

**STUDENT/PARENT HANDBOOK**  
**2014/2015**



**Clarence B. Sabbath**  
**6-8 Preparatory Academy**  
340 Frazier Street, River Rouge, MI 48218  
Phone: (313) 297-9654 | Fax: (313) 297-9656

**Mr. Brandon C. Cox, Principal**

Dear Parent,

Every parent is required to read the Student Handbook. Please make sure you read the Daily Schedule, the 12 Non-Negotiable Rules and Regulations, Uniform Policy, Discipline Plan, Homework Policy, Textbook Replacement Statement, Technology Replacement Cost, the Parent/Guardian Involvement and School Partnership, and the River Rouge Parent Involvement Title I School Policy. Please read the entire Handbook, sign and return the Acknowledgement form. Return the signed Acknowledgement form to your child's teacher by Friday, September 12, 2014.

## **ACKNOWLEDGEMENT**

I am the parent of \_\_\_\_\_, a student in \_\_\_\_\_ classroom.  
(Student's Name) (Home-room Teacher's Name)

I have read C. B. Sabbath 6-8 Middle School's 2014-2015 Student Handbook. I understand that my child must adhere to the rules and policies outlined in the Student/Parent Handbook. I have read and discussed the contents of the Student/Parent Handbook with my child. We understand the contents of the 2014-2015 Student/Parent Handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## **BOARD OF EDUCATION**

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Our Board of Education consists of seven members. They are responsible for determining educational standards, approving curriculum, establishing policies for the operation of schools, maintaining fiscal responsibility and representing the view of the community in matters affecting the education of our students.

## **THE MISSION STATEMENT OF THE SCHOOL DISTRICT**

The mission of the River Rouge School District in partnership with home and community is to provide our students with opportunities to become productive, caring members of a changing society through self-discipline and lifelong learning.

## **EQUAL RIGHTS POLICY**

The River Rouge Board of Education enforces the policy adopted on December 10, 1975, that "...students, parents, and employees shall not be discriminated against based on sex, race, creed, color, national origin, handicap or religion in any educational programs, activities or employment practices." Any inquiries should be directed to Superintendent of Schools.

## **RIVER ROUGE SCHOOL DISTRICT**

### **Ann Visger Elementary School**

11121 West Jefferson Avenue  
(313) 297-9648

### **Clarence B. Sabbath 6-8 Preparatory Academy**

340 Frazier Street  
(313) 297-9654

### **River Rouge High School**

1460 W. Coolidge Highway  
(313) 297-9600

## **FOR YOUR INFORMATION**

Board of Education  
(313) 297-9600

Superintendent of Schools  
(313) 297-9600 ext. 1623

## **INTRODUCTION**

This handbook is meant to serve as a communication between home and school. Good schools are a product of parent-school dialogue, cooperation, and understanding. Information contained within this handbook should prove to be most helpful in enhancing this vital relationship. However, should you have questions or concerns, which are not addressed herein, please contact the administrative office of the school that your child(ren) attends.

## **MISSION STATEMENT**

Sabbath Middle School in partnership with parents and community strives to provide a positive school environment in which all children can learn.

In order to achieve this mission we are committed to the following:

- Attaining appropriate grade level proficiencies and improving achievement in basic as well as higher-order competencies, with the aid of technology
- Developing a value system that promotes personal responsibility, encourages social ethics, fosters diversity, and enhances the students' ability to function cooperatively in society
- Providing the students with the essential life skills to succeed in an ever-changing society, by instilling self-discipline

## **BELIEF STATEMENTS**

At Sabbath Middle School we believe that:

- All children can learn
- Learning is a lifelong process
- All students have unique needs that impact learning
- Students learn in a safe and orderly environment
- Students develop self-esteem with the support of parents, community, and teachers
- Positive staff attitude facilitates student achievement
- Students have responsibility in the process of learning

## HOURS OF ATTENDANCE

7:50 a.m. to 3:30 p.m.  
(The first bell rings at 7:50 a.m. tardy bell rings at 8:00 a.m.)

Parents are asked to plan their child's departure from home so they arrive at school at approximately 7:20 a.m. Breakfast will be served from 7:20 a.m. until 7:45 a.m.

**Students are not allowed in the building before or after school unless supervised by a faculty member.**

## BEFORE & AFTER SCHOOL TRANSPORTATION

If you drop your child off at school in the morning, please **do not** use the front driveway. The front driveway is for **busses only** from 7:00 to 8:40 a.m. and 2:30 to 6:00 p.m. Drop your child off on Frazier Street in front of the playground/track. Do not block the driveway entrance. This will make the bus area in front of the school much safer.

If you are picking up your child after school, please do not park in the front drive. This is for **busses only** from 2:30 to 6:00 p.m. If you park in the front drive your car will be ticketed and towed at the owner's expense.

Any child entering the building after the final bell is considered tardy. It is the responsibility of the parents to make sure that their child arrives to school on time.

**All students who arrive after 8:00 a.m. must check in at the office. All students who leave before the end of the day must check out through the office.**

If your child is picked up after school, please be sure whoever is responsible for doing so is **on time**. This is for the safety and comfort level of your child.

### **For Your Information**

The teacher will notify parents in advance whenever a child is to be detained after school for more than fifteen minutes.

### **Special Dismissal**

The release of students during school hours is handled through the school office. Students must be called for at the office. Do not go to your child's classroom. Under no circumstances is the child to leave on his/her own. Children under the age of 16 are not allowed to sign students out. Please arrange appointments after school hours whenever possible, to minimize disruptions in your child's day. No child is ever to leave the school building during school hours without permission of the school principal or designee.

**Children cannot leave school without written permission on file in the office or with the classroom teacher. Please do not stand in the hall outside your child's classroom to wait for dismissal.** Arrange in advance to meet him/her outside or at their exit door.

## BUS SCHEDULE

### A.M. Departure Times

- 7:30 a.m.** Ann Visger  
Walter White  
Teen Center  
[7 to 10 minute intervals thereafter]
- 8:10 a.m.** Last bus departs from all schools

### P.M. Departure Times

- 3:30/3:45 p.m.** Sabbath  
River Rouge High School
- 3:30 p.m.** Walter White  
Ann Visger
- 3:45 p.m.** Walter White  
Ann Visger
- 4:30 p.m.** Only on days for after school tutoring/programs



## **THE 12 NON-NEGOTIABLE RULES & REGULATIONS**

### **RESPECT YOURSELF**

Do only those things that will help you to achieve a successful and healthful future.

### **RESPECT YOUR ASSOCIATES**

Treat your associates with courtesy, justice and truthfulness.

### **RESPECT YOUR PROPERTY**

Take care of your things and take care of those things we share.

- 
1. Attend school daily and come on time.
  2. All students are required to wear the school's uniform Monday thru Friday.
  3. Leave all outer clothing in your locker or classroom closet.
  4. Book bags with wheels will not be allowed unless there is a medical condition that requires one. Book bags with wheels are prohibited due to safety reasons.
  5. Move quickly to your classroom. Enter the room quietly, take your assigned seat, and begin your Do-Now assignment immediately.
  6. Be prepared to work every day.
  7. Do homework nightly.
  8. Do not bring radios, walkmans, cd players, cell phones, iPods, electronic games, bikes, hardballs, bats, skates, skateboards, skate shoes, hardballs, bats, and action figures.
  9. Do not disrespect any staff members or school volunteers.
  10. Do not engage in physical or verbal violence. Learn to disagree without physical or verbal violence. Students should not throw objects of any kind at one another. This includes, but is not limited to, rocks, snowballs, pencils, etc.
  11. Respect the building. Do not write graffiti on school property or deface any part of the building. No food fights.
  12. Hats, scarves, headbands, do-rags, etc. are not to be worn in the building.

**The Best Discipline Is Self-Discipline**

## RIVER ROUGE SCHOOL DISTRICT'S UNIFORM POLICY

Students enrolled in grades K-8 must wear uniforms and follow the guidelines. The guidelines set forth are designed to:

- Promote school safety.
- Minimize harassment, bullying, hazing, pranks, and practical jokes.
- Minimize distractions and disruptions, which are based on personal appearance, conduct, grooming, hygiene, and attire and which might interfere with the education of other students.
- Prevent clothing, jewelry and general appearance that constitute a health or safety hazard to the students or are suggestive or indecent.
- Foster an attitude of respect for authority, improve morale and prepare students to enter the work force that often has rules regarding dress, conduct and appearance.

The school administrators may declare spirit days and allow students to wear school t-shirts/sweatshirts, or dress-up days, such as when school pictures are scheduled. Other questions about uniforms should be referred to the school administrators. The school administrators will make the final decision as to the appropriateness of clothing. The Uniform Dress Code begins the first day of school.

### Guidelines for Uniforms

See-through clothes, inappropriate tight-fitting apparel, attire that exposes the midsection, or clothing or apparel that is considered unsafe, dangerous, or a health hazard is prohibited – even if it otherwise follows the student uniform dress code. Clothing must meet all uniform guidelines regardless of the label information.

#### **Color of Uniforms**

The uniform colors are navy blue/white/light blue and navy blue/black. The blouses, shirts and turtlenecks are navy blue, white, or light blue and the pants, shorts, skirts and jumpers are navy blue or black.

#### **Shirts/Turtlenecks**

Males are expected to wear navy blue, white or light blue long-sleeve front-button shirts, navy blue, white or light blue long-sleeve turtlenecks and/or navy blue, white or light blue short-sleeve polo style shirts. The shirts must have a navy blue, white or light blue collar. The shirts/turtlenecks may not have decorative trim of a different color, emblem, logo or decoration.

#### **Blouses/Turtlenecks**

Females are expected to wear navy blue, white or light blue long-sleeve button-front blouses, navy blue, white or light blue long-sleeve turtlenecks and/or navy blue, white or light blue short-sleeve polo style tops must be worn. The blouses/turtlenecks may not have decorative trim of a different color.

All shirts, blouses and/or turtlenecks must be tucked in at all times. Shirts, blouses, and/or turtlenecks that are too short to tuck in or too tight are prohibited.

#### **Pants/Capri Pants/Shorts/Skirts**

Only straight-leg or boot-cut slacks are allowed. Jean-cut, slit pants, bell-bottoms, leggings, stretch or sweat pants are not allowed. The pants, caprice pants, shorts, and skirts must fit at the waist.

The length for skirts, jumpers and shorts must be no longer than below the mid-knee and no shorter than 6” above the knee (front and back). Length of pants must be at the ankle; slits on pants are not allowed.

Pants cannot slip when walking – “no busting a sag”. Pants must have no holes, frays, slits, rivets, or hemlines below the shoe level and must not have a baggy or exaggerated crotch.

### **Belts**

Black, brown or navy belts must be work with pants.

### **Shoes**

Closed Toe & Heel (black, brown or navy)

### Guidelines for Dress and Appearance

1. Hair shall be clean, neat, and free of hair grooming accessories.
2. Appropriate footwear must be worn. Shoes and /or boots with metal plates are not permissible.
3. The wearing of makeup is not permissible.
4. Sunglasses may not be worn in the school without the formal approval of the principal or designee.
5. Shorts should be modest and not extend above the fingertips when one’s arms extend down one’s side.
6. Tank shirts, vests, or cardigan sweaters worn in the place of shirts are not permissible.
7. Tank tops are not permissible.
8. Any clothing items that contain symbols or words that display/reflect racist, vulgar, or derogative language or symbols are not permitted.
9. Neither under garments nor any part of the midsection should be visible.

Proper dress relative to the age of the student will be taken into consideration.

Furthermore, school authorities shall find it necessary to meet ever-changing situations where fads result in extremes, which violate the health, safety, education and general welfare of the students.

**Any student violating the foregoing rules will ordinarily be sent home and will not be permitted to return to school unless such condition is corrected.**

## **PERSONAL COMMUNICATION DEVICES**

Students are not allowed to have electronic devices out on school premises. A cell phone may not be used in any manner during the school day. When use is not permitted, a cell phone's power, including ring and vibrate functions must be off, calls may not be made or answered, and electronic communications or exchanges of information may not occur.

### **Students Use Of Electronic Communication Devices – Per the Board of Education Policy #8280: Electronic Communication Devices – Students**

Students shall not use, or have in their possession on school grounds, any electronic communication device. Students who, by the parent(s)/guardian(s) request, are given permission by the building Principal to have in their possession an electronic communication device for health or other extraordinary reason must adhere to all rules and regulations as set forth in the Student Code of Conduct.

In no case will any personal communication device be allowed that provides for a wireless, unfiltered connection to the Internet or which has the capability to take photographs of any kind.

The administrator shall promulgate rules to enforce this policy at the building level and publish those rules and penalties in the Student Code of Conduct.

Students who have extenuating and special circumstances, such as, but not limited to, personal, or family health related situations, may, upon the parent(s)/guardian(s) request, or request of the student him/herself if over eighteen years of age, be in possession of a cellular telephone, or other emergency electronic communications device.

Except for situations involving a health or safety emergency, electronic communications devices are not to be used during class or instructional time, or during the passing times between classes, unless specific permission has been granted by the building Principal.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists. In no case will a device be allowed which has the capability to take "photographs" of any kind.

Students who violate the provisions of these rules are subject to disciplinary action under the Student Code of Conduct including confiscation of the device pending parent(s)/guardian(s) conference, detention, suspension, or expulsion. Where appropriate, police authorities may be contacted.

## SCHOOL PROCEDURES

### Enrollment Procedures

To enroll your child in school, you must go to the Superintendent's Office located on the 1<sup>st</sup> floor of the River Rouge High School. Enrollment forms will need to be completed and you will have to provide proof of residency.

Parents of children entering our district for the first time must present a copy of the child's report card and proof from their doctor or health department of meeting the minimum immunization requirements of the State of Michigan.

The county Health Department excludes students from attending school if they do not meet immunization requirements. Last records do not exempt a child from receiving a basic series of immunizations. Your physician or Health Department may direct that certain vaccinations may have to be repeated if you have no written records.

Parents who plan to enroll their child in another school district should follow this procedure:

1. Notify the classroom teacher and the office a few days before moving.
  - a. Date you will be moving.
  - b. Name and address of the school where your child will be enrolled
2. Sign form in office so we can forward school records.
3. Pick up a copy of your child's immunization forms from the office
4. Make sure your child returns all classroom texts and library books to school
5. All personal items are taken home.

### Medical Requirements for Enrollment

Section 92 of Act 368 of the Public Acts of 1978 and the Wayne County Immunization Code requires that no student be allowed to enter school for the first time without presenting evidence of having received at least one dose of the following vaccines (unless exempted for temporary or long-term reasons): Diphtheria, Tetanus, Pertusis, Polio, Measles, Rubella and Mumps or a signed statement that a child has not been immunized because of religious or other reasons. All immunization waivers are subject to review and approval by the Wayne County Health Department. Students who do not meet the immunization requirements must be excluded from school. Also, the office should be notified when contagious diseases are present in a family, i.e. meningitis.

**REMEMBER: If your child has a medical condition, then we should have a statement from a doctor for the child's school record.**

### Emergency Cards

Please keep the information on emergency cards **up-to-date**. In case of accident or illness, it is essential that the school be able to contact the parents. Parents of children who have special medical or health problems need to be sure that the school is made aware of the nature of these problems. Parents are asked to fill out an emergency card so they can be contacted in case of an accident. Children will be released only to people who are listed on the Emergency Card. **Anyone picking**

**up a child early from school must show picture identification, their name must be listed on the Emergency Card, and the person must be at least 18 years old.**

Children will not be dismissed from school, during school hours, unless we can contact the parents or another named person listed on the emergency card. If a student has to be transported to medical facility, treatment usually will not be provided unless a person with authority (i.e., a parent, guardian, etc...).

