a good overall learning environment.

## **REPORT CARDS**

Students will receive a numerical grade for each power standard identified on the report card. Marking periods will be 18 weeks in duration, with a progress report sent home at the 9 week mark.

### **Numerical Grades**

- 1- Area of concern
- 2- Approaching standard
- 3- Meets standard

## **MEDIA CENTER**

The purpose of our Media Center is to strengthen the intellectual, cultural, and social development of each student and to provide materials that supplement and enrich the school curriculum. Good library citizenship will result in better and more efficient library services for all.

Most printed materials in the Media Center may be checked out.

## **SPECIAL EDUCATION**

Students are enrolled in specialized programs for various disabilities or impairments when qualified according to the Michigan Special Education Rules and Regulations. Services to be provided are specified at an Individualized Educational Planning Committee meeting and generally include a combination of regular and special classes.

Students who are suspected of qualifying for such services are generally referred by the classroom teacher, principal, other professional staff member, or guardians. More information can be obtained by calling the school principal.

## **CHARACTER EDUCATION**

Although character education is, first and foremost, an obligation of the family, it is also an important responsibility of society as a whole. Working together with families and other community groups, it is the aim of Montabella Elementary to instill in its students the desire and abilities to be persons of character.

## **ACADEMIC EXPECTATIONS**

Students are expected to be in the classroom prepared for class work. Students who disrupt the classroom routine or who distract teachers or students will be removed from class. Each student is expected to prepare assignments and take tests in accordance with the teacher's instructions. Because of the nature of certain classrooms, teachers may establish specific regulations to apply to individual situations and will inform students of the consequences.

## **ANNUAL EDUCATION REPORT**

The Annual Education Report (AER) provides key information on yearly educational progress for Montabella Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. The AER is available for you to review electronically by visiting the following web site [www.montabella.com](http://www.montabella.com) or you may review a copy from the principal's office.

## **DRESS AND GROOMING EXPECTATIONS**

The Montabella Elementary dress code provides a framework for the maintaining of a safe and positive school climate and the advancement of the pillars of good character.

These standards provide assistance to the guardians and students attending Montabella Elementary in making personal choices that are acceptable. We believe the guidelines provided herein accommodate a wide range of clothing and personal tastes.

**If the staff and administration feel clothing or accessories to be disruptive, unsafe, or unhealthy, students will not be permitted to appear with such items on campus.**

Students are expected to be neat, clean, and appropriately dressed for learning. Coats, jackets, blankets and outside vests are NOT to be worn in the classroom. Shoes must be worn at all times.

**The following items are prohibited:**

- Tank tops with less than 2" shoulder width.
- Shirts with big/loose sleeve openings
- Bare midriffs/torsos
- Lowcut/revealing clothing
- Shorts and skirts finger length when arms are at side
- Going barefoot or stocking feet
- Any item of clothing with vulgar or offensive imprinting
- Headgear (hats, bandanas and sunglasses)

*Clothing will also be considered inappropriate if what you are wearing allows undergarments to show. Students who wear inappropriate clothing will not be allowed to return to class until acceptable clothing is obtained. Students who fail to follow staff direction in changing clothes will be considered insubordinate and disciplinary actions will result.*

Clothing, tattoos, face painting, or accessories that advertise, display or promote any drug (including tobacco and alcohol), sexual innuendo, violence, weaponry, profanity, hatred, or bigotry towards any group is not allowed. Clothing that displays symbolism and/or insignias that are satanic or seductive in nature or suggest illicit behavior, gang affiliation, or abuse are prohibited.

### **HEAD LICE**

Students diagnosed with live head lice will be sent home for treatment. The student will be readmitted to school after treatment and examination. If, upon examination, the school-designated personnel find no live lice on the child, the child may reenter the school.

To minimize the chances of recurrence, it is important to thoroughly clean the entire home. Clothing and bedding should be washed in hot water. Upholstery drapes, and carpeting should also be cleaned or treated. Please contact the county health department for complete information.

### **Snacks/Baked Goods**

The Montabella Elementary School has instituted a Baked Goods Policy. The policy became necessary due to health concerns brought to our attention, as there are a number of children in our school who have specific food allergies.

The policy requires that only store bought items, preferably with ingredients listed, be brought to school for parties and classroom celebrations. Home baked goods are not allowed to be used as treats for any celebration. All classroom snacks must come in a sealed package and be purchased from the store.

## **CODE OF STUDENT CONDUCT/DISCIPLINE**

**Students have a right to learn. Teachers have a right to teach.** Students who “get along” with others do better academically in school. Montabella Elementary School has high expectations for student behavior and promotes the use of Positive Behavior Intervention Supports.

Guardians are informed as soon as possible and involved as partners when the need for student discipline at school occurs. Possible consequences may include:

Time out/away from the situation

Loss of the privilege/activity

Call or meet with guardian

Positive behavior plan

In school or out of school suspension

### **Positive Discipline**

Focus on the act, not the “actor,” and what the child can do to remedy the current situation or make a better choice in the future. If inappropriate student choices continue and disrupt learning, the student will conference with the principal. Guardians will be notified when necessary. Intentional actions that harm others will receive immediate attention from the principal.

### **Assertive Discipline**

Zero tolerance for harm to self, others, or property. School is a physically and psychologically safe place.

### **Proactive Discipline**

Reduce the need for discipline by consciously building a caring community of learners.

### **Goal: Obtain desired behavior.**

- Expectations for behavior are clear. *Voice, model and practice desired behaviors.*
- Consequences are immediate and consistent. *Classroom rules and procedures are taught, reviewed and enforced.*
- Consequences are natural or logical rather than unrelated. For example, if an individual writes on a desk or a wall that same individual washes the desk or the wall. *Classroom teachers monitor consequences.*
- If actions are chronic or harmful to self/others, an office referral is completed. *The mbehavioral strategies.*

## **STUDENT RESPONSIBILITIES**

In order to insure each student's rights to educational opportunity in the school system, various policies, procedures, rules and regulations governing student's conduct and discipline have been developed. **It is the responsibility of the student to be aware of those specific regulations and interpretations.** Discipline is the joint responsibility of students, guardians, and the school. When a student is apprehended for violation of a school regulation, the support and cooperation of both student and guardian is essential to the school in disciplinary measures.

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### **Montabella Elementary Behavior Expectations**

**Be Responsible**

**Be Respectful**

**Be Safe**




# Show Your MUSTANG PRIDE

*Be Respectful*

*Be Responsible*

*Be Safe*

 Hallway/Entry and Exit	Follow adult directions and accept consequences. Stand facing forward in a single file line. Use kind words.	Voice level 0-1. Keep hallway clean. Go to designated area until 7:55 a.m.	Keep hands, feet and materials to yourself. Stay on the right hand side. Use walking feet.
 Cafeteria	Follow adult directions and accept consequences. Stand facing forward in a single file line. Use kind words (please, thank you, and you're welcome) Wait your turn.	Voice level 1-2 Clean up after yourself.	Keep hands, feet and materials to yourself. Use walking feet.
 Bus	Follow adult directions and accept consequences. Use kind words. Maintain privacy. Keep food and drinks in backpack.	Voice level 0-1. Wait your turn. Keep area clean.	Keep hands, feet and materials to yourself. Use walking feet. Stand facing forward in a single file line. Stay seated, facing forward.
 Bathroom	Follow adult directions and accept consequences. Use kind words. Use the bathroom as quickly as possible. Report problems to the teacher. Maintain privacy of others.	Voice level 0-1. Wait your turn. Keep area clean.	Keep hands, feet and materials to yourself. Wash hands with soap and water. Use walking feet.
 Playground	Follow adult directions and accept consequences. Wait your turn. Include others. Use kind words.	Voice level 0-5. Take turns and share. Put away equipment. Keep playground clean. Report incidents to staff.	Keep hands, feet and materials to yourself. Use playground equipment appropriately. Dress appropriately.
 Office	Wait your turn. Use kind words (please and thank you).	Voice level 1-2 Sit in chair quietly. Have pink slip/note. Return office materials.	Keep hands, feet and materials to yourself.
 Library	Wait your turn. Use shelf markers. Handle books with care. Use kind words.	Voice level 0-1. Keep library clean. Read while waiting. Return books on time.	Walking feet. Keep hands, feet and materials to yourself. Use bookshelves for books.
 Assembly	Follow adult directions and accept consequences. Use kind words. Feet on the floor.	Voice level 0 when presenter is speaking. Focus on presenter. Stay with your class.	Seated on bleachers. Keep hands, feet and materials to yourself. Walk on stairs. Form a line when entering and exiting.

## **DEFINITION OF TERMS**

Terms used in this, and all other policies, procedures, rules, and regulations are defined as follows:

**Detention:** the assignment of a student to a designated area within the school for a specific period of time prior to or after the regularly scheduled school day, or during lunch. Transportation arrangements become the responsibility of the student and/or guardian.

**Suspension:** the exclusion of a student from school from a particular class, or from attending regular classes while reporting to an assigned place within the school. The suspension is for a specific period of time or until the fulfillment of a specific set of conditions. Suspension for a period of time beyond ten (10) school days may result in recommendation to the Board of Education for expulsion. Types of suspension include:

A. Removal from Class - The permanent removal of a student from a class for academic attendance or behavioral reasons. A failing grade for the course is issued to the student.

B. In-School Suspension - The exclusion of a student from regular classes with the student serving the suspension in a designated area in the building.

C. Out-of-School Suspension - the exclusion of a student from school premises for a specific period of time.

*A student on out-of-school suspension will not be allowed to attend his/her/ regular classes or participate in extra/cocurricular activities of any kind (i.e. school parties, athletic games, practices, plays, etc.) during the dates of the suspension.*

**Expulsion:** the exclusion of a student from school by the Board of Education.

### **Elementary Level Summary**

The primary purpose of the school is teaching and learning. In order to protect each student's rights to the fullest educational opportunity available in the school system, rules and regulations governing student conduct and discipline have been developed. It is the purpose of the Code of Conduct to outline those standards of behavior which, if violated, will lead to some form of discipline - up to and including expulsion from school.