### **Illness and Injury**

Children should report all illnesses and injuries occurring in school to their TEACHER or other supervisory personnel. Only immediate and temporary care will be given in school. Parents will be notified by phone when a child should be given additional care because of illness or injury.

### **Student Records**

The Federal “Family Education Rights and Privacy Act of 1974” provides parents or guardians of students under the age of 18 the right to examine official records, files and data relating to the student and to challenge the content of said records to insure accuracy and fairness. If you would like to review your child’s records, please contact the building principal.

### **Arriving at School**

Children should be instructed to arrive at school no earlier than thirty minutes before classes begin. They should report to their assigned door, which will be opened at the start of the school day. Please remember that if a child arrives early, there is **NO** supervision on the school grounds. Advise your child to be alert to personal safety at these times.

### **Entrance and Exit**

In the interest of providing a pattern of safe entrance and exit to the building, all middle school students will enter and exit the building through the back center doors.

### **Classroom Interruptions**

Parents are welcomed and encouraged to visit their children’s classrooms and observe the regular ongoing instructional programs.

For your convenience (there may be a field trip or special event) please call ahead. **We discourage classroom interruptions for forgotten lunches, personal messages, etc.** If you should want to get something to your child, please contact the school office. We deliver messages prior to lunch and at 2:30 pm. every day. Please call before 2:00 p.m. to get a message to your child.

Visitations by older children or houseguests will not be honored. Such visitations interfere with the regular school program and add to the size of classrooms.

## Emergency Dismissal

There may be times, during the course of the school year, when students will be dismissed without prior notice, i.e. water main breaks, tornado warning, etc. Under the above circumstances, it is very important that your child knows where to go in case of an emergency dismissal.

## Attendance

Our job is to educate your child. In order to accomplish this goal, we must have your child in regular attendance at school. Your responsibility is to make sure that your child is in attendance. When a child has excessive absences, it is extremely difficult to carry on an educational program for your child and get him/her ready for the next grade.

Students are expected to be in school except in cases of emergency or for reasons as explained below:

1. Personal Illness: The school may require the certificate of a doctor if it is deemed advisable.
2. Illness in the Family: All schoolwork should be kept current.
3. Confinement in the Home for Health Reasons: The absence arising from this condition is limited to the length of confinement as fixed by the proper health official.
4. Death of Relative: The absence arising from this condition is limited to three days, unless reasonable cause may be shown by parent or guardian for a longer absence.
5. Observance of a Religious Holiday: Any student of any religion shall be excused if the child's absence was for the purpose of observing a religious holiday consistent with the child's creed or belief.
6. Other: Any other reason (for example, medical appointments) must be excused by the school prior to the absence.
7. Vacations: Vacations plans for families can be facilitated by calling the school one week prior to date of vacation so teachers can prepare work for the student.

## *Steps to Follow When Absent*

1. The parent or guardian is to phone the school and inform the office of the student's absence **before** 8:00 a.m. of the day of the absence.
2. The parent or guardian is to write an excuse giving the student's name, date, days of absence, reason for absence and it is to have a parent or guardian's signature.
3. The student is to present the excuse to the homeroom teacher.
4. The student is to ask all teachers for make-up assignments. Assignments that are not made up will be reflected in the student's grades. (Each student is responsible for seeing that make-up work is completed.)
5. If absences are due to travel, or some other reason, parents or guardians should notify the school prior to the absences.
6. **Homework requests for a sick child should be made in the morning to allow time for the teacher to organize materials.**

### **Tardiness**

Tardiness is defined as a student entering a classroom after the late bell has rung. Students are expected to be in their seats at that time.

Continued and repeated tardiness will result in the teacher notifying the parents. Parents will be notified and their help solicited to solve the problem. Students will be suspended for continued and repeated tardiness.

### **Truancy**

The River Rouge School District participates in the Wayne County Prosecutor's Office Arrest Truancy Program. Parents please make sure that you send your child to school on time, on a daily basis. Michigan law requires that a parent or legal guardian must ensure that their minor children between the ages of six and sixteen are in school for the full time school is in session, unless otherwise legally excused. Failure to adhere to the law may lead to parents/guardians being physically arrested.

### **Compulsory Education Law**

The Compulsory Education Law requires regular attendance at school. Section 731. The School code of 1955 states, "every parent, guardian or other person in this state, having control and charge of any child between the ages of 6 and 16 years, shall send such child to the public schools during the entire school year, and such attendance shall be continuous and consecutive for school year".



### **Breakfast and Lunch at School**

Breakfast is available from 7:20 a.m. until 7:45 a.m. Students will be provided with a tasty and nutritious school lunch or may bring a bag lunch from home. **Please do not send any glass containers to school.** Students may purchase milk separately.

There is a hot lunch program. This is a complete lunch and includes milk. The food is well prepared and meets government standards for one-third the vitamins and other nutrition needed by children each day. Menus are distributed to students monthly and are also listed on local Cable TV each day.

Children of families that meet Federal guidelines and cannot afford school lunches may be eligible for free or reduced lunch. An annual approved application must be on file in the school office before a child can receive a free or reduced lunch.

### **Parent-Teacher Conference**

There will be two conferences per year (one each semester) to discuss your child's progress in school. For those parents who are unable to attend a conference from 12:00 p.m. to 3:00 p.m., evening hours are available from 4:00 p.m. to 6:00 p.m.

You will receive a conference request from your child's teacher. You may call the school if you wish to confer with your child's teacher other than at conference time.

It is through the cooperative efforts of home and school that we can insure the best educational program for each student.

### **School Visits**

Parental visits to our schools are welcome. However, each visit should be prearranged with the office. For the protection of our student body and the orderly operation of our school, all visitors must report to the office upon entry to the building to sign in the visitor's book.

### **Lost and Found**

Parents should periodically check the lost and found for items they know their child has misplaced. (Location to be announced.) Due to limited space, items will be donated to a charity in the community after given period of time. (Parent Bulletins will alert you in advance.)

### **Lockers**

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control o lockers provided for the convenience of students. **Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.**

The personal possession of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide ongoing investigation by police or school officials. "Personal possessions" includes but is not limited to purses, backpacks, book bags, packages, and clothing.

Each student is issued a locker at the beginning of the school year and cautioned against giving the combination to others. The sharing of lockers is discouraged because friendships change. Students are responsible to keep lockers clean and free of marks.

Locker inspection will be held to insure that lockers are clean and in good repair. There is a \$5.00 charge if a student requests a change in locker combination. School personnel will issue locks to students for school lockers. Only school issued locks can be used on school lockers. All other locks will be removed.

Materials or pictures deemed inappropriate by school staff are not permitted in school lockers.

### **Lunchroom Behavior**

School lunch rules are necessary to maintain order while many students are in the lunchroom area. Adult supervisors are always present during this period. Students who abuse the guidelines below are subject to losing their lunchroom privileges.

1. Students should listen to and show respect for the lunchroom supervisors.
2. Students should eat quietly and use good table manners.
3. Students should eat as much of their lunch as possible to avoid waste.
4. Students are to remain seated until dismissed by the adult supervisors.
5. All garbage should be disposed of in proper containers.
6. No food is to be taken from the lunchroom. (There will be limit on snack purchases.)
7. Poor lunchroom behavior will result in eating a bag lunch in the Time-Out Room.

### **Student Conduct**

Much more attention can be devoted to teaching and learning when students are in control of themselves. The students and the staff must work to establish acceptable student behavior. **Parents have the major responsibility to teach control and good conduct at home. It is our hope that parents will work cooperatively with school personnel when corrective measures are taken**

### **Disciplinary Procedures**

**Misconduct by students is handled by each teacher.** Upon more serious or repeated offenses, the school administration may become involved with the child. As part of our philosophy, we attempt to have the child modify their own behavior before we involve parents. Depending on the seriousness of the problem, or upon the unwillingness to act in an acceptable manner, the parents are then notified by a referral form. Parents are asked to sign and return all referral forms.

### General Rules

1. All students shall be expected to conduct themselves in an orderly manner while participating in any group activities.
2. All students will be expected not to throw objects at one another. (This includes rocks, snowballs, pencils, etc.)
3. No hard balls or bats.
4. Students are not allowed to play in areas other than designated playground areas.
5. Every student is responsible to every teacher.
6. No gum at anytime.
7. No skateboards, bicycles, or skates.
8. No glass bottles in or on school property.
9. Hats are not to be worn in the building.

These rules are simple and are designed for the safety of your child. They are presented in a manner each child can understand. Any questions about the rules may be directed by to the teacher or principal.

### DISCIPLINARY ACTIONS FOLLOW THE STUDENT CODE OF CONDUCT

The **Code of Conduct** is enforced during the school day, including a reasonable time to and from school, and at all school sponsored events, on or off school grounds. The River Rouge Police Department will be notified whenever violations of the law occur. The consequences for violating the Code of Conduct can be changed at the discretion of the building principal or administrative assistant.



# **RIVER ROUGE SCHOOL DISTRICT**

*Welcome to Opportunity!*

## **Student Code of Conduct & Behavior Manual 2014-15**

Derrick R. Coleman, Superintendent of Schools  
River Rouge School District  
1460 W. Coolidge Hwy.  
River Rouge, Michigan 48218

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## I. Definition of Infractions

### 1. **Academic Dishonesty/Cheating**

Academic Dishonesty/Cheating is defined as the act of appropriating the ideas, language, or work of another, and passing them off as one's own product. As used here, it includes the act of "cheating", when a student obtains or assists others in obtaining credit for work that is not his/her own. Some examples of academic dishonesty/cheating are (but not limited to):

- a. Submitting another's work as your own
- b. Presenting/including materials taken from sources, such as books, periodicals, newspapers, or the Internet without appropriate documentation
- c. Downloading an essay, or part of an essay, from an Internet source and submitting it as one's own
- d. Copying from another student's test or helping another student during a test/providing or accepting information regarding specific test content
- e. Copying another student's homework, test, quiz, book report, assignment, or take-home test
- f. Allowing another student to copy a test, homework, quiz, project, book report, assignment, or take-home test
- g. Using programmatic calculations in a manner not specified by the teacher
- h. Intentionally copying another student's work (class work, homework, etc.) and trying to receive credit for it
- i. Forgery – signing a document with a signature other than your own
- j. Using notes or other materials not specified by the teacher on a test or assignment

### 2. **Arson**

Arson is defined as willfully setting a fire.

### 3. **Bomb Threat**

Bomb Threat is defined as any type of bomb threat made to the River Rouge School District

### 4. **Bullying/Harassment/Threats**

Bullying/Harassment/Threats is defined as one who is cruel, domineering, or forces others into compliance by use of threats or force. A student shall not intimidate others by threatening infliction or physical, verbal, written, electronically transmitted, or psychological abuse, or through attacks on the property of another. Bullying/Harassment may include verbal taunts, name-calling and put-downs, ethnically-based, gender-based, or sexual orientation-based verbal put-downs, extortion of money or possessions, and threatened or intentional exclusion from peer groups within school. Threats, instigating, and antagonizing are also considered types of harassment.

### 5. **Contraband Violations**

Contraband Violations is defined as bringing to school or class **any materials** deemed inappropriate by the administration. In order to maintain and promote a professional atmosphere, and protect the equipment and facilities, there is to be **NO** food and/or drink in hallways, the main office, or classrooms. Food and drink may be consumed during celebrations or as part of a class lesson at the discretion of the teacher. (i.e. laser pointers, balloons, stuffed animals, FOOD/DRINK, etc.)

### 6. **Criminal Sexual Conduct**

### 7. **Demonstrations/Unauthorized Assemblies**

Demonstrations/Unauthorized Assemblies is defined as participating in any type of protest or demonstration that disrupts the educational process, endangers others or diminishes the safety of students, staff or facilities.

8. **Disrespect/Verbal Abuse**

Disrespect/Verbal Abuse is defined as rudeness, lack of courtesy, or verbal abuse including profanity toward another person.

9. **Distribution and/or Sale of Unauthorized Materials or Substances**

Distribution and/or Sale of Unauthorized Materials or Substances is defined as selling or distributing unauthorized materials, products or substances inside the school or on school property. (i.e. Candy, chips, juice boxes, etc.)

10. **Dress Code Violation**

Dress Code Violation is defined as wearing items deemed inappropriate by the school administration. See Dress Code Policy on page 12 for details. Some examples of **inappropriate/banned** clothing are tight and form-fitting clothes, tattered or overly frayed clothing, tank tops and vests without shirts, see-through clothing or bare midriff blouses and shirts, sunglasses, shorts (skirts or dresses) shorter than six inches above the knee in length, stretch pants, sleepwear, Spandex clothing, outside coats, hair rollers, house shoes/slippers, head wear, do-rags and heavy neck chains, rings, beads, or belts which could be harmful. Also banned are clothes or accessories that promote drugs, alcohol, tobacco, gangs, and use of vulgar or profane language. Any and all saggy pants are banned. No money may be attached to clothing for any reason. Flip flops or sandals must have a strap around the heel. No leggings may be worn without shorts or a skirt over them.

11A. **Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes** Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes is defined as using, possessing, or selling the above.

11B. **Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes**

Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or their Look-a-Likes is defined as being under the influence of the above.

12. **Electronic Devices/Cell Phones**

Use of cell phones and other electronic devices are considered a disruption and interfere with the educational process. Students who need to contact a parent/guardian should do so in the school office.

- a. Cell phones are not to be visible
- b. Cell phones must be turned off or on silent mode inside the school building
- c. Cell phones with image recording capabilities may not be used on campus for any purpose without permission from an administrator
- d. Cell phones may not be used to make calls during the school day without permission from a staff member

Recognizing that some cell phones can be used for educational purposes, teachers may allow the use of such devices when appropriate for the lesson plan. Students must respect the rules of the teacher for using devices under these circumstances. The teacher is responsible for the enforcement of this policy and the discipline process will be followed.

13. **Failure or Refusal to Identify Self to School Personnel/No Identification**

Failure or Refusal to Identify Self to School Personnel/No Identification is defined as refusing to wear/show/present a valid school identification card and/or give correct name when requested to do so by school personnel.

14. **Failure to Serve School Discipline**

Failure to Serve School Discipline is defined as failing or refusing to serve school discipline, failing to report to school discipline, walking out of discipline personnel office when receiving or discussing discipline, misbehaving during discipline. Student may be required to serve the original consequence in addition to further consequences.

15. **False Fire or Emergency Alarm**

False Fire or Emergency Alarm is defined as the acts of initiating an emergency alarm or initiating a "911" call without just cause.