## STUDENT CODE VIOLATIONS

Major Office Managed Behavior		Major Staff Managed Behavior	
<b>Defiance</b>	Student engages in refusal to follow directions or repeatedly talks back	<b>Defiance</b>	Student engages in brief or low-intensity failure to follow directions or talks back
<b>Disrespect</b>	Student delivers repeated or high-intensity socially rude, or dismissive messages to adults or students	<b>Disrespect</b>	Student delivers low-intensity, socially rude, or dismissive messages to adults or students
<b>Disruption</b>	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talking, yelling, or screaming, noise with materials, horseplay or roughhousing, and/or sustained out-of-seat behavior	<b>Disruption</b>	Student engages in low-intensity, but inappropriate disruption
<b>Abusive Language</b>	Student delivers directed verbal message or argument that includes swearing, name calling, or use of words in an inappropriate way	<b>Inappropriate Language</b>	Student engages in low-intensity instances of inappropriate language
<b>Physical Aggression</b>	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, pulling hair, scratching, spitting, etc.)	<b>Physical Contact/ Aggression</b>	Student engages in non-serious, but inappropriate physical contact
<b>Property Damage/ Vandalism</b>	Student participates in an activity that results in destruction or disfigurement of property	<b>Property Misuse</b>	Student engages in low-intensity misuse of property
<b>Lying/ Cheating</b>	Student delivers message that is untrue and/or deliberately violates rules (i.e. forgery or plagiarism)	<b>Lying/ Cheating</b>	Student engages in a lie or cheats and shows remorse (admits fault)



<b>Bullying</b>	The repeated delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, name calling, or lying about target		
<b>Inappropriate Display of Affection</b>	Student engages in appropriate, consensual verbal and/or physical gestures/contact, of a sexual nature to another student/adult		
<b>Theft</b>	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.		
<b>Fighting</b>	Student is involved in mutual participation in an incident involving physical violence		
<b>Alcohol &amp; Drugs:</b> possession of, use of, under the influence of alcoholic beverages, narcotics or drugs, including look-alike or what is represented as a drug or alcohol, inclusive of any related paraphernalia (empty beer or liquor containers or substance container, etc.)	<b>Possession or Use:</b> <u>1st Offense</u> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 3 to 5 days</li> <li>• Meeting with Guidance Counselor, must follow drug assessment recommendations satisfactorily</li> <li>• Option of guardian to reduce punishment if guardian agrees to have student complete a substance abuse evaluation.</li> </ul> <u>2nd Offense</u> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 5 to 10 days</li> <li>• Drug assessment maybe required</li> <li>• Meeting with Guidance Counselor, must follow drug assessment recommendation satisfactorily</li> <li>• Option of guardian to reduce punishment if guardian agrees to have student complete a substance abuse evaluation</li> </ul> <u>3rd Offense</u> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 10 days or expulsion (This action may be indefinitely postponed if the student participates in and adheres to a substance abuse treatment program)</li> </ul>		
<b>Transferring or Sale:</b> of alcohol beverages, narcotics or drugs, including look-alike or what is represented as a drug or alcohol, inclusive of any related paraphernalia	<b>Transferring or Sale:</b> <u>1st Offense</u> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 5 to 10 days or expulsion (this action may be indefinitely postponed if the student participates in and adheres to a substance abuse treatment program)</li> </ul> <u>2nd and further Offense</u> <ul style="list-style-type: none"> <li>• Referral to Police</li> </ul> Suspension - 10 days or expulsion		

<p><b><u>Cell Phones and Electronic Devices</u></b></p> <p>Cell Phones and other electronic devices are not permitted in the classrooms. All devices must remain in the student's backpack.</p> <ul style="list-style-type: none"> <li>• <b>The school is not responsible for personal items brought to school (electronic devices, wallets, and money)</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> offense: Phone confiscated and returned at the end of the school day</li> <li>• 2<sup>nd</sup> offense: phone confiscated and phone picked up by a guardian.</li> <li>• 3<sup>rd</sup> offense: Phone confiscated and phone picked up by the guardian and possible suspension assigned.</li> </ul>
<p><b>False Alarms:</b> fire alarms, the removal of or tampering with fire extinguishers, or placement or threat of a bomb</p>	<ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 5 days minimum</li> </ul>
<p><b>Tobacco:</b> possession or use of tobacco in any form, including look-alike/facsimile or what is represented as tobacco, any related paraphernalia (empty tobacco containers or substance containers), or in the presence of visible smoke, is prohibited on school property, to or from school, or at any school event regardless of location.</p>	<p><u>1<sup>st</sup> Offense</u></p> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 3 to 5 days</li> </ul> <p><u>2<sup>nd</sup> Offense</u></p> <ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Suspension - 5 to 10 days</li> <li>• Meeting with Counselor, must follow his/her recommendations satisfactorily</li> </ul>
<p><b>Weapon, Possession of:</b> possessing, using, threatening to use, or transferring any weapon or instrument capable of inflicting harm or considered dangerous by the administrators</p> <p><b><u>MICHIGAN LAW EXCEPTION:</u></b> A student who brings a dangerous weapon to school may not be expelled if the student can show in a clear and convincing manner that (a) the object was not possessed for use as a weapon, (b) the weapon was not knowingly possessed by the student, (c) the student did not have reason to know the object constituted a dangerous weapon, or (d) the weapon was in the student's possession with permission of school police authorities</p>	<ul style="list-style-type: none"> <li>• Referral to Police</li> <li>• Recommended expulsion (see Dangerous Weapon Policy)</li> <li>• Superintendent case by case review</li> </ul> <p>Reinstatement: For pupils in kindergarten through grade five - reinstatement is possible after 90 school days. For students in grades six and above the waiting period is 180 school days.</p> <p>The school board will appoint a committee to be comprised of two board members, one administrator, one teacher, and one guardian to consider reinstatement and a recommendation to the Board of Education. The Board will make all final decisions.</p>

## DANGEROUS WEAPONS

Following are the Administrative Rules for policy adopted by the Board of Education on December 19, 1994. Such policy is required by State and Federal Laws.

Students in possession of dangerous weapon/firearm, who commit arson or rape on district grounds, in district buildings or at district or school sponsored events shall be recommended to the Montabella Community School Board of Education for permanent expulsion, provided that:

1. The superintendent shall review each student situation on a case-by-case basis.
2. The dangerous weapon is a firearm, dagger, dirk, stiletto, knife with a blade over three inches, pocketknife opened by a mechanical device, iron bar or brass knuckles, incendiary devices.

### *Exceptions:*

A student who brings a dangerous weapon to school may not be expelled if the student can show in a clear and convincing manner that: a) the object was not possessed for use as a weapon, b) the weapon was

not knowingly possessed by the student, c) the student didn't have reason to know the object constituted a dangerous weapon, or d) the weapon was in the students possession with the permission of school or police authorities.

### **REINSTATEMENT**

For pupils in kindergarten through grade five - reinstatement is possible after 90 school days.

For students in grade six and above, the waiting period is 180 school days. The school board will appoint a committee to be comprised of two board members, one administrator, one teacher, and one guardian to consider reinstatement and a recommendation to the Board of Education. The Board will make all final decisions.

### **DUE PROCESS**

Students will be offered the right of due process and will: a) be given a notice of the policy and law through this regulation and its insertion in each student handbook, b) students are entitled to a hearing before an impartial decision maker, which cannot be the person bringing the charges against the student, c) the student will be notified of the reasons expulsion is being considered, d) students will have the right to an open or closed hearing before the Board of Education.

### **SPECIAL EDUCATION STUDENTS**

The Individuals with Disabilities Act (IDEA) will be followed. If the weapons ban is violated by a special education student and the violation involves behavior related to the child's disability, the student may be placed in an interim alternative placement for a maximum of 45 school days. The individualized education program determines the appropriate alternative placement for a special education student.

### **STUDENT SEARCH AND SEIZURE**

To maintain order and discipline in the schools and to protect the safety and welfare of the students and school personnel, school authorities may search a student, student lockers, and student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband material discovered in the search.

As used in this policy, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

**Personal Searches:**

A student's person and/or personal affects (i.e. purse, cell phone, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. A referral will be made to the police.

**Locker Searches:**

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the contents of their lockers.

**Seizure of Illegal Materials:**

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

**School Authorities:**

As used in this policy, "school authorities" means a school principal or any other school employee designated by the principal to conduct inspections or searches of students, student lockers, or automobiles.

## **GENERAL SCHOOL LAWS OF MICHIGAN**

"Suspension or expulsion of pupils; handicapped pupils, evaluation: The Board may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience. If there is reasonable cause to believe that the pupil is handicapped, and the School District has not evaluated the pupil as accordance with rules of the State Board, the pupil shall be evaluated immediately by the Intermediate School District of which the School District is constituent in accordance with section 1711. (MCL 380.1311)

"Regulations generally: The Board of a School District shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Public Schools of the District, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school. (MCL 380.1300)

## **SUSPENSION OF SPECIAL EDUCATION STUDENTS**

Handicapped students who have been placed in an appropriate program in the least restrictive environment may be suspended for violation of reasonable school policies so long as Special Education Law is not violated.

## **SUSPENSION AND EXPULSION**

*Montabella Schools believes that multiple attempts should be made to work with students. At the principal's discretion, consequences can be substituted for the academic benefit of all students. The school shall consider using restorative practices as an alternative or in addition to suspension or expulsion. Before suspending or expelling a student the school will consider: the students age, disciplinary history, disability, seriousness of behavior, whether behavior posed a safety risk, restorative practices, and whether lesser interventions would address behavior.*

The building principal or person so designated has the authority to suspend a student and establish the conditions under which the student will be readmitted. A suspension may be "in-school" where provisions are made for the student to remain assigned within the building but not in regular classes.

Out-of-school suspension shall restrict the student from the school premises for a specific period of time.

The principal shall attempt to notify the parent or guardian of the suspension prior to the time the student is instructed to leave the school premises.

If the parent or guardian cannot be contacted, the student shall have the responsibility to inform the guardian of the suspension and request that the guardian contact the building principal. In all cases of suspension, the building principal shall notify the parent or guardian through written notice.

## **RIGHTS TO EXPULSION HEARING**

A student being considered for expulsion from school will be notified of his/her right to have a formal hearing before the Board of Education. (a) The student and his/her parents or official guardian will be given a written notice of the hearing by certified mail. The hearing notice will include information on the specific charges the student and/or guardian must be prepared to meet. The notices will specify the time and place of the hearing. (b) The student and his/her parent or guardian will have the right to hear and react to documentation provided by the School district. (c) The student and parent or guardian will have been notified of their right to be represented by a person of their choosing.