16. **Firecrackers, smoke bombs, stink bombs, incendiary devices, mace, pepper spray, etc.**  
Firecrackers, smoke bombs, stink bombs, incendiary devices, mace, pepper spray, etc. is defined as possession, use, or, or sale of with the purpose of creating a large scale disruption.
17. **Gambling**  
Gambling is defined as the act of betting money or other consideration on the outcome of a game, contest, or other event.
18. **Habitual or Persistent Misconduct**  
Habitual or Persistent Misconduct is defined as repeatedly and/or blatantly refusing to comply with school rules and the code of conduct.
19. **Inappropriate Sexual Behavior/Sexual Harassment**  
Inappropriate Sexual Behavior/Sexual Harassment consists of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any student to another student or staff member. Moreover, sexual harassment will include, but not limited to, touching, feeling, fondling, and exposing parts of the anatomy, which are suggestive or sensitive to sexual stimulation. See Sexual Harassment Policy.
20. **Insubordination**  
Insubordination is defined as defiance or refusal to comply with the reasonable request by school employees.
21. **Littering**  
Littering is defined as carelessly or purposely discarding trash in any area other than a trash receptacle.
22. **Loitering**  
Loitering is defined as a deliberate delay, hanging around, lagging behind, or aimless idling in getting to an assigned destination or being in an unauthorized area including the lunchroom without a pass.
- 23A. **Lunchroom Disturbance (Low Level)**  
Lunchroom Disturbance (Low level) includes, but not limited to, running, standing around tables, shouting in the cafeteria.
- 23B. **Lunchroom Disturbance (High Level)**  
Lunchroom Disturbance (High Level) includes, but not limited to, throwing food/beverages or excessive disruptive behavior in the cafeteria.
- 24A. **Physical Contact/Disturbance (Low Level)**  
Physical Contact/Disturbance (Low Level) is defined as grabbing, pushing, bumping, horseplay, throwing objects.
- 24B. **Physical Contact (High Level)/Fighting**  
Physical Contact (High Level)/Fighting is defined as physical contact of a vicious or malicious nature including but not limited to punching, hitting, scratching, biting, kicking, choking, using objects or gestures to inflict or suggest violence, spitting. Fights in which a participant continually ignores a staff member's efforts to break it up will result in additional consequences possible including police notification. When an aggressor has been determined, stronger consequences will be assigned.
25. **Physical Contact/Threat Toward School Employee**  
Physical Contact/Threat Toward School Employee is defined as aggressive behavior that results in physical contact, verbal or non-verbal behavior, which expresses vicious or malicious intentions to make physical contact to do bodily harm to a school employee.
26. **Profane or Vulgar Language**  
Profane or Vulgar Language is defined as the use of vulgar words or phrases, which are offensive and socially unacceptable in the school environment.
27. **School Bus Conduct Violation**  
School Bus Conduct Violation is defined as violation of prescribed rules and regulations for student conduct on buses including by not limited to profanity, horseplay, and gambling.



28. **Skipping School/Not Being Where Assigned**

Skipping School/Not Being Where Assigned is defined as leaving without permission or not being in attendance where assigned.

29A. **Theft/Petty Theft**

Theft/ Petty Theft is defined as taking or having in one's possession articles, which belong to others without their permission amounting in under \$100.

29B. **Theft/Larceny**

Theft/ Larceny is defined as taking or having in one's possession articles, which belong to others without their permission amounting in over \$100.

30. **Tardiness**

Tardiness is defined as arriving to class after the official time **without written or verbal authorization**.

31. **Truancy**

Truancy is defined as excessive tardiness or absence from school and classes.

32. **Unauthorized Use and/or Misuse of School Materials and Equipment**

Unauthorized Use and/or Misuse of School Materials and Equipment is defined as use or misuse of school materials and/or equipment without the official approval of an administrator or authorized school personnel.

33. **Vandalism/Defacement**

Vandalism/Defacement is defined as the defacing or destroying of school property. In addition to school penalties for the student, parents will be responsible for damages.

34. **Weapons or their look-a-likes**

Weapons or their look-a-likes is defined as any instrument used for bodily harm. Students possessing, transmitting or concealing weapons/instruments capable of bodily harm will be reported to the River Rouge Police Department and the River Rouge Board of Education.

## II. Code of Conduct

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
(1) Academic Dishonesty/ Cheating	Redo Assignment/Parent Contact	No Credit/Parent Contact	No Credit/Parent Conference	No Credit/Referral to Behavior Committee/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(5) Contraband Violations	Item Confiscated/Warning <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Item Confiscated/Parent Contact	Item Confiscated/Parent Conference	Item Confiscated/ Parent Contact /Referral to Behavior Committee/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(8) Disrespect/Verbal Abuse to a School Employee	Referral to Conflict Mediation, Counselor, or SSW	Referral to Conflict Mediation, Counselor, or SSW/Parent Contact	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(9) Distribution and/or Sale of Unauthorized Materials or Substances	Item Confiscated/Warning	Item Confiscated/Parent Contact	Item Confiscated/Parent Conference	Item Confiscated/ Referral to Behavior Committee/ Behavior Contract	N	N	Teacher/ Intervention Coordinator

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
(10) Dress Code Violation	Immediate Removal/Change of Clothes or Referral to Resource Room <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Removal and/or Change of Clothes or Referral to Resource Room/Parent Contact	Removal and/or Change of Clothes or Referral to Resource Room/Parent Contact/Detention (Lunch)	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(12) Electronic Devices/Cell Phones	Device confiscated and sent to security to be returned to student <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Device confiscated and sent to security to be returned to parent	Device confiscated and sent to security to be returned to parent/Parent Conference	Device Confiscated and returned to parent/Referral to Behavior Committee/ Behavior Contract	N	N	Teacher/ Intervention Coordinator/ Security
(13) Failure or Refusal to Identify Self to School Personnel/No Identification	Warning <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Parent Contact/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(21) Littering	Warning/Clean Up <i>Refer to (20) insubordination if student refuses to comply after several attempts</i>	Clean Up/Parent Contact/Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(22) Loitering	Warning/Walked to Assigned Destination	Walked to Assigned Destination/Parent Contact/Detention (Lunch)	Walked to Assigned Destination/Parent Conference	Walked to Assigned Destination/ Referral to Behavior	N	N	Security

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
				Committee/ Formal Building Conference/ Behavior Contract			
(23A) Lunchroom Disturbance (low level)	Warning	Parent Contact/ Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Security/ Intervention Coordinator
(24A) Physical Contact/Disturbance (low level)	Warning/Parent Contact/ Referral to Conflict Mediation, Counselor, or SSW	Parent Contact/Referral to Conflict Mediation, Counselor, or SSW/ Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(26) Profane or Vulgar Language	Warning	Parent Contact/ Detention (Lunch)	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/ Intervention Coordinator
(27) School Bus Violations	Warning/Parent Contact	Parent Conference/ Removal from Bus for One Week	Formal Building Conference/ Removal from Bus 30+ days	-	N	N	Bus Aid/ Transportation Liaison
(28) Skipping School/Not Where Assigned	Please see Attendance/ Truancy Policy						Truancy Officer
(30) Tardiness	Please see						Truancy

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
	Attendance/Tuancy Policy						Officer
(32) Unauthorized Use and/or Misuse of School Materials and Equipment	Warning	Warning/Parent Contact	Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	N	N	Teacher/Security
(14) Failure to Serve School Discipline	<b>Discipline advance to next consequence under initial infraction/must service initial discipline</b>						Intervention Coordinator/ Dean of Discipline
(16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc.	Items Confiscated/Detention (Lunch)	Item Confiscated/Parent Contact/Detention (Lunch)	Item Confiscated/ <b>One Day Out-of-School Suspension</b> /Parent Conference	Referral to Behavior Committee/ Formal Building Conference/ Behavior Contract	Y	N	Intervention Coordinator/ Dean of Discipline
(17) Gambling	Material/Money Confiscated/Detention (Lunch)	Materials/Money Confiscated/Detention (Lunch)/Parent Contact	Materials/Money Confiscated/ <b>One Day Out-of-School Suspension</b>	Formal Building Conference/ Behavior Contract/ Referral to Outside Counseling Services	Y	N	Intervention Coordinator/ Dean of Discipline
(18) Habitual or Persistent Misconduct	<b>Increased severity of consequences per occurrence, referral to Behavior Committee, board hearing, criminal charges if applicable</b>						Intervention Coordinator/ Dean of Discipline

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
(19) Inappropriate Sexual Behavior/Sexual Harassment	Referral to Conflict Mediation, Counselor, or SSW/Parent Conference	<b>One Day Out-of-School Suspension</b> /Referral to Conflict Mediation, Counselor, or SSW	<b>Three Day Out-of-School Suspension</b> /Referral to Behavior Committee/Formal Building Conference/Behavior Contract	<b>Ten Day Out-of-School Suspension</b> /Board Hearing if applicable	Y	N	Intervention Coordinator/ Dean of Discipline
(20) Insubordination	Detention (Lunch)/Parent Contact	Detention (Lunch)/Parent Conference	<b>One Day Out-of-School Suspension</b> , Referral to Behavior Committee/Formal Building Conference/Behavior Contract	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline
(23B) Lunchroom Disturbance (high level)	Clean up if applicable/Detention (Lunch)/Parent Contact	Clean Up if applicable/Detention (Lunch)/Parent Conference	<b>One Day Out-of-School Suspension</b> , Referral to Behavior Committee/Formal Building Conference/Behavior Contract	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline
(24B) Physical Contact (high level) / Fighting	<b>Three Day Out-of-School Suspension</b> /Formal Building Conference	<b>Five Day Out-of-School Suspension</b> /Formal Building Conference	<b>Ten Day Out-of-School Suspension</b> /Formal Building Conference	<b>Long-Term Suspension</b> /Board Hearing	Y	N	Intervention Coordinator/ Dean of Discipline
(29A) Theft / Petty Theft	<b>One Day Out-of-School Suspension</b> /Parent Contact/Restitution	<b>Two Day Out-of-School Suspension</b> /Parent Conference/Referral to Counselor or SSW/Restitution	<b>Three Day Out-of-School Suspension</b> /Restitution/Referral to Behavior Committee/Formal Building Conference/Behavior Contract	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/ Dean of Discipline

<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
(33) Vandalism/Defacement	Parent Contact/Community Service Project/Student or Parent Responsible for Damages <i>Report to Local Police if Damages Exceed \$100</i>	Detention (Lunch)/Community Service Project, Student/Parent Responsible for Damages	<b>One Day Out-of-School Suspension</b> /Formal Building Conference/Behavior Contract/Parent/Student Responsible for Damages	<i>Refer to (18) Habitual or Persistent Misconduct</i>	Y	N	Intervention Coordinator/Dean of Discipline
(2) Arson	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>					Y	Dean of Students/Head of Security/Assistant Principal
(3) Bomb Threat	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>					Y	Dean of Students/Head of Security/Assistant Principal
(4) Bullying/Harassment/Threats	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>						Dean of Students/Head of Security/Assistant Principal
(6) Criminal Sexual Conduct	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>						Dean of Students/Head of Security/Assistant Principal
(7) Demonstration/Unauthorized Assemblies	<b>Ten Day Out-of-School Suspension</b> /Formal Building Conference			Any further occurrence will result in discretionary administrative action up to and including <b>expulsion</b>			Dean of Students/Head of Security/Assistant Principal

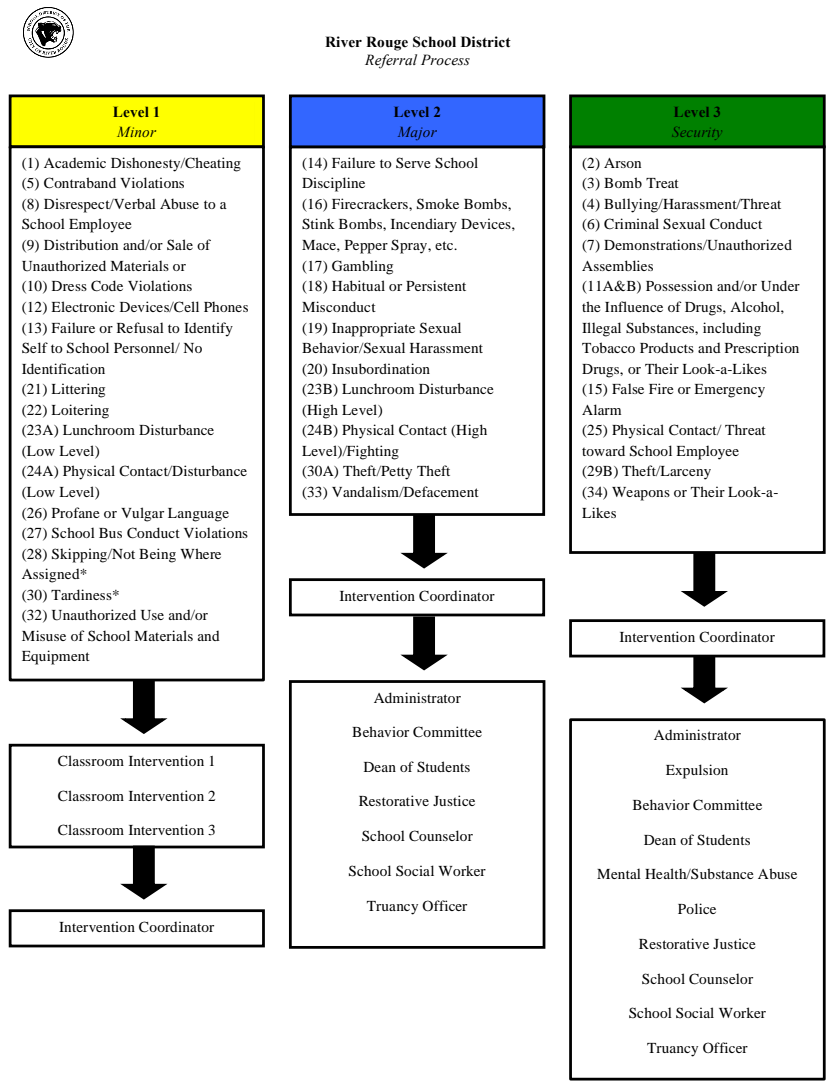
<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
(11A) Possession of Drugs, Alcohol, Illegal Substances, including tobacco products and prescription drugs, or their look-a-likes	Materials Confiscated/Referral to Counselor/Social Worker/ <b>One Day Out-of-School Suspension</b> /Student Released to Parent/Report to Local Police/Readmissions Conference upon Returning	Materials Confiscated/ <b>Three Day Out-of-School Suspension</b> /Referral to Counselor/Social Worker/Student Released to Parent/Formal Building Conference/Behavior Contract/Report to Local Police/Readmissions Conference upon Returning	Materials Confiscated/ <b>Five Days Out-of-School Suspension</b> /Board Hearing with possible <b>Expulsion</b> /Report to Local Police	-	Y	Y	Dean of Students/Head of Security/Assistant Principal
(11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including tobacco products and prescription drugs, or their look-a-likes	Examination/ <b>Suspension for the remainder of the school day</b> /Student Released to Parent/Referral to Counselor or Social Worker/Outside Counseling Recommendations/Readmissions Conference upon Returning	Examination/Student Released to Parent/ <b>Three Day Out-of-School Suspension</b> /Referral to Behavior Committee, Counselor, or Social Worker/Outside Counseling Recommendations/Behavior Contract/Readmissions Conference upon Returning	Examination/Student Release to Parent/ <b>Five Days Out-of-School Suspension</b> /Outside Counseling Recommendations/Referral to Behavior Committee/Behavior Contract/Readmissions Conference upon Returning	Any further occurrence will result in discretionary administrative action up to and including <b>expulsion</b>	Y	Y	Dean of Students/Head of Security/Assistant Principal
(15) False Fire of Emergency Alarm	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>					Y	Dean of Students/Head of Security/Assistant Principal
(25) Physical Contact/Threat Toward School	<b>Ten Day Out-of-School Suspension</b> /Formal	-	-	Any further occurrence will result in	Y	Y	Dean of Students/Head of Security/



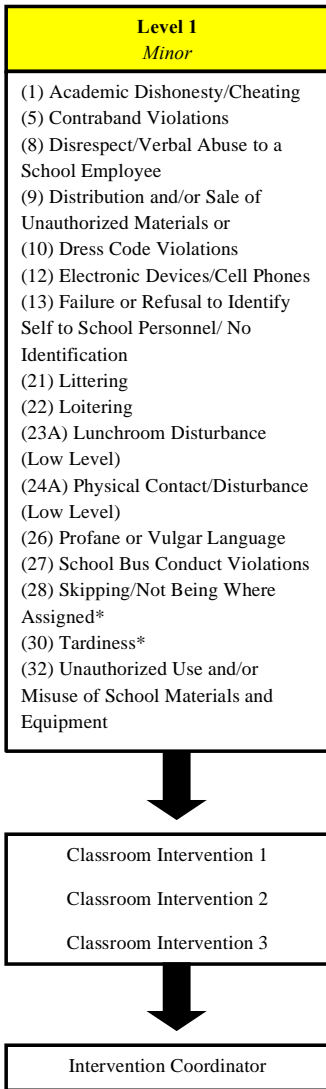
<b>Infraction</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>Further Occurrence(s)</b>	<b>Out-of-School Suspension</b>	<b>Expulsion</b>	<b>Person(s) Responsible</b>
Employee	Building Conference			discretionary administrative action up to and including <b>expulsion</b>			Assistant Principal
(30B) Theft / Larceny	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>					Y	Dean of Students/Head of Security/ Assistant Principal
(35) Weapons or Their Look-a-Likes	<b>Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement</b>					Y	Dean of Students/Head of Security/ Assistant Principal

### III. Referral Process

Discipline Referrals are broken down into 3 difference levels. *Level 1 Infractions* are minor infractions, *Level 2 Infractions* are major infractions, and *Level 3 Infractions* are security infractions. All discipline referrals are channeled through the Intervention Coordinator. The Intervention Coordinator determines who handles the referral based on the incident, referral type, number of occurrences, etc.