If a student and/or parent or guardian can demonstrate and document a change in the student's home or personal circumstances, he/she may appeal for entry to school prior to the previously set term of expulsion.

It is the student's responsibility to familiarize him/herself with the rules of the school as stated in the student handbook.

## **MATTERS RELATED TO CRIMINAL ACTS**

The violation of federal, state, or local laws or ordinances is grounds for suspension or expulsion when such violation occurs on school property, in school buildings, on buses or at school-related and school-sponsored events. Disciplinary action may be taken by the school regardless of whether or not criminal charges result.

## **CODE OF CONDUCT CONCLUSION**

The preceding statements form the Code of Student Conduct for the Montabella Elementary. It is the purpose of this Code to outline those standards of behavior which, if violated, may lead to some form of disciplinary action - up to and including expulsion from school.

Provisions of the Code of Conduct are in effect before, during, and after all daily classroom and/or building programs, including all field trips, out-of-state and international trips, extra/cocurricular activities, and other activities that are school-sponsored or school-related in nature.

## **TITLE 1**

- Title I is a federally funded program designed to provide additional help as well as enrichment for students.
- Title 1 support is available for all students at Montabella Elementary. Students may work outside the classroom with Title 1 staff, or a Title 1 staff member may assist students within the classroom.
- A child's success in school is directly related to the quality of communication and shared commitment which exists between the home and school. In order to emphasize this point and to respect the Title 1 guidelines, a school/guardian compact, or statement of mutual

understanding, is put forth. The purposes of the compact are to identify conditions that are supportive of academic success and to highlight areas of shared responsibility in your child's school experience.

- The guardian of any student has the right to request the professional qualifications of their student's classroom teachers and paraprofessionals.

### **TEACHER REQUESTS**

Each May, the staff confers with one another on student placement for the following year. If a guardian has a preference for a particular teacher, the guardian **MUST** submit a written request to the office. The request should be submitted to the office between March 31 and May 1 each school year. Guardian requests will be limited for each classroom to allow the school to balance each classroom academically and socially. Guardian requests will be dated as they are received and will be honored on a first-come, first-served basis.

While placement cannot be guaranteed, every attempt will be made to honor guardian requests for each classroom. There are times when numerous factors affect a particular student's placement and an alternate decision must be made. Therefore, the school reserves the right of placement when such factors exist and may affect a classroom as a whole. Please note that telephone, verbal, or late requests will not be accepted.

## **MONTABELLA TRANSPORTATION BUS BEHAVIOR POLICY**

**SCHOOL BUS DISCIPLINE:** The school bus is an extension of the school building; therefore, all school bus behavior incidents shall be reported to the principal and bus supervisor within one (1) school day. All incidents will be addressed according to the Montabella Student Handbook. Behavior incidents are categorized in one of three levels, and the infractions are documented by the bus driver and submitted to bus supervisor. Consequences for documented behaviors are issued by the bus supervisor (he/she may consult the school principal or the principal's designee in certain situations). Major bus infractions such as fighting, drugs, weapons, inappropriate, bodily contact, may warrant more severe consequences that could include, but not limited to suspension from the bus or out of school suspension or recommendation for alternative placement from school. The school level principal (in conjunction with the bus supervisor) will make the determination of consequences after appropriate assessment protocols and thorough investigation of events have been completed.

In the case that a bus incident involves students from multiple schools, each school building level principal or designee shall consult with each other to discuss the facts of the case. Each school is responsible for determining the appropriate punishment for the student that attends their school.

At no time shall the bus operator assume authority for suspending bus privileges or taking disciplinary action.

A pupil damaging a school bus shall be subject to restitution in addition to a discipline consequence. Any pupil suspended off of the bus for damages to that school bus shall not be readmitted until payment in full has been made for such damage or until his/her re-admittance is directed by the Superintendent and/or principal.

**Riding a school bus is a privilege - not a right**

Bus drivers are responsible for transporting your children to and from school **safely**. In order to accomplish their job, they are in charge of the bus at all times. **Students are expected to follow all bus rules and respond promptly to directives given by the bus driver.** Drivers are to be treated with due respect.

**Safety is the number one priority.** Please discuss the following essential rules with your children and stress their responsibility in the overall safety of bus transportation.

### **Responsibility of Passengers**

**PROMPTNESS IS ESSENTIAL. BUSES CAN NOT WAIT.** Passengers are to arrive at their designated bus stop ten minutes before the bus is due to arrive. Wait in a safe spot away from the road.

When the bus arrives, line up single file 20 feet back from the roadway. The bus will stop ten feet away from the stop. When the bus has come to a complete stop and all traffic has stopped, approach the bus to board when the driver opens the service door. Board the bus in single file quickly, but without pushing or shoving. Hold the handrail while stepping up into the bus. Go directly to your chosen/assigned seat. Sit facing forward with feet on the floor in front of you, and hold all belongings on your lap.

When it is time to de-board after arrival at school, rise with all your belongings, and file out single file without pushing or shoving. Passengers are expected to walk in the unloading areas of the school.

When de-boarding at the bus stop, wait until the bus has come to a complete stop before rising with all your belongings and walking to the front of the bus. Exit the bus when the driver opens the door. Go immediately ten feet away from the bus and go directly home. Checking mailboxes before the bus departs and is out of sight, is unacceptable and a safety hazard. If you must cross the road at your bus stop, go immediately ten feet away from the bus and ten feet forward. Stand on the shoulder of the road, look at the driver, and wait for his or her signal before beginning to cross the road. When you arrive at the middle of the road at the driver's side of the bus, stop and look both ways before continuing to cross the road. If no traffic is passing

from either direction, in compliance with the stop law, continue to cross the road. If any traffic from either direction is passing, in violation of the stop law, wait until the street is clear before crossing. If the driver warns you by sounding the horn or another pre-arranged signal of danger, go immediately back to the shoulder of the road you just left or follow the driver's directions to move in a particular direction or to stay put.

**\*All offenses should be reported to the bus supervisor first..**

### **Level 1 Offenses**

- Refusing to follow driver directions
- Getting on or off the bus at an unauthorized stop without permission
- Standing, sitting improperly, or moving seats while the bus is moving
- Riding the wrong bus without permission from authorized personnel
- Profanity/obscene gesture (not directed at school staff)
- General horseplay
- Excess noise level
- Eating on the bus
- Littering
- Delaying bus services by tardiness, loitering, etc.

\*The school administration may classify a Level I offense as Level II offense if the infraction seriously jeopardizes the health and/or safety of others.

### **Level 1 Consequences**

1<sup>st</sup> referral- Warning and parent contact

2<sup>nd</sup> referral- range from additional warning to 1 day suspended from the bus

3<sup>rd</sup> referral- range from 1-3 days suspended from the bus (this will include at least the bus supervisor, building administrator, and parent).

4<sup>th</sup> referral- range from 1-5 days suspended from the bus

Additional Level I referrals will result in administrative review and may be accelerated to a Level II offense.

### **Level II Offenses**

- Profanity/obscene gesture (directed at school staff)
- Throwing objects (includes throwing items at peers, throwing items at the driver, and/or throwing items off the bus).
- Rude, discourteous behavior directed at staff
- Vandalism (restitution will be required)
- Harassing, threatening, or intimidating another student
- Stealing
- Spraying of fragrance products (including by not limited to hair spray, body spray, and perfume/cologne)
- Inappropriate verbal or physical conduct
- Unauthorized use of the emergency door
- Other safety violations that may interfere with the safe operation of the school bus

### **Level II Consequences**

1<sup>st</sup> referral- Range from school discipline to suspension from the bus up to 10 days and/or a parent conference

2<sup>nd</sup> referral- Suspension from the bus up to 10 days and a parent conference

3<sup>rd</sup> referral- Suspension from the bus up to 10 days and a transportation plan

Additional Level II referrals will result in administrative review and may be accelerated to a Level III offense.

### **Level III Offenses**

- Possession, use or transfer of weapons
- Sexual offenses (which include sexual acts that do not result in criminal offense)
- Impeding the operation of a school bus
- Bomb Threat
- Possession/use of tobacco products, e-cigarettes or vaping devices
- Fighting

### **Level III Consequences**

Level III consequences will be determined by building level administration (in conjunction with the bus supervisor).

The School District's Code of Conduct is in effect for all students at all times when being transported on school buses to and from school or school activities. Thus, while students may lose the privilege to ride the bus due to their misconduct, the student may also be disciplined according to the District's Code of Conduct, up to and including suspension, recommendation for expulsion and notification to law enforcement.

### **Cell Phones on the Buses**

Allowable usage of cell phones on the bus include:

- Playing games individually
- Listening to music (earbuds or headphones only)
- Communicating with parents (with driver permission)

Unallowable usage includes (but not limited to):

- Taking pictures or videos of other students (including posting or send them to other people)
- Activity that causes a disturbance to other passengers or a safety concern on the bus

If cell phones persist as a problem for an individual student, the student will be asked to not have their cell phones out on the bus. If cell phones are brought back out, it will be treated as insubordination.

If there is ***reasonable suspicion*** to search a cell phone for a legal infraction, the cell phone will be given to the bus supervisor and/or building administration.

**Riding a school bus is a privilege - not a right.**

## **FAMILY RIGHTS AND PRIVACY ACT (FERPA)**

The Educational Rights and Privacy Act of 1974 requires school districts to make available to guardians and students the contents of student records maintained by the school.

A procedure has been established which allows **guardians** who are interested in examining their child's record to contact the building principal where the child attends school to make arrangements for the examination. If, after examination, the guardian (or student who has reached the Age of Majority) concludes that the file is in error or in any way disagrees with the contents, they are afforded the opportunity to challenge the record. Further, a due process hearing is afforded, if desired. Those who examine the records and conclude that they would like a copy will be able to obtain one from the school at a nominal fee.

The official administrative student records contain such information as the record of academic work completed, level of achievement, intelligence and achievement test scores, attendance dates, teacher or counselor ratings, etc.

Notification of Rights under FERPA for elementary and secondary institutions and designation of directory information.