## IV. Level 1 Infractions



*Level 1 Infractions* typically occur in the classroom and are managed by classroom teachers. These infractions do not result in a suspension or expulsion, but could become a Level 2 Infraction if they are habitual and persistent. Classroom rules and expectations should be outlined in the beginning of the school year and reviewed periodically. It is beneficial to have weekly student check-ins, where classroom behavior is addressed. This allows staff to set expectations for the classroom and authority over rules.

Teachers must document all interventions in MiSTAR before sending referral to Intervention Coordinator. Intervention Coordinator is typically responsible for administering intervention after referral is received, but can refer out if appropriate.

## A. Level 1 Interventions

Level 1 Interventions are used to handle behavior that has occurred in the classroom. It is important to explain the classroom rules any time a student is in violation of the code of conduct and that everyone in the district is using the same language. Classroom based interventions can be used by all staff members as a way to manage behavior without removing the student. Whoever administers the classroom intervention is responsible for follow up and recording the intervention (See Documentation). It is up to all staff members to not only report code of conduct violations, but to investigate reasons for behavior and implement classroom interventions to deter behavior and encourage positive relationships. Below are several strategies to help deter behavior.

**Verbal Warning** – a verbal warning is a direct statement made about the infraction and consequences if the behavior continues. Example “It appears that you are in violation of the school code of conduct for [insert violation]. If this occurs again, the consequence will be [insert consequence]. It will be documented that a verbal warning was given. Do you have any questions?”

**Written Warning** – a written warning is a direct statement written about the infraction and consequences if the behavior continues. Student must sign and a date written warning to verify it was received. Example: “[Student name] was found to be in violation of [insert violation] on [date]. If this occurs again, the consequence will be [insert consequence]. It will be documented that a written warning was given. [Student name] was given the opportunity to ask questions prior to written warning.”

**Assignment/Essay** – assignments or essays can be given as an intervention to deter a specific behavior in the classroom. Example: A student violates the code of conduct by using vulgar language. Staff can assign the student an essay on vulgar language and how it affects the classroom environment.

**Item(s) Confiscated** – items confiscated can be used when a student is in violation of any contraband that disrupts the professional learning environment. This includes items such as: food, beverages, and headphones. Staff can hold items until the end of class, school day, or as needed. If staff is uncomfortable being in possession of student’s personal belongings, they can drop off items to security office. Example: A student has food in the classroom. The staff member explains the rules and confiscates the item. The student is then responsible to retrieve the item when the staff member deems it appropriate. Staff is to remind students that they are not to interrupt instruction to retrieve items.

**Loss of Privileges** – loss of privileges is removing a student’s privilege to partake in an activity or event due to misconduct. This is typically a classroom privilege revoked, but could include activities outside of the classroom (i.e. field trip), with administrator approval. Example: A Student is in violation of having food in the classroom. Staff does not allow student to participate in upcoming class celebration due to infraction.

**Detained** – detaining a student involves removing the student from the classroom or having the student sit away from other students. Detainment is only to be used if the student’s behavior is uncontrollable and he/she is a disruption to the learning environment. If a student is detained, prior permission has to be granted and the student always has to be supervised by a district employee. Detainment should be brief and typically is used in conjunction with another intervention. Example: A student is showing signs of possibly becoming aggressive. Staff can remove the student from the classroom and send him/her to a designated support staff member in the building to calm down after receiving permission.

***Parent/Guardian Contact*** – parent contact is any efforts to involve parents in student behavior. This can include, phone contact, email, or in person. Parent contact is encouraged and can be used for both negative and positive behavior in the classroom. Example: A student violates the code of conduct in the classroom and a parent is called. “Hello, how are you doing today? Your child has shown signs of improvement in behavior. However, he/she violated our classroom rule, [insert infraction]. Because of this, I wanted to contact you and let you know he/she will be receiving [insert consequence]. I think if we both support [insert student name] in his/her effort to improve behavior, I am hopeful this will not happen again. Thank you for your support and if you need anything from us, please do not hesitate to contact me at [insert contact information].

***Service Project*** – service projects are projects assigned to students to help them reflect on what they did. Service projects are a great way to involve student in positive activities and build relationships without administering a punishment. Service projects typically occur in the classroom, but can be assigned around the school with prior approval. Example: A student litters in the classroom. Staff has student stay after school and clean up the classroom together. Staff who assigns the service project is responsible for monitoring and following through on intervention.

***Referral*** – referrals are any recommendation to another staff member or program. Referrals can include, but are not limited to; School Counselor, School Social Worker, Restorative Justice, Principal, Truancy Officer, Behavior Committee, etc. Each referral source may have a different way of receiving referrals and it is staff’s responsibility to follow up with referrals. Example: A student is consistently tardy to class and often asks to leave the room. Staff can refer student to truancy if attempts to engage student in learning are not successful.

***Parent Conference*** – parent conference is a more formal approach to parent contact. Parent Conferences are typically offered after several interventions have been utilized to promote positive behavior. Parent Conferences are most successful when student and other positive supports are involved. Any staff member can initiate a parent conference or can request a parent conference form School Counselor, School Social Worker, Dean of Students, or principal. Example: A student continuously disobeys code of conduct and staff has made several attempts to engage student through classroom interventions. Staff has parent and student meet after school to discuss behavior and expectations. At this time, staff can draft a classroom contract or agreement that documents expectations and consequences. (Please see sample Classroom Agreement under Forms).

***Other*** – other opportunities are available as ways to engage students and deter negative behavior. Each student is different and may need alternative interventions to the ones listed above. Example: A student is very fidgety and easy distracted in class. Staff allows student to remove self from classroom to get a drink of water with the expectation he/she will be ready to learn when returning. These interventions can be beneficial when identifying differentiated learning styles. However, they work best when contracts have been discussed prior and student is aware of intervention.

**Remember:** All interventions must be documented in MiSTAR under *Student Visits*

## B. Level 1 Documentation

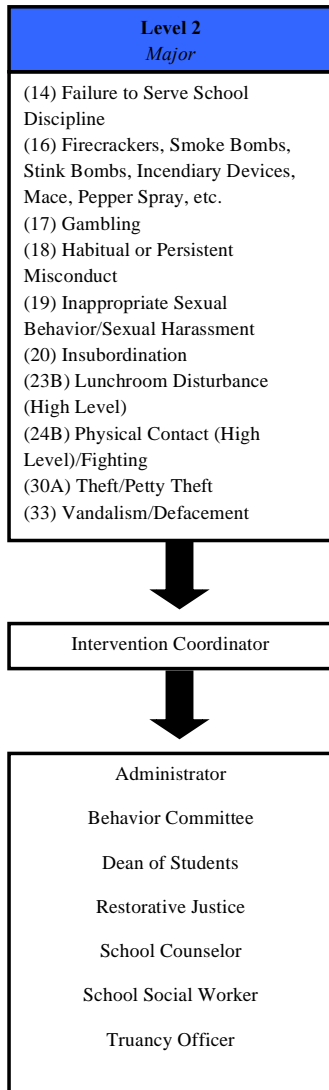
Level 1 Infractions are to be documented in MiStar: Student Visits

Level 1 Minor
(1) Academic Dishonesty/Cheating
(5) Contraband Violations
(8) Disrespect/Verbal Abuse to a School Employee
(9) Distribution and/or Sale of Unauthorized Materials or
(10) Dress Code Violations
(12) Electronic Devices/Cell Phones
(13) Failure or Refusal to Identify Self to School Personnel/ No Identification
(21) Littering
(22) Loitering
(23A) Lunchroom Disturbance (Low Level)
(24A) Physical Contact/Disturbance (Low Level)
(26) Profane or Vulgar Language
(27) School Bus Conduct Violations
(28) Skipping/Not Being Where Assigned*
(30) Tardiness*
(32) Unauthorized Use and/or Misuse of School Materials and Equipment



Visit Date	↑ Visit Type	Faculty	Return Date	Shared	Electronic Device/Cell Phone
03/14/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes	Visit Date: 03/14/2014 Faculty: Wood, Nicole Begin Time: 09:00 AM End Time: 09:30 AM Return Date: Shared: Yes Notes: Cell phone confiscated.

## V. Level 2 Infractions



*Level 2 Infractions* can occur inside or outside of the classroom and typically managed by a support staff member. These infractions can result in suspension, but not expulsion. Suspensions are used sparingly and support staff should try different methods to intervene before resorting to any exclusionary practices. It is important for classroom teachers along with support staff to monitor behavior after interventions have been put in place. *Level 2 Infractions* are also funneled through by the Intervention Coordinator. The Intervention Coordinator is responsible to determine what support staff is appropriate to handle the referral.

## A. Level 2 & 3 Interventions

Level 2 & 3 Interventions typically occur outside of the classroom and are used by Intervention Coordinator, Dean of Students, and Administration. It is important to explain the school rules any time a student is in violation of the code of conduct and that everyone in the district is using the same language. Out of class interventions can be administered as a way to manage behavior after the student has been removed from the classroom or when an incident occurs outside of class. All Level 2 & 3 behavior referrals should be filtered by the Intervention Coordinator and distributed appropriately, unless the referral is in immediate need of assistance. If the referral is an emergency, please refer to the Crisis Management Team Manual and/or the Emergency Response Manual. Whoever handles the behavior referral is responsible for follow up and recording the intervention. It is up to all staff members to not only report code of conduct violations, but to investigate reasons for behavior and implement appropriate interventions to deter behavior and encourage positive relationships. Below are several interventions to intervene for level 2 and 3 infractions.

***Assignment/Service Project*** – assignment or service project can be administrated to students in lieu of typical consequence or suspension that help to restore harm done. Example: A group of students engage in a food fight during lunch. Dean of Students can assign students to clean the lunchroom for a week.

***Detained/Detention*** – detained or detention can be used when the student has violated the code of conduct and is a disruption to the learning environment. Any interventions that remove students from instruction are highly discouraged and only to be used when absolutely necessary. Detainment and detention should be brief and typically are used in conjunction with another intervention. Example: A student becomes confrontational with staff and body language appears aggressive. Dean of Students can detain student for class period until student calms down. Dean of Student than can implement another intervention, such as referral to Restorative Justice.

***Parent/Guardian Contact*** – parent contact is any efforts to involve parents in student behavior. This can include, phone contact, email, or in person. Parent contact is expected when handling any out of classroom behavior. Example: A student violates the code of conduct and a parent is called. “Hello, how are you doing today? Your child has shown signs of improvement in behavior. However, he/she violated our school rule, [insert infraction]. Because of this, I wanted to contact you and let you know he/she will be receiving [insert consequence]. I think if we both support [insert student name] in his/her effort to improve behavior, I am hopeful this will not happen again. Thank you for your support and if you need anything from us, please do not hesitate to contact me at [insert contact information].

***Restorative Justice Circle*** – restorative justice circle is when a student violates the code of conduct and a restorative justice student member along with the Intervention Coordinator facilitates a peer-peer meeting or peer-staff meeting to restore the harm done. Student typically faces additional consequences outlined in the restorative justice agreement. Example: Student is in violation of disrespect towards a school employee. Student participates in a restorative justice circle with school employee to

***Restorative Justice Conference***– restorative justice conference is when a student violates the code of conduct and a conference is held after assigned suspension days are completed. Suspension days can be reduced if a student is willing to participate in a restorative justice conference. Student has to be willing to admit responsibility and serve additional consequences outlined in restorative justice agreement. Intervention Coordinator facilitates a peer-peer meeting or peer-staff meeting to restore the harm done. Example: Student is in violation of petty theft for the second occurrence. Student’s out of school suspension days are reduced to one and student participates in restorative justice conference with victim upon returning to school.



***Saturday School*** – Saturday School is when a student is assigned to attend school on a Saturday. Saturday School program is facilitated by the 180 program. Student is responsible to continue to go Saturday School until 180 program staff releases student of discipline obligation.

***Parent Conference*** – parent conference is a more formal approach to parent contact. Parent Conferences are typically offered after several interventions have been utilized to promote positive behavior. Parent Conferences are most successful when student and other positive supports are involved. Any staff member can initiate a parent conference or can request a parent conference form School Counselor, School Social Worker, Dean of Students, or principal. Example: A student continuously disobeys code of conduct and staff has made several attempts to engage student through classroom interventions. Staff has parent and student meet after school to discuss behavior and expectations. At this time, staff can draft a classroom contract or agreement that documents expectations and consequences.

***In-Class Only*** – in-class only is when a student is not suspended; however, he/she is only allowed to participate in class. Student is unable to attend any activity or event before, during, or after school. Example: Student is in violation of physical contact towards another student. Student is allowed to attend classes, but is monitored very closely and not able to participate in sports, school activities, and eats lunch with teacher.

***Bus Privileges Removed*** – bus privileges removed is when a student is banned from taking the bus for an extended amount of time. Student can be banned for a period of time or for the remainder of the school year. This intervention is handled by the transportation liaison. Example: Student has repeatedly failed to follow the school bus rules. Student was referred to the transportation liaison and bus privileges were removed for the remainder of the school year.

***Restitution/Fined*** – restitution/fined is when a student is responsible to pay or fix damaged or stolen property. Example: Student breaks a school computer due to rowdy behavior. Student is fined the cost of the damages. This intervention is normally administered in conjunction with another.

***In-School Suspension*** – in-school suspension is used when a student needs to be removed from a classroom or classrooms for an extended period of time. Example: Student is continuously disruptive in class. Dean of Students gives student 3 days of in-school suspension for behavior.