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the guardian or eligible student believes are inaccurate or misleading. Guardians or eligible students may ask Montabella Community Schools to amend a record that they believe is inaccurate or misleading. They should write the school administrator, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the 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 School 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) or a guardian or student serving on a official committee, such as a disciplinary or grievance serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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



## **STUDENT RECORDS**

- The educational interests of students require the collection, retention, and use of data about individuals and groups of students while ensuring individual rights of privacy. The

school District will maintain educational records of students for legitimate educational purposes.

- School student records are confidential and information from them shall not be released except as provided by law. The information contained in school student records shall be kept current, accurate, clear, and relevant. All student records, including those maintained in District electronic database(s), shall be safeguarded during collection, maintenance, and dissemination to protect against unauthorized access or accidental release. The District can release Directory information in accord with law, if you wish to not have directory information released a written request must be submitted to the office.
- Directory information for Montabella Community Schools includes the following information about the student: The student's name, picture; major field of study; participation in recognized activities and sports and related information; grade placement; and honors and awards received.

## **TITLE IX, EDUCATION AMENDMENT OF 1972**

In 1972, the congress of the United States passed and the President signed into law legislation designed to insure that no person 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.

The Montabella Community Schools does not intentionally discriminate in employment and the education programs and activities which it operates. The Montabella Community Schools is required by Title IX of the Educational Amendments of 1972, as amended and Part 86 of the Rules and Regulations issued by the Departments of Health, Education, and Welfare that it not discriminate in education programs and activities and that this protection extend to and includes employment with the school district.

## **IMMUNIZATION**

Enforcement of Immunization Law (Act. No. 368 of the Public Acts of 1978). The Michigan Law requires that each student upon entry into kindergarten or into a new school district (1<sup>st</sup>-12<sup>th</sup>) possess a certificate of immunization or waiver **at the time of registration or no later than the first day of school.**

<b>Age/Vaccine</b>	<b>4 yrs-6yrs</b>	<b>7yrs-18yrs</b>
DTP/DtaP	4 doses	4 doses D and T or 3 doses Td if #1 given on or after 7 yrs. Must have 1 doses within last 10 yrs.
Polio	4 doses, if dose 3 administered on or after 4 yrs, only 3 doses required	3 doses
Measles, Mumps, Rubella	2 doses on/after 12 months	2 doses on or after 12 months
Varicella (chickenpox)	1 dose if given on or after 12 months and prior to 13 <sup>th</sup> birthday	OR 2 doses if initiated on or after 13yrs OR current lab immunity OR reliable history of disease

Contact the local health department for more information.

## **MEDICATIONS**

Students are not allowed to carry medication of any kind on school property. This includes prescription, nonprescription medications and inhalers. If it is necessary for a student's well being, school staff can give medication during school hours with physician permission. In order for this to happen, several steps must be taken:

- Student's parent/guardian must provide the school with written permission and a request to administer medications on the form supplied by the school.
- A signed physician statement must be on file.

- All medications will be kept in a labeled container as prepared by a pharmacy, physician or pharmaceutical company. This includes nonprescription medications as well as cough suppressants.
- Medication will be stored in a locked location in the school office.
- A student may carry medication to allow for immediate and self-determined administration with a physician signed school permission form on file with the district's health coordinator.

*Students should not self-administer any medication. All medication should be appropriately registered and administered in the office. School officials cannot provide aspirin or other patent medicines to students without a medical authorization form, and physician statement. The medical authorization form may be picked up in the office.*

### **Field Trips**

The only medication that will be allowed on field trips will be medication that is needed for emergency purposes, such as EpiPens and inhalers. In some instances, trained personnel will be sent on the field trip to administer medication. It will be highly recommended that parents/guardians attend field trips to administer medication to their child.

### **Medication in the Office**

All emergency medication that is in the office, such as EpiPens and inhalers, will be made available in the office. Any non-emergency medicine, including aspirin, medicines etc, will be locked up in a cabinet. The only staff that will have access to locked cabinet is the nurse, secretary, and principal. If the identified personnel is not in the office, a MERT (Medical Emergency Response Team) member will have access to the cabinet. All medication is to be noted on a log sheet by school staff.

### **Expired Medication**

At the end of the school year, guardians who have brought in medication for their child/ren will be contacted to pick up the medicine in the office. Any medication that is left in the office two weeks after the last day of school will be disposed of, via the principal, by dropping it off at the nearest expired medication drop box.

## **SOCIAL WORK SERVICES**

The Social Workers Office is staffed with professional educators with specialized training in counseling and related guidance services. The social worker's major concern is to address the normal developmental needs and problems of students.

Through social work services, students are helped to understand themselves in relation to their world. They learn to accept themselves, to develop personal decision-making skills and to resolve special problems. It is the aim of the social worker to help students, to discover and develop their potential, and to cope with everyday challenges through rational decision making.

The guidance services consist of helping students with various problems they may encounter in their school situations as well as outside of school. This may range from small difficulties such as locker adjustments to larger matters such as coping with peer pressure or difficult home environment. Areas such as social relationships, decision-making skills, self-concept development, career education, and standardized testing are included as well.

When necessary, children may be referred to an outside agency to ensure that they are receiving the best help possible.

Group counseling will also be available throughout the year on selected topics such as dealing with divorce, self-esteem, understanding alcoholism, coping with grief and loss, and peer relationships.