***Out-of-School Suspension*** – out-of-school suspension is when a student is suspended from coming to school for an extended period of time because the student has been deemed unsafe or a danger to self or others. Out-of-school suspension should be used sparingly and in conjunction with other interventions to address behavior. Example: Student displays aggressive behavior towards school employee. Student is suspended for 10 days and required to have a psychological evaluation and formal building conference prior to being readmitted back into school.

***Home Visit*** – home visits are typically used when attempts to contact parent/guardian have been unsuccessful or when student has been truant from school. Home visits are usually facilitated by the Truancy Officer and School Social Worker. Example: Student has been truant from school for 5 consecutive days. Truancy Officer and School Social Worker conduct home visit to investigate student's attendance.

***Police Contact*** – police contact is made when a situation is outside of the school's jurisdiction and legal involvement is necessary. Example: Student is in possession of an illegal substance. Police contact is made to investigate the situation.

***Alternative Classroom*** – Alternative Classroom referral is used when a student displays difficulty functioning in the normal classroom setting. Students can be referred to the Alternative Classroom by the Dean of Students, Discipline Committee, and Administrators. Example: Student continuously is referred to discipline for disruptive behavior. Behavior Committee has exhausted all classroom interventions and outside supports to intervene in student conduct. Student is referred to the Alternative Classroom for more intensive services.

***Behavior Contract*** – behavior contract is typically used when a student has ongoing behavioral issues. A behavior contract is the initial step before referring a student to the Behavior Committee for more intensive interventions. Example: Student has habitual and persistent misconduct in the classroom. Dean of Students drafts a behavior contract with student and support staff. Behavior contract is monitored by Dean of Students.

***Expulsion*** – expulsion is typically used as a Level 3 intervention when a student a student is no longer deemed appropriate for River Rouge School District. Severity of offenses or frequency of occurrences typically determine whether or not expulsion is appropriate. All parties must document all interventions leading up to expulsion. Example: Student brings a weapon to school and threatens a school employee. Expulsion is recommended by Administrator.

**Remember:** All interventions must be documents in MiSTAR under *Student Visits*

## B. Level 2 Documentation

Level 2 Infractions are Discipline Referrals. Discipline Referrals are to be documented in MiSTAR: Student Visits: Discipline Referral

- Level 2 Major**

  - (14) Failure to Serve School Discipline
  - (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc.
  - (17) Gambling
  - (18) Habitual or Persistent Misconduct
  - (19) Inappropriate Sexual Behavior/Sexual Harassment
  - (20) Insubordination
  - (23B) Lunchroom Disturbance (High Level)
  - (24B) Physical Contact (High Level)/Fighting
  - (30A) Theft/Petty Theft
  - (33) Vandalism/Defacement



Visit Date	Visit Type	Faculty	Return Date	Shared
03/14/2014	Discipline Referral	Wood, Nicole		Yes
03/12/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes
03/11/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes
03/10/2014	Electronic Device/Cell Phone	Wood, Nicole		Yes

**Discipline Referral**

Visit Date: 03/14/2014

Faculty: Wood, Nicole

Begin Time: 09:00 AM

End Time: 09:30 AM

Return Date:

Shared: Yes

Notes: 4x confiscating phone.

Behavior Code: Electronic Device / Cell Phone

- Intervention Coordinator
- Administrator

  - Behavior Committee
  - Dean of Students
  - Restorative Justice
  - School Counselor
  - School Social Worker
  - Truancy Officer

Date 03/14/2014    Locate    Help    Log Out

**Student Profile**    River Rouge High School - 13/14 RRHS    Welcome Nicole Wood

Student Name	Local ID	State ID	Gender	Birth Date	Grade	Track	Status	Advisor	Entry	Exit
Student 423 of 540    Include Inactive										

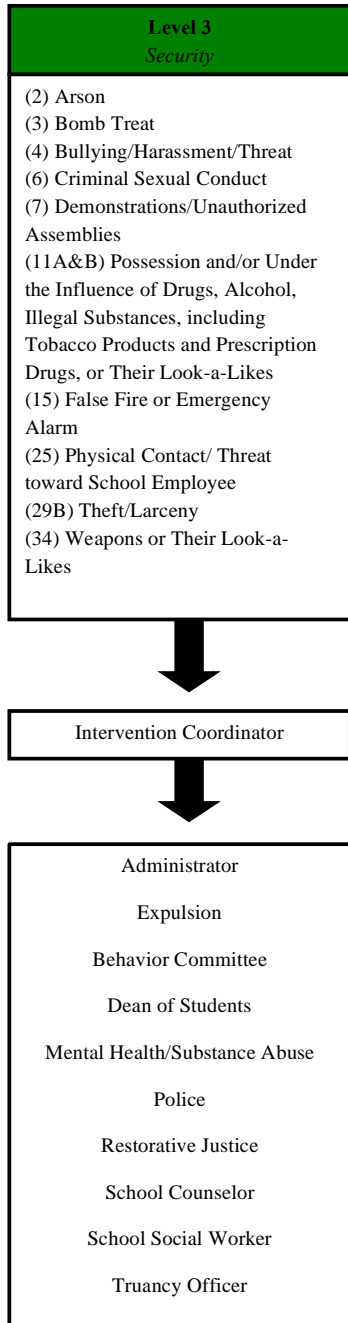
- + Demographics
- + Contacts
- + Enrollment
- + Programs
- + SpecialEd
- + Schedule
- + Attendance
- + Marks
- + Transcript
- + GradReq
- + Requests
- + GPA
- + Assignments
- + Standards
- + Tests
- Behavior**
- Health
- + Activities
- Print Profile
- Configure Menu

Current Year Behavior				
Date	Incident	Involvement	Action	Penalty
03/14/2014	Electronic Device / Cell Phone	Perpetrator	Parent Conference	

ALL Administration Actions will be documented under Behavior

← This can be found in MiStar: Student Profile: Behavior

## VI. Level 3 Infractions



*Level 3 Infractions* can occur inside or outside of the classroom and are typically managed by security, administration, and support staff. These infractions typically result in expulsion or intense interventions generally involving outside support.

*Level 3 Interventions* are also funneled through by the Intervention Coordinator, unless an emergency. Usually a team of support staff are responsible for determining appropriate interventions and actions needed.

### Level 3 Interventions

See Level 2 Interventions

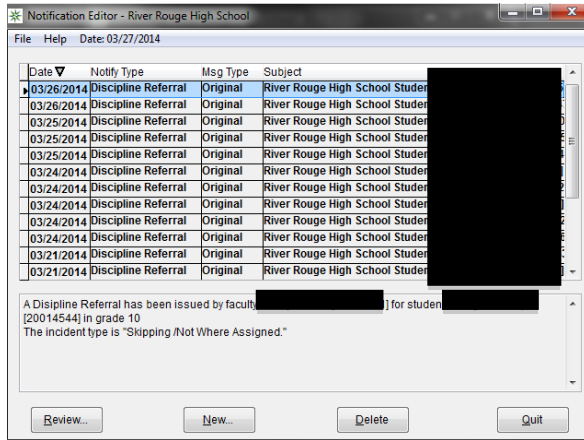
### Level 3 Documentation

Level 3 infractions are to be documented in:

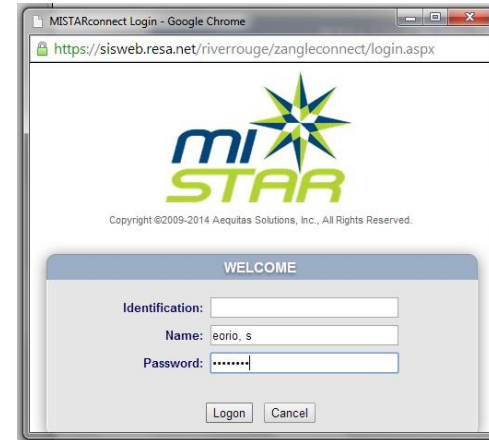
- a. MiStar: Student Visits: Discipline Referral
- b. This will send a notification to the Dean of Students.
- c. If an emergency, please call security and have a security guard escort student to Dean of Student's office

## VII. Documentation for Administrators

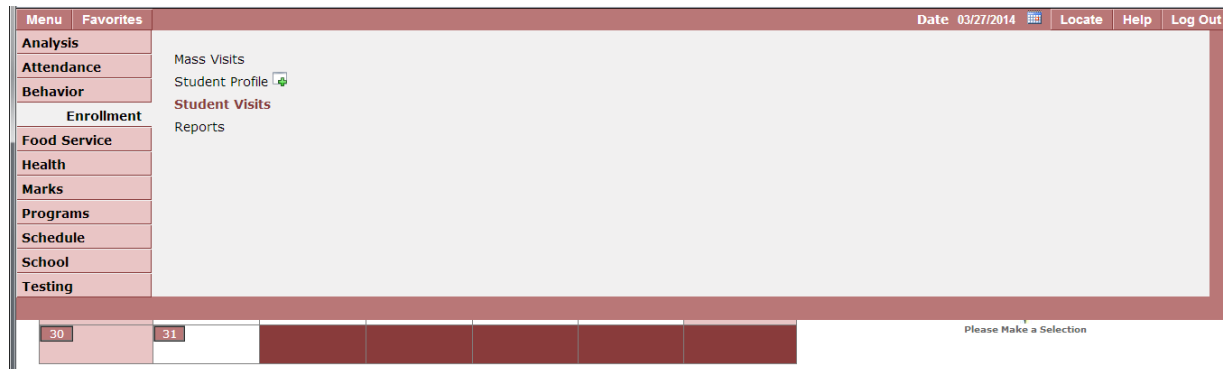
1. After staff enters a **Discipline Referral**, a notification will be sent to Front Office
  - a. Take down the student's name



2. Log into MiSTAR



3. After logging into MiSTAR, go to **Menu: Enrollment: Student Visits**



Student Visits - Google Chrome  
 https://sisweb.resa.net/QRiverRouge/StudentVisits

Menu Favorites MassEntry Student Home Date: 03/27/2014 Locate Help Log Out

Student Visits River Rouge High School - 13/14 RRHS Welcome Sonya Eorio

Student Name Local ID State ID Gender Birth Date Grade Track Status Advisor Entry Exit Picture Not Available

Student 295 of 536  Include Inactive

Add Edit Delete

Visit Date	Visit Type	Faculty	Return Date	Shared
03/24/2014	Discipline Referral			Yes
03/24/2014	Discipline Referral			Yes
03/24/2014	Parent Contact			Yes
03/24/2014	Parent Contact			Yes
03/19/2014	Discipline Referral		03/19/2014	Yes
01/16/2014	Intervention B - 2nd Occurrence			Yes
01/10/2014	Intervention A - 1st Occurrence			Yes
12/11/2013	Parent Contact			Yes

**Discipline Referral**

Visit Date: 03/24/2014  
 Faculty: [Redacted]  
 Begin Time: 11:00 AM  
 End Time:  
 Return Date:  
 Shared: Yes  
 Notes: [Redacted] was on a snapchat website and was showing pornography to other students. It is an adult personal website. He should have been working on his biome and was almost done but decided to show off. He does not usually complete work in class but is capable but choose not to. He begins sometimes but never completes his work. Mr Jackson said to give him 2 day suspension and parent meeting upon return. Mom wants dad involved as she is frustrated.  
 Behavior Code: Disruptive Behavior

4. Under Student Visits, you will be able to see all classroom infractions, interventions, parent contact, and/or referrals made prior to write-up

5. If staff has not entered in prior interventions for Level 1 Infractions, referral can be sent back with an explanation

Student Profile - Google Chrome  
 https://sisweb.resa.net/QRiverRouge/StudentProfile

Menu Favorites MassEntry Student Home Date: 03/27/2014 Locate Help Log Out

Student Profile River Rouge High School - 13/14 RRHS Welcome Sonya Eorio

Student 203 of 536  Include Inactive

Schedule Attendance Assignments Behavior Marks Demographics Contacts Programs SpecialEd Transcript GradReq Requests GPA Standards Tests Health Activities Enrollment Print Profile Configure Menu

Date	Incident	Involvement	Action	Penalty
03/21/2014	Inappropriate Sexual Beh/Harrass	Perpetrator	Out of School Suspension	Out of School Suspension

**SpecialEd**

Program	Entry Date	Exit Date	Instructional Setting
Special Education	02/10/2014		11-Inside GenEd > 79%
Special Education	02/13/2013	02/06/2014	11-Inside GenEd > 79%
Special Education	01/31/2013	02/12/2013	11-Inside GenEd > 79%
Special Education	05/08/2008	09/03/2008	12-Inside GenEd 40%-79%
Special Education	04/10/2008	05/07/2008	11-Inside GenEd > 79%

6. After reviewing classroom interventions, check student records under Menu: Student Profile to see attendance, grades, behavior, and special education.

(14) Failure to Serve School Discipline	Discipline advance to next consequence under initial infraction/must serve initial discipline							Dean of Discipline
(16) Firecrackers, Smoke Bombs, Stink Bombs, incendiary Devices, Mace, Pepper Spray, etc.	Item Confiscated/Detention (Lunch)/Parent Contact	Item Confiscated/Detention (Lunch)/Parent Contact	Item Confiscated/One Day Out-of-School Suspension/Parent Conference	Two Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Referral to Outside Counseling Services	Y	N		Dean of Discipline
(17) Gambling	Material/Money Confiscated, Detention (Lunch)/Parent Contact	Material/Money Confiscated/Detention (Lunch)/Parent Conference	Material/Money Confiscated/One Day Out-of-School Suspension/Parent Conference	Two Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Referral to Outside Counseling Services	Y	N		Dean of Discipline
(18) Habitual or Persistent Misconduct	Increased severity of consequences per occurrence, refer to Behavior Committee, board hearing, criminal charges if applicable						NA	Dean of Discipline
(19) Inappropriate Sexual Behavior/Sexual Harassment	Refer to Conflict Mediation, Counselor, or School Social Worker/Parent Conference	One Day Out-of-School Suspension/Referral to Counselor or School Social Worker	Three Day Out-of-School Suspension/Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Ten Day Out-of-School Suspension/Board Hearing if applicable	Y	N		Dean of Discipline
(20) Insubordination	Detention (Lunch)/Parent Contact	Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension, Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(23B) Lunchroom Disturbance (high level)	Clean up if applicable/Detention (Lunch)/Parent Contact	Clean up if applicable/Detention (Lunch)/Parent Conference	One Day Out-of-School Suspension, Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(24) Physical Contact (high level) / Fighting	Three Day Out-of-School Suspension/Formal Building Conference	Five Day Out-of-School Suspension/Formal Building Conference	Ten Day Out-of-School Suspension/Formal Building Conference	Long-Term Suspension/Board Hearing	Y	N		Dean of Discipline
(30A) Theft / Petty Theft	One Day Out-of-School Suspension/Parent Contact/Restitution	Two Day Out-of-School Suspension/Parent Conference/Referral to Restorative Justice, Counselor, or SW/Restitution	Restitution/Referral to Behavior Committee/Formal Building Conference/Behavior Contract	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(34) Vandalism/Damage	Parent Contact/Community Service Project/Student or Parent Responsible for Damages/Report to Local Police if Damages Exceed \$100	Detention (Lunch)/Community Service Project/Student or Parent Responsible for Damages	One Day Out-of-School Suspension/Formal Building Conference/Behavior Contract/Student or Parent Responsible for Damages	Refer to (18) Habitual or Persistent Misconduct	Y	N		Dean of Discipline
(2) Arson	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Y	Head of Security
(3) Bomb Threat	Any occurrence will result in discretionary administrative action up to and including expulsion and police involvement						Y	Head of Security

7. After reviewing student profile and interviewing the student, refer to Code of Conduct to make decision on Administrative action

Behavior History - River Rouge High School

File Help Date: 03/27/2014

**Edit Incident** Medford Area Public Schools (20001620)

03/24/2014 Disruptive Behavior

Incident / Involvement | MSDS Involvement | Penalty / Policy | MSDS Penalty

Incident Type: Disruptive Behavior Date: 03/24/2014 Select Existing Incident Modify Incident

Reported By: [Redacted] No Other Participants All Participants

Location: [Redacted] Notes: [Redacted] a snapchat website and was showing pornography to other students. It is an adult personal website. He should...