## **GENERAL INFORMATION**

### **After School**

During after-school hours students will not be permitted in the building unless participating in a supervised activity with a sponsor or coach present. Such sponsors or coaches must be district approved.

### **Assemblies**

Student assemblies are scheduled periodically throughout the school year. Such assemblies are ordinarily provided for one of two purposes: (1) to provide the faculty and administration an opportunity to communicate with students regarding the general operation of the school and/or to inform the students regarding specific matters and policies, (2) to offer the students some means of change from the routine classroom.

Students are expected to be attentive during any and all assemblies and to refrain from making excess noise, whistling, etc. When the speaker(s) or those providing the entertainment or information indicate that they are about to begin, all talking should end.

When dismissed for assemblies, student should WALK. Students entering the assembly area should go to the designated location and be seated.

### **Bicycles, roller blades, scooters, etc.**

Students who ride bikes to school should park them in the designated area and lock them. No riding is allowed during the school day.

Roller blades, heelys, roller skates, skateboards, and scooters are not allowed on school property.

### **Building Opening and Closing**

Each school building has established opening and closing times, which are based on the length of the normal school day. Students are not permitted to be in the building at any other time unless under the direct supervision of a staff member or other qualified adult.

### **Closed Campus**

Students are required to remain on school property as defined after their arrival in the morning and until dismissal at the end of the day. If they need to leave for any reason, they are required to check out with the main office.

### **Computer Use**

Policies and guidelines for access to the school district's computer system and use of the internet are set forth by Montabella Community Schools. Students and guardians are expected to sign the use policy.

### **Electronic Devices**

CD Players, music CD's, MP3 players, tape recorders, GameBoys and other electronic games may only be used before school and after school. The remainder of the school day the devices must be in student's backpack/bag or in the locker.

### **Field Trips**

Based on extreme student behaviors the principal has the right to ask the guardians to attend the field trip with their student. If the guardian is unable to attend the general education teacher can provide an alternative assignment (based on same standards of field trip) and the student will not be allowed to attend the field trip.

### **Fire and Disaster Drills**

Fire drills, indicated by a long uninterrupted blast of the fire alarm, are held periodically in order that all persons housed within our building will have practiced and be familiar with a logical and orderly procedure for exiting the building. Instructions for the exit of each room will be posted and teachers will provide further explanation of the plan early in the school year. Tornado drills will likewise be scheduled at appropriate times within the school year. Such drills are signaled by an announcement over the intercom. Prior to such drills students will be provided with instructions as to the area to which they should proceed and the route and fashion used in getting there.

### **Hall Passes**

Students coming from the office or late from another class are required to have a pass upon entering the classroom.

### **Lockers/cubbies**

Lockers remain the property of the school district and students are permitted to use them without charge. At the same time, students are reminded that they are responsible for the condition of the locker (inside and out) for the school year. No adhesives may be used on/in lockers.

Students are expected to keep assigned lockers reasonably clean. A charge may be assessed by the school when damage has occurred to a locker. Lockers are school property and subject to search at any time.

### **Lost and Found**

“Lost and Found” items will be discarded at the end of each marking period. Please check with the office for lost glasses.

### **Money**

Do not bring large sums of money to school.

### **Motor Vehicles**

Mopeds, scooters, and other motorized vehicles are not to be brought to school.

### **Sales in School**

Students are not permitted to sell any items in school (candy, gum, etc.) except as a member of an approved school group. Sales by school-sponsored groups are permitted only when given prior permission by the principal.

### **Textbooks and Other School Materials**

Textbooks and other materials are issued by the school for students’ use. Some of these may be issued for long periods of time while others may be checked out overnight from the classroom teacher. Students are expected to care for any school materials issued to them and return these materials in reusable condition. Students will be expected to pay the replacement cost for materials lost or damaged. Lesser charges may also be made for items returned which show damage in excess of normal use.

### **Visitors**

Students are not permitted to bring visitors to school during the first and last two weeks of school. Students may bring a visitor for one day providing permission is received in advance and the visiting student is not wrongfully absent from his/her own school. Visitors are to receive a permission slip from the principal's office and are the responsibility of the host student.

All adults visiting the school, for any reason, are asked to check in at the main office.

### **Schedule Reminders**

The school cannot be responsible for children on school grounds prior to the start of the school day or after dismissal at the end of the day.

Children not riding a bus should arrive at school no more than 10 minutes before the scheduled starting time.

Teachers are available for guardian meetings by appointment 20 minutes before classes begin or at other pre-arranged times.

## **PARENT TEACHER ORGANIZATION**

The purpose of the PTO is to promote the general welfare of our youth by bringing a closer relationship between the home and the schools. It also helps provide supplemental, educational, and recreational activities not available through the existing facilities and staffing. The PTO provides volunteer staffing for special projects throughout the year such as Open House, VIP Day, book fairs, holiday programs, and RIF.

Monies to support PTO projects are solicited through cooperative fundraising efforts.

Meetings for the PTO are held throughout the school year on a monthly basis. Guardian involvement is a necessity not only to help implement programs, but to help in the discovery of new ways to enrich children's school years.

Please try to attend the PTO meetings and/or volunteer your time to help provide the "extras" for Montabella's elementary students.