Time: [Redacted] Reference: [Redacted] Last Changed By: \* At 03/24/2014 12:35:00 PM

Involvement: Perpetrator: Assignment/Service Project

Action: [Dropdown menu open showing: Parent Conference, In-Class Only, Bus Privileges Revoked, Restitution/Fine, In School Suspension, Out of School Suspension, Home Visit, Police Contact, Alternative Classroom]

Alert: [ ] Points: [ ] Notification: Who: [ ] When: [ ] How: [ ]

Remarks: Parent/Guardian Contact, Restorative Justice Circle, Restorative Justice Conference, Saturday School

Last Changed By: \* At 03/24/2014 12:35:00 PM

Penalties Associated Policy

Cancel

8. Go back to Front Office and enter Behavior Infraction

# VIII. Discipline Referral Form

The Discipline Referral Form should only be used in emergencies or by substitute teachers. You must use MiSTAR to document all interventions and referrals.

In the event that a teacher uses the Discipline Referral Form, they still must document the interventions and/or referral in MiSTA



## River Rouge School District Discipline Referral Form

Student Name: \_\_\_\_\_  
Staff: \_\_\_\_\_

Date of Referral: \_\_\_\_\_  
Time of Incident: \_\_\_\_\_

### Reason for Referral (please circle)

Level 1	Level 2	Level 3
(1) Academic Dishonesty/Cheating (5) Contraband Violations (8) Disrespect/Verbal Abuse to a School Employee (9) Distribution and/or Sale of Unauthorized Materials or Substances (10) Dress Code Violations (12) Electronic Devices/Cell Phones (13) Failure or Refusal to Identify Self to School Personnel/ No Identification (21) Littering (22) Loitering (23A) Lunchroom Disturbance (Low Level) (24A) Physical Contact/Disturbance (Low Level) (26) Profane or Vulgar Language (27) School Bus Conduct Violations (28) Skipping School/ Not Being Where Assigned* (30) Tardiness* (32) Unauthorized Use and/or Misuse of School Materials and Equipment	(14) Failure to Serve School Discipline (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc. (17) Gambling (18) Habitual or Persistent Misconduct (19) Inappropriate Sexual Behavior/ Sexual Harassment (20) Insubordination (23B) Lunchroom Disturbance (High Level) (24B) Physical Conduct (High Level)/ Fighting (29A) Theft/Petty (33) Vandalism/Defacement	(2) Arson (3) Bomb Treat (4) Bullying/Harassment/Treats (6) Criminal Sexual Conduct (7) Demonstrations/Unauthorized Assemblies (11A) Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (15) False Fire or Emergency Alarm (25) Physical Contact/ Threat toward School Employee (29B) Theft/Larceny (34) Weapons or Their Look-a-Likes

### Brief description of incident

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Class-Based Intervention(s)

- |   |  |  |   |                                       |
|---|--|--|---|---------------------------------------|
| <input type="checkbox"/> Verbal Warning   | <input type="checkbox"/> Item(s) Confiscated | <input type="checkbox"/> Parent Contact  | <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Written Warning  | <input type="checkbox"/> Loss of Privileges  | <input type="checkbox"/> Service Project | <input type="checkbox"/> School Counselor     |                                       |
| <input type="checkbox"/> Assignment/Essay | <input type="checkbox"/> Detained            | <input type="checkbox"/> Referral: _____ | <input type="checkbox"/> Parent Conference    |                                       |

\* Referrals are to be dropped off to the Truancy Office. All other discipline referrals are to be dropped off to the Intervention Coordinator.

If a student is sent to the office without the proper documentation, he/she will be sent back to class.

Office Use Only			
<b>Intervention(s)</b>			
<input type="checkbox"/> Assignment / Service Project	<input type="checkbox"/> Saturday School	<input type="checkbox"/> In-School Suspension_____	<input type="checkbox"/> Behavior Contract
<input type="checkbox"/> Detained/Detention	<input type="checkbox"/> Parent Conference	<input type="checkbox"/> Out-of-School Suspension_____	<input type="checkbox"/> Expulsion
<input type="checkbox"/> Parent/Guardian Contact	<input type="checkbox"/> In-Class Only	<input type="checkbox"/> Home Visit	<input type="checkbox"/> Referral (Check Below)
<input type="checkbox"/> Restorative Justice Circle	<input type="checkbox"/> Bus Privileges Removed	<input type="checkbox"/> Police Contact	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Restorative Justice Conference	<input type="checkbox"/> Restitution/Fined \$_____	<input type="checkbox"/> Alternative Classroom	
<b>Referral(s)</b>			
<input type="checkbox"/> 180 Program	<input type="checkbox"/> Child Study Team	<input type="checkbox"/> Mental Health Services	<input type="checkbox"/> School Counselor
<input type="checkbox"/> Administrator	<input type="checkbox"/> Dean of Discipline	<input type="checkbox"/> Restorative Justice	<input type="checkbox"/> School Social Worker
<input type="checkbox"/> After School Program	<input type="checkbox"/> Discipline Committee	<input type="checkbox"/> Head of Security	<input type="checkbox"/> Truancy/Attendance Officer*
Date Entered in MiStar: _____		Staff Initials: _____	



# IX. Student Intervention Planning

Student intervention planning is used when a student is identified as being at-risk for the following reasons: academic, social/emotional, behavioral, and/or truancy. Student intervention planning is lead by the Behavior Committee and students can be referred by teachers, support staff, parents, administrators, etc. However, most referrals will come from Intervention Coordinator and Dean of Students from behavior referrals. Once a referral is accepted by the Behavior Committee, a person on the team is appointed as the Case Manager. This person is responsible for monitoring student's process, following up with interventions/services recommended, and contacting parent(s)/guardian(s). Along with this form, the Behavior Committee will generate student files with attendance reports, grades, transcripts, Student Visit logs, discipline referrals, and behavior reports. This is the initial phase in case conferencing to determine student need. If student intervention planning is unsuccessful, the Behavior Committee may need to address other intervention services such as Child Study Team or alternative education placement.



**River Rouge School District**  
*Student Intervention Planning Form*

Student Name: \_\_\_\_\_  
 Staff/Case Manager: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

AREA(S) OF CONCERN	
<b>Academic Concerns</b> <input type="checkbox"/> Decline in Quality of Work <input type="checkbox"/> Failing/Risk of Drop Out <input type="checkbox"/> Lack of Participation <input type="checkbox"/> Struggles with Work  <b>Social/Emotional Concerns</b> <input type="checkbox"/> Displays of Outburst/Unstable Mood <input type="checkbox"/> Obscene Language/Gestures <input type="checkbox"/> Poor Peer/Staff Relations <input type="checkbox"/> Social Skills Concern	<b>Behavioral Concerns</b> <input type="checkbox"/> Defiant towards Authority <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Frequent Behavior Infractions <input type="checkbox"/> Verbal/Physical Aggression <input type="checkbox"/> Withdrawn Behaviors  <b>Truancy Concerns</b> <input type="checkbox"/> Excessive Tardiness <input type="checkbox"/> Skipping Class <input type="checkbox"/> Inconsistent Attendance

- PREVIOUS INTERVENTION(S)**
- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> 180 Program           | <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Parent Escort in School  | <input type="checkbox"/> Referral to Truancy Officer      |
| <input type="checkbox"/> 504 Plan              | <input type="checkbox"/> Individual Counseling            | <input type="checkbox"/> Parent Contact           | <input type="checkbox"/> Referral to School Social Worker |
| <input type="checkbox"/> Alternative Classroom | <input type="checkbox"/> In-School Suspension             | <input type="checkbox"/> Police Involvement       | <input type="checkbox"/> Restorative Justice              |
| <input type="checkbox"/> Behavior Contracts    | <input type="checkbox"/> Medical Evaluation               | <input type="checkbox"/> Positive Reinforcement   | <input type="checkbox"/> Saturday School                  |
| <input type="checkbox"/> Behavior Referral(s)  | <input type="checkbox"/> Mental Health Services           | <input type="checkbox"/> Tutoring                 | <input type="checkbox"/> Special Education Services       |
| <input type="checkbox"/> Child-Study Team      | <input type="checkbox"/> Out-of-School Suspension         | <input type="checkbox"/> Referral to Counselor    | <input type="checkbox"/> Substance Abuse Assessment       |
| <input type="checkbox"/> Detention/Detained    | <input type="checkbox"/> Parent Conference(s)             | <input type="checkbox"/> Referral to Psychologist | <input type="checkbox"/> Other: _____                     |

**Other area(s) to consider:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INDIVIDUALIZED STUDENT PLANNING**

TYPE/INTERVENTION	PROVIDER CONTACT	MONITORING SCHEDULE	BEGIN DATE	END DATE

*Student, Parent/Guardian, & Staff: Your signature below indicates that you understand your responsibilities and commit to fulfilling your role in the interventions that have been outlined in this document to address academic, social/emotional, and behavioral needs.*

_____ Student Signature	_____ Parent/Guardian Signature	_____ Staff Signature
_____ Date	_____ Date	_____ Date

## X. Restorative Justice Referral Process

Students can be referred to Restorative Justice for peer-to-peer conflict, peer-to-staff conflict, behavioral concerns, and behavior referrals. Restorative Justice can be a preventive or post-disciplinary action. There are 3 different levels of Restorative Justice practices.

**Tier 1/Restorative Justice Interventions** are typically used when a student or staff member refers a student to restorative justice for preventive reasons. Intervention Coordinator can use Tier 1 Interventions along with restorative justice practices to address behavior. For example, a teacher notices that a student is skipping his/her class and thinks it is because of a negative relationship the student has with another student in the classroom. The Intervention Coordinator can pull the student out to discuss concerns and put in place interventions to help support the student. The Intervention Coordinator would also work with the student on conflict resolution, which may or may not include the other student.

**Tier 2/Restorative Justice Interventions** are typically used when a staff member has submitted a behavior referral. The Intervention Coordinator can facilitate Restorative Justice Tier 2 Interventions when a student has a behavior referral and restorative justice is used in lieu of suspension. This is typically when a student participates in a restorative justice circle, but could include additional consequences outlined in the circle agreement. For example, student participates in restorative justice circle after being disrespectful to teacher. Per agreement, student has to stay after school and help teacher clean room until teacher believes student has restored harm done.

**Tier 3/Restorative Justice Interventions** are typically used when a staff member has submitted a behavioral referral. Intervention Coordinator can facilitate Restorative Justice Tier 3 Interventions after the student has been suspended and suspension days can be reduced if student has admitted responsibility and willing to participate. This is typically when a student participates in a restorative justice conference, but could also include additional consequences outlined in the conference agreement. Parents can also be included in conference. For example, student participates in restorative justice conference after being suspended for lunchroom disturbance (high level). Per agreement, student has to clean lunchroom until lunchroom aid believes student has restored the harm done. Staff and students can refer to Restorative Justice by sending the student to the Restorative Justice office, communicating with the Intervention Coordinator through email and/or phone contact, or submitting an online Discipline Referral (see Record Keeping). Intervention Coordinator will document interventions in MiSTAR under Student Visits and/or under Student Behavior.



River Rouge School District  
Restorative Justice Referral Form

Office Use Only
Entered in MiStar: _____

Referred by: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

Other Person(s) Involved: \_\_\_\_\_

REFERRAL TYPE			
<input type="checkbox"/> Behavior Referral	<input type="checkbox"/> Student Referral	<input type="checkbox"/> Staff Referral	<input type="checkbox"/> Other: _____

Brief Description of Incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact Log:

\_\_\_\_\_  
\_\_\_\_\_

Have the other parties/parents been informed of referral? \_\_\_ No \_\_\_ Yes Date: \_\_\_\_\_

Result of initial contact with other parties:

\_\_\_\_ Participation confirmed

\_\_\_\_ Denies Participation – Reason: \_\_\_\_\_

ACCEPTANCE STATUS			
<input type="checkbox"/> Circle Date: _____	<input type="checkbox"/> Conference Date: _____	<input type="checkbox"/> Referral/Other _____ _____ Referred to: _____	<input type="checkbox"/> Referral Rejected _____ _____ Referred to: _____

The agreement made between all parties involved is as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Intervention Coordinator will document interventions in MiSTAR under Student Visits and/or under Student Behavior.

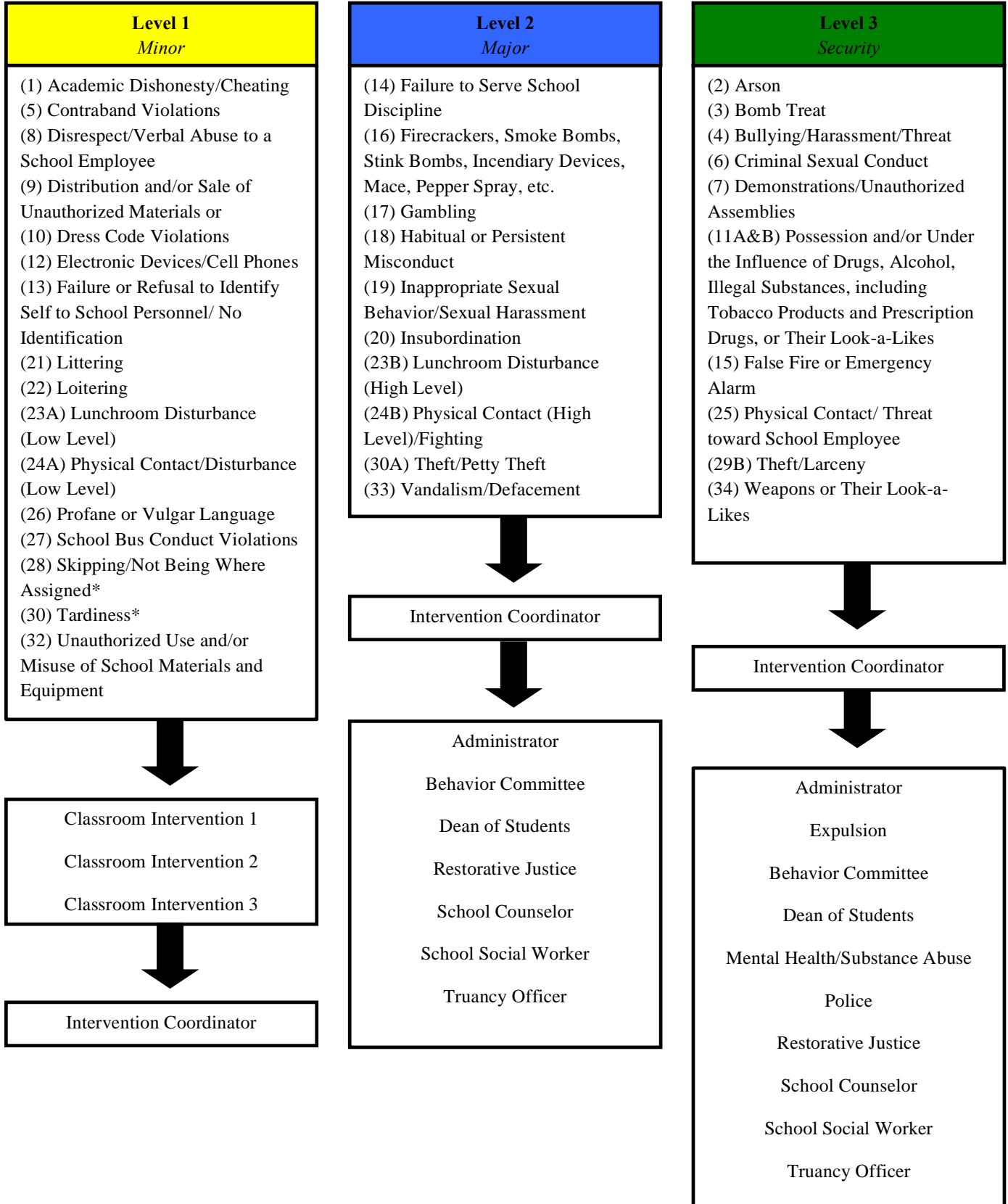
## XI. Crisis Management Referral Process

TYPE	DEFINITION	STEP 1	STEP 2	STEP 3	Person(s) Responsible
<b>Reported Abuse or Neglect</b>	Harm or threatened harm to a child's health or welfare by a parent, legal guardian, or any other person responsible for the child's health or welfare, or by a teacher or teacher's aide, which occurs through non-accidental physical or mental injury; sexual abuse; a sexual exploitation; or maltreatment.	Notify School Social Worker and Administrator <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Report to Child Protect Services and/or Police at 855-444-3911.	Refer to Appropriate Intervention/Services if applicable	<b>ALL STAFF</b> Point Person: School Social Worker
<b>Reported Suicidal Thoughts and/or Behavior</b>	Suicidal thoughts or suicidal ideation is defined as thinking about, considering, and/or planning for suicide. Suicidal behavior is defined as a non-fatal, self-directed, and potentially injurious behavior with any intent to die as a result of the behavior. A suicide attempt may or may not result in injury.	Notify School Social Worker and Administrator <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Notify Parent/Legal Gaurdain	Refer to Appropriate Intervention/Services	<b>ALL STAFF</b> Point Person: School Social Worker
<b>Reported Physical or Verbal Threats</b>	Physical threats or aggression is defined as any behavior that is meant to intimidate others or when an individual is unable to de-escalate after an altercation. Signs of physical threats include, but are not limited to; tightening fist, pacing back and forth, and refusing to redirect. Verbal threats are defined as any verbal threats where physical harm is threatened to another person or persons. Physical threats and verbal threats can exist dependently from each other.	Notify Security Immediately	Notify School Social Worker <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	<b>Student Escalates</b> - contact parent and refer to appropriate intervention/police <b>Student De-escalates</b> - student is sent back to class after cleared by School Social Worker and Support Staff. Parent contacted if necessary.	<b>ALL STAFF</b> Point Person: Security and School Social Worker
<b>Medical Emergency</b>	A medical emergency is defined as an injury or illness that is acute and poses an immediate risk to a person's life or long-term health. These emergencies typically require assistance from certified personnel.	Clear the area and do not administer medical care (unless certified and directed per administrator)	Notify Security Immediately <i>If School Social Worker is not available, contact any crisis management team member in the building</i>	Refer to Appropriate Intervention/Services <i>If necessary, notify 2nd floor office to clear hallways</i>	<b>ALL STAFF</b> Point Person: Security

*See Crisis Management Team Manual for more information*



**River Rouge School District**  
*Referral Process*





**River Rouge School District**  
*Discipline Referral Form*

Student Name: \_\_\_\_\_  
Staff: \_\_\_\_\_

Date of Referral: \_\_\_\_\_  
Time of Incident: \_\_\_\_\_

**Reason for Referral (please circle)**

Level 1	Level 2	Level 3
(1) Academic Dishonesty/Cheating (5) Contraband Violations (8) Disrespect/Verbal Abuse to a School Employee (9) Distribution and/or Sale of Unauthorized Materials or Substances (10) Dress Code Violations (12) Electronic Devices/Cell Phones (13) Failure or Refusal to Identify Self to School Personnel/ No Identification (21) Littering (22) Loitering (23A) Lunchroom Disturbance (Low Level) (24A) Physical Contact/Disturbance (Low Level) (26) Profane or Vulgar Language (27) School Bus Conduct Violations (28) Skipping School/ Not Being Where Assigned* (30) Tardiness* (32) Unauthorized Use and/or Misuse of School Materials and Equipment	(14) Failure to Serve School Discipline (16) Firecrackers, Smoke Bombs, Stink Bombs, Incendiary Devices, Mace, Pepper Spray, etc. (17) Gambling (18) Habitual or Persistent Misconduct (19) Inappropriate Sexual Behavior/ Sexual Harassment (20) Insubordination (23B) Lunchroom Disturbance (High Level) (24B) Physical Conduct (High Level)/ Fighting (29A) Theft/Petty (33) Vandalism/Defacement	(2) Arson (3) Bomb Treat (4) Bullying/Harassment/Treats (6) Criminal Sexual Conduct (7) Demonstrations/Unauthorized Assemblies (11A) Possession of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (11B) Under the Influence of Drugs, Alcohol, Illegal Substances, including Tobacco Products and Prescription Drugs, or Their Look-a-Likes (15) False Fire or Emergency Alarm (25) Physical Contact/ Threat toward School Employee (29B) Theft/Larceny (34) Weapons or Their Look-a-Likes

**Brief description of incident**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Class-Based Intervention(s)**

- |   |  |  |   |                                       |
|---|--|--|---|---------------------------------------|
| <input type="checkbox"/> Verbal Warning   | <input type="checkbox"/> Item(s) Confiscated | <input type="checkbox"/> Parent Contact  | <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Written Warning  | <input type="checkbox"/> Loss of Privileges  | <input type="checkbox"/> Service Project | <input type="checkbox"/> School Counselor     |                                       |
| <input type="checkbox"/> Assignment/Essay | <input type="checkbox"/> Detained            | <input type="checkbox"/> Referral: _____ | <input type="checkbox"/> Parent Conference    |                                       |

*\* Referrals are to be dropped off to the Truancy Office. All other discipline referrals are to be dropped off to the Intervention Coordinator.*

*If a student is sent to the office without the proper documentation, he/she will be sent back to class.*

**Office Use Only**

**Intervention(s)**

- |   |  |  |   |
|---|--|--|---|
| <input type="checkbox"/> Assignment / Service Project   | <input type="checkbox"/> Saturday School           | <input type="checkbox"/> In-School Suspension_____     | <input type="checkbox"/> Behavior Contract      |
| <input type="checkbox"/> Detained/Detention             | <input type="checkbox"/> Parent Conference         | <input type="checkbox"/> Out-of-School Suspension_____ | <input type="checkbox"/> Expulsion              |
| <input type="checkbox"/> Parent/Guardian Contact        | <input type="checkbox"/> In-Class Only             | <input type="checkbox"/> Home Visit                    | <input type="checkbox"/> Referral (Check Below) |
| <input type="checkbox"/> Restorative Justice Circle     | <input type="checkbox"/> Bus Privileges Removed    | <input type="checkbox"/> Police Contact                | <input type="checkbox"/> Other: _____           |
| <input type="checkbox"/> Restorative Justice Conference | <input type="checkbox"/> Restitution/Fined \$_____ | <input type="checkbox"/> Alternative Classroom         |   |

**Referral(s)**

- |   |   |   |  |
|---|---|---|--|
| <input type="checkbox"/> 180 Program          | <input type="checkbox"/> Child Study Team     | <input type="checkbox"/> Mental Health Services | <input type="checkbox"/> School Counselor            |
| <input type="checkbox"/> Administrator        | <input type="checkbox"/> Dean of Discipline   | <input type="checkbox"/> Restorative Justice    | <input type="checkbox"/> School Social Worker        |
| <input type="checkbox"/> After School Program | <input type="checkbox"/> Discipline Committee | <input type="checkbox"/> Head of Security       | <input type="checkbox"/> Truancy/Attendance Officer* |

Date Entered in MiStar: \_\_\_\_\_

Staff Initials: \_\_\_\_\_



**River Rouge School District**  
*Student Intervention Planning Form*

Student Name: \_\_\_\_\_  
 Staff/Case Manager: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

AREA(S) OF CONCERN	
<p><b>Academic Concerns</b></p> <input type="checkbox"/> Decline in Quality of Work <input type="checkbox"/> Failing/Risk of Drop Out <input type="checkbox"/> Lack of Participation <input type="checkbox"/> Struggles with Work	<p><b>Behavioral Concerns</b></p> <input type="checkbox"/> Defiant towards Authority <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Frequent Behavior Infractions <input type="checkbox"/> Verbal/Physical Aggression <input type="checkbox"/> Withdrawn Behaviors
<p><b>Social/Emotional Concerns</b></p> <input type="checkbox"/> Displays of Outburst/Unstable Mood <input type="checkbox"/> Obscene Language/Gestures <input type="checkbox"/> Poor Peer/Staff Relations <input type="checkbox"/> Social Skills Concern	<p><b>Truancy Concerns</b></p> <input type="checkbox"/> Excessive Tardiness <input type="checkbox"/> Skipping Class <input type="checkbox"/> Inconsistent Attendance

**PREVIOUS INTERVENTION(S)**

- |  |   |   |   |
|--|---|---|---|
| <input type="checkbox"/> 180 Program           | <input type="checkbox"/> Functional Behavioral Assessment | <input type="checkbox"/> Parent Escort in School  | <input type="checkbox"/> Referral to Truancy Officer      |
| <input type="checkbox"/> 504 Plan              | <input type="checkbox"/> Individual Counseling            | <input type="checkbox"/> Parent Contact           | <input type="checkbox"/> Referral to School Social Worker |
| <input type="checkbox"/> Alternative Classroom | <input type="checkbox"/> In-School Suspension             | <input type="checkbox"/> Police Involvement       | <input type="checkbox"/> Restorative Justice              |
| <input type="checkbox"/> Behavior Contracts    | <input type="checkbox"/> Medical Evaluation               | <input type="checkbox"/> Positive Reinforcement   | <input type="checkbox"/> Saturday School                  |
| <input type="checkbox"/> Behavior Referral(s)  | <input type="checkbox"/> Mental Health Services           | <input type="checkbox"/> Tutoring                 | <input type="checkbox"/> Special Education Services       |
| <input type="checkbox"/> Child-Study Team      | <input type="checkbox"/> Out-of-School Suspension         | <input type="checkbox"/> Referral to Counselor    | <input type="checkbox"/> Substance Abuse Assessment       |
| <input type="checkbox"/> Detention/Detained    | <input type="checkbox"/> Parent Conference(s)             | <input type="checkbox"/> Referral to Psychologist | <input type="checkbox"/> Other: _____                     |

**Other area(s) to consider:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INDIVIDUALIZED STUDENT PLANNING**

TYPE/INTERVENTION	PROVIDER CONTACT	MONITORING SCHEDULE	BEGIN DATE	END DATE

*Student, Parent/Guardian, & Staff: Your signature below indicates that you understand your responsibilities and commit to fulfilling your role in the interventions that have been outlined in this document to address academic, social/emotional, and behavioral needs.*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Parent/Guardian Signature*

\_\_\_\_\_  
*Staff Signature*

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

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

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



**River Rouge School District**  
*Restorative Justice Referral Form*

Office Use Only

Entered in MiStar: \_\_\_\_\_

Referred by: \_\_\_\_\_

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

Student: \_\_\_\_\_

Other Person(s) Involved: \_\_\_\_\_

REFERRAL TYPE			
<input type="checkbox"/> Behavior Referral	<input type="checkbox"/> Student Referral	<input type="checkbox"/> Staff Referral	<input type="checkbox"/> Other: _____

Brief Description of Incident:

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Contact Log:

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Have the other parties/parents been informed of referral? \_\_\_\_ No \_\_\_\_ Yes

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

Result of initial contact with other parties:

\_\_\_\_ Participation confirmed

\_\_\_\_ Denies Participation – Reason: \_\_\_\_\_

ACCEPTANCE STATUS			
<input type="checkbox"/> Circle Date: _____	<input type="checkbox"/> Conference Date: _____	<input type="checkbox"/> Referral/Other _____ _____ Referred to: _____	<input type="checkbox"/> Referral Rejected _____ _____ Referred to: _____

The agreement made between all parties involved is as follows:

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\_\_\_\_\_  
*Participant Signature*

\_\_\_\_\_  
*Participant Signature*

\_\_\_\_\_  
*Participant Signature*

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

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

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

At Clarence B. Sabbath Middle School students are expected to conduct themselves in a manner that will create a positive learning environment. Discipline is a process; it is neither a product nor a punishment. Through discipline, students learn to conduct themselves in a socially acceptable manner and to accept the responsibilities and consequences of their behavior.

“The authority of the Board of Education to make reasonable rules and regulations regarding discipline and to authorize suspension or expulsion for gross misdemeanors, persistent disobedience, or habits or bodily conditions which are detrimental to the schools is granted by the Michigan School Code.”

Administrators, teachers, other students and other school employees are to be respected at all times. If you have reason to question a request or directive of an administrator, teacher or school employee, first do as you are told, then at a convenient and more appropriate time, discuss the matter with the person involved, your teacher, counselor or one of the administrators.

The code of conduct is enforced during the school day, including a reasonable time to and from school, and at all school sponsored events, on or off school grounds.

At Clarence B. Sabbath Middle School we believe in an assertive discipline action plan. Parental/Guardian involvement is strongly encouraged and is a necessary ingredient in a successful discipline plan.

Teachers will be involved in the initial discipline process.

A counselor will be used as an intervention step to help create within our students socially acceptable behaviors.

Administrative intervention will be the final step in helping to create a positive learning environment for all involved.

## **PEER MEDIATION**

At times, students may have disagreements and disputes with another student. We have an excellent program, which enables us to solve differences peacefully with the assistance of a trained student peer mediator. Peer Mediation assistance can be requested in the office.

Peer Mediation is a conflict resolution approach, which provides students an opportunity to sit face to face and talk about their problem(s) without being interrupted. The goal of mediation is to allow each student to express their opinions, tell how they feel about the person(s) involved and seek a solution to the problem before it evolves in a fight.



All mediation sessions are held with **trained student mediators** and a trained staff person nearby. Students may see their teachers or seek assistance from the office to request peer mediation.

## **GENERAL EXPECTATIONS**

### **River Rouge students have the responsibility to:**

- Respect the human dignity and worth of every other individual.
- Adhere to reasonable rules and regulations established by the Board of Education and implemented by school administrators and teachers for the welfare and safety of students.
- Study diligently and maintain the best possible level of academic achievement.
- Be present and punctual in the regular school program.

### **Parents are responsible for:**

- Acknowledging the importance of education.
- Assuring the regular and punctual attendance of their children.
- Presenting a positive attitude toward the school.
- Establishing and maintaining productive and ongoing communications with school staff.

### **The school staff is responsible for:**

- *Encouraging and supporting appropriate behavior of students on the part of the parents.*
- *Assisting students in developing responsible behavior.*
- *Communicating serious or persistent misbehavior through defined building and district policies and procedures.*
- *Assuring due process for all students.*

## **STUDENT SUSPENSION AND EXPLUSION POLICY**

### **Purpose of Student Suspension and Expulsion Policy**

1. It is the desire of the River Rouge Public Schools to assist each student to develop into a responsible, self-disciplined individual, able and willing to assume his role as a law-abiding citizen. As aspect of this growing up process is to respect guidelines of conduct in the school community. The school is a community and the rules and regulations that are established are for the rights of all members of the school community.

2. When an individual, regardless of age, demonstrates that he is persistently unable or unwilling to conform to the school regulations, it may become necessary to remove him from the group. If the facts reveal that a student is clearly a distracting or corrupting influence, suspension or exclusion is in order.
3. The personal contact to parents will be followed by a written communication stating the charges, reasons and conditions of the suspension. A copy of the letter shall also be placed in the student's file.
4. Appeal procedures are available to parents include the following:
  - a. Parents may request a conference with the principal. Such requests shall be made within the period of suspension. The principal shall affirm or change the disciplinary action within two school days of the conference.
  - b. The parent may appeal the principal's decision to the superintendent of schools or the superintendent's designee within five days of the decision. The superintendent shall affirm or change the decision within two days of hearing the appeal.
  - c. The superintendent's decision may be appealed to the Board of Education within five school days of such decision. The Board of Education shall schedule a hearing within ten school days.

## **HEALTH AND SAFETY FOR CHILDREN'S WELL BEING**

### **IMMUNIZATIONS**

Both the Michigan State Public Health Code and the Wayne County Immunization Code require that you present a written immunization record signed by a health professional and indicating that your child has received at least one dose of each childhood vaccine in order to enter school. **A complete series of immunizations are required in order for your child to stay in school.**

The Wayne County Health Department excludes students from entering or attending school if they do not meet immunization requirements.

Lost records do not exempt a child from receiving a basic series of immunizations.

Your physician or Health Department may direct that certain vaccinations may have to be repeated if you have no written records.

## **MEDICATION**

Although it is not the school's practice to administer medication, arrangements can be made for special needs by contacting the principal.

Only medications prescribed by a physician should be given at school. The parents must be responsible for having the medication properly labeled with the student's name, drug name, doctor's name and prescription number. Please include doctor's phone number. Medication must be stored and administered in the school office.

- Inhalers should be considered as medication to be kept in the office.
- Special conditions should be pointed out by the parent to the child's teacher and the office immediately.

**Medication Authorization Form**

Medication administration during school hours by school personnel requires written orders from a physician. Medication must be brought to school in a labeled pharmacist bottled each time a supply is sent.

**Physician Authorization**

Student Name \_\_\_\_\_ Age \_\_\_\_\_

School Clarence B. Sabbath Middle School Grade \_\_\_\_ Teacher \_\_\_\_\_

Medication \_\_\_\_\_ Dosage \_\_\_\_\_ Method \_\_\_\_\_

Time/Frequency \_\_\_\_\_

For Period From \_\_\_\_\_ to \_\_\_\_\_  
(date) (date)

Reason for Medication (Diagnosis) \_\_\_\_\_

---

Comments \_\_\_\_\_

---

\_\_\_\_\_  
Physician Signature Physician Name (please print)

\_\_\_\_\_  
Date Telephone Address & City

**Parent Authorization**

I request that school personnel give my child \_\_\_\_\_ the medication ordered above by his/her physician.

\_\_\_\_\_  
Parent Signature Date

## **ACCIDENT CARE**

Students, teachers, and supervisors are asked to report all school and playground accidents to the office. An accident report is filled out and parents are called when necessary. If the action requires professional medical attention, the parent will be asked to pick up the child at school or medical facility.

Parents are asked to fill out an emergency card so they can be contacted in case of an accident. The following information is recorded:

1. Home phone number. (If no phone is available, the number of your nearest neighbor would be helpful).
2. Place of employment and phone number.
3. The name and phone number of a close neighbor or relative who could pick up a child with a slight illness.

Someone will first call the parent at home or the place of employment if a child becomes ill or injured at school. The Fire Department's rescue will be called in cases of extreme emergency.

## **Head Lice**

Any student suspected of having contacted head lice, a communicable disease, shall be excluded immediately from school, at the direction of the building administrator, or his/her designee, until the child has received a written approval to return to school from a physician, a Health Department, or some other recognized and acceptable agency, AND upon returning to school an examination reveals that the child's hair and scalp are free of eggs and/or nits. A parent must return and stay with the child until the child is cleared. If you cannot return with your child, your child must remain at home until you can come in together.

## **Communicable Diseases**

Children who are suspect of a communicable disease i.e.: chicken pox, ringworm, impetigo, etc., may be sent home. A doctor's note will be required in the office before the child may return to school.

## **Physical Education Excuses**

Students are required to participate in physical education classes unless they are excused by a note from a physician. This note should be available as soon as a limiting condition becomes known.

## **WALKING TO AND FROM SCHOOL**

Problems that arise between students while walking to and from school will be investigated by the school's administration. The school has jurisdiction over students' route to and from school. Bussed students must have written permission to walk to school on file in the office. **Neighborhood disputes and children's problems that occur outside the school day are not within the jurisdiction of the school.**

## **BAD WEATHER**

In the event of the need to close school for weather conditions, local cable TV (Channel 22) will have information at about 8:00 a.m. Local radio and television stations broadcast school closing as they become available. In our area, the stations notified are CKLW, SCAR, WJR, WJBK, Channel 15, Channel 14 and Channel 17. When weather is severe (for example, wind chill is below 20 degrees or severe weather warnings are in effect) and schools are open, the following will occur:

1. School entrance lobbies will be opened for children early.
2. Children will not be taken out for recess.
3. Teachers will remind children to go directly home at dismissal.

## **FIRE AND TORNADO DRILLS**

Fire drills are held throughout the school year. Tornado drills are generally held in March and April. These drills familiarize the staff and students with our emergency procedures.

## **THE HOME AND SCHOOL WORKING TOGETHER**

### **HERE'S HOW WE COMMUNICATE**

A number of techniques are used to keep you informed of your child's progress and the educational activities affecting you in the school community.

Teachers and the principal will use 10-week report cards, parent-teacher conferences, classroom and school newsletters for most of the communication.

Your local newspaper also covers school news and its representatives attend board of education meetings. School activities can also be seen on local cable TV (Channel 22).

Parents are also encouraged to call the school with questions, concerns or comments, and to visit. You are also urged to request completed assignments from your child to keep close track of their classroom work.

### **TELEPHONE**

**The office telephone is used for school business and emergency calls only.**

**To alleviate classroom interruptions, phone calls will no longer be transferred to classrooms. Messages will be taken and placed in teachers' mailboxes.**

### **HAVE A PROBLEM?**

Two-way communication is vital to our schools and our students; a small problem can seem large when it is your problem. And, if it is not resolved, it can grow even larger.

**Please feel free to contact the schools at anytime. The place to start is in the school where the problem has arisen. Can you talk to the classroom teacher about it? If that is uncomfortable, by all means call the principal or another member of the administration.**

If your problem has not been resolved at that level, you are welcome to call the appropriate administrator. As a last resort, the Board of Education may be contacted by mail or through a Board of Education Meeting.

## **PROMOTION AND RETENTION OF STUDENTS**

The River Rouge School District recognizes that there are students who, for one reason or another, do not make the necessary progress to achieve the standards expected of their particular grade level. Meeting the needs of these students is a continuing concern of parents, teachers, board members, and administrators.

It is recognized that retaining a student in the same class or grade level is a way of helping some students achieve standards of performance expected at their grade level. The decision to retain should be made after careful consideration of the individual needs and abilities of the student following appropriate promotion/retention procedure. **Promotion shall be granted to each student who passes a minimum of 3 of the 4 core classes in each grade level. The core classes are: English Language Arts, Mathematics, Science, and Social Studies.**

If a student does not meet the minimum expectation for each subject during the grading period, the student and parent will be notified of the deficiency.

Students are required to pass three of four core classes. The core classes are English/Language Arts, Math, Science and Social Studies.

### **Homework**

Homework is any assignment to be completed during a period of supervised study in class, outside the classroom, or at home.

It is an extension of the learning process, which allows the learner to enhance his/her classroom experiences. Sabbath School teachers will continue to make meaningful, relevant homework assignments. Occasionally, teachers may assign long-term projects or reports. Students are expected to do their homework. **Students have one day to make-up missing homework assignments. Late homework assignments will receive a reduced grade.**



## **Special Education Services**

River Rouge Schools, in compliance with the Michigan Department of Education Special Education Rules and Regulations, offers a variety of services to students eligible for special education services. Students must qualify for the following services:

Speech and Language Impaired  
Specific Learning Disability  
Educable Mentally Impaired  
Trainable Mentally Impaired  
Emotionally Impaired  
Homebound and Hospitalized  
Visually Impaired  
Hearing Impaired  
Physically or otherwise Health Impaired  
Severely Mentally Impaired  
Autistic Impaired

Psychological evaluations and School Social Worker services are available.

Homebound or hospitalized services will be provided to eligible students. These services will be initiated when recommended by a physician and/or the school district.

If you believe your child may be in need of a special education program, ask his/her teacher to refer the student to the building's Child Study Team. You may also call the Department of Special Education/Special Services at 297-9600 ext. 4618 for more information.

## **Personnel and Students**

### **Sexual Harassment**

- I. The Policy
  - A. It is the policy of the School District of the City of River Rouge to maintain a learning and working environment that is free from sexual harassment.
  - B. It shall be a violation of this policy for any member of the School District of the City of River Rouge staff to harass another staff member or student through conduct or communications of a sexual nature as defined in Section II.

- C. It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined in Section II.

II. Definition

- A. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by a member of the school staff to another staff member or student or when made by any student to another student when;
1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education, or when;
  2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or when,
  3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment or education environment.
- B. Sexual harassment, as set forth in Section II-A, may include, but is not limited to the following:
- Verbal harassment or abuse
  - Written harassment or abuse
  - Pressure for sexual activity
  - Repeated remarks to a person, with sexual or demeaning implications
  - Unwelcome touching, suggesting or demanding sexual involvement accompanied by impaired or explicit threats concerning one's grades, job, etc.

III. Procedures

- C. Any staff person who alleges sexual harassment by another staff member may complain directly to his/her immediate supervisor or building principal.
- D. Any student who alleges sexual harassment by a staff member or another student may complain directly to his/her building principal.
- E. Any allegations brought to the school district's attention shall be reported to the superintendent or his/her designee. The School District shall investigate all allegations reported and shall take appropriate remedial action when necessary.
- F. The Board of Education for the School District of the City of River Rouge directs the Superintendent to develop procedures consistent with this policy and to establish and publicize

processes by which allegations of sexual harassment may be filed, investigated and adjudicated.

- G. Filing of a grievance or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.
- H. The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.
- I. Complaining to the school district is not an exercise of any other civil or criminal remedies that may be available to a complainant.

### III. Sanctions

- A. A substantial charge against a staff member in the school district shall subject such staff member to disciplinary action, which may include discharge consistent with collective bargaining agreements or work rules or procedures established by the district.
- B. A substantiated charge against a student in the school district shall subject that student to disciplinary action, which may include suspension or expulsion, consistent with the student code of conduct.
- C. Sexual harassment is illegal under both state and federal law. It may also result in criminal and/or civil charges being brought against the alleged harasser.

### IV. Notifications

- A. Circulated to all schools and departments and to all counselors of the School District on an annual basis and shall be incorporated in staff and student handbooks.
- B. Publicized in district and building newsletters.
- C. Distributed to all organizations in the community having cooperative agreements with the School District. Failure to comply with this policy may result in termination of the cooperative agreement.

The Board also directs that affirmative programs be initiated so that employment practices and work conditions/educational practices and the educational environment will be free from sexual harassment.

Policy Adopted 3/23/94

SCHOOL DISTRICT OF THE  
CITY OF RIVER ROUGE  
River Rouge, Michigan 48218

The district's Sexual Harassment and Dangerous Conduct Policies may be amended by the Board of Education, from time to time, to reflect the current status of the law.

## **Behavior Code**

The principal of each school is authorized and directed to develop such rules and regulations consistent with policies, rules and regulations of the board which may be necessary to govern the conduct of the students under his supervision. Such rules are subject to board consideration. All rules and regulations shall be published in the appropriate student handbook.

## **Disruption of School**

A student shall not engage in any conduct causing the substantial and material disruption or obstruction of any lawful mission, process or function of the school or district.

Neither shall he/ she shall engage in such conduct for the purpose if causing the disruption or obstruction of any lawful mission, process or function of the school if such a disruption or obstruction is reasonable certain to result.

Neither shall he/ she shall urge other students to engage in such conduct for the purpose of causing a disruption nor obstruction is reasonably certain to result from his urging.

While his/ her list is not intended to be all-inclusive, the following acts-when done for the purpose of causing a disruption or obstruction of any lawful mission, process or function of the school illustrates the kinds of offenses encompassed here: (1) occupying any school any school building, school grounds or part thereof with intent to deprive others of its use; (2) blocking the entrance or exit of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of, the building or corridor or room; (3) setting fires to or damaging any school building or property; (4) firing, displaying or threatening use of firearms, explosives or other weapons on the school premises for any unlawful purpose; (5) preventing of or attempting to prevent by physical act the convening or continued functioning of any school, class or activity or of any lawful meeting or assembly on the school campus; (6) preventing students from attending a class or school activity; (7) except under the direct instruction of the principal, blocking normal pedestrian or vehicular traffic on a school campus; (8) continuously and intentionally making noise or acting in any manner so as to interfere with the teacher's ability to conduct his classes; (9) appearing in the nude on the school grounds, in any attendance center or any school-sponsored activity in the presence of members of the opposite sex; and (10) possessing or using any weapon or implement capable of inflicting bodily harm.

**SCHOOL DISTRICT OF THE  
CITY OF RIVER ROUGE  
PARENTAL INVOLVEMENT  
VISION STATEMENT**

"In order to improve academic  
achievement,  
every student in River Rouge School  
District  
will have a parent or a parent  
substitute who  
is empowered to participate actively in  
all  
aspects of his or her education.

All River Rouge schools  
will actively solicit and welcome  
parental  
participation and advocacy in all  
aspects  
of the educational process."

## Parent/Guardian Involvement and School Partnership

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized a parent's involvement in a child's education is a critical component in that child's academic success. The Board further appreciates and respects parents/guardians as the "first teachers" of their children, and believes the interest and involvement of parents in the education of their children should not diminish once children enter the schools of the District. An effective school/parent partnership focused on students' educational success must exist, which involves all district staff and parent(s)/guardian(s), for the District's educational goals to be achieved.

Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage and foster a partnership between families and the schools for increased/parent(s)guardian(s) involvement in children's education. The plan may include, but not be limited to:

↑

Establishment of welcoming school environments

↑

Communication to and from parents and school

↑

Parents as volunteers

↑

Supportive home learning environments

↑

Schools as a parent resource center

↑

Parents as decision makers

Included in these areas may be surveying parents as to their ideas and needs related to parent involvement, communicating in languages understood by district families, the development and review of instructional materials and district procedures, review of individual school environments, input on the ways that the District may better communicate with parent(s)/guardians(s) about information and resources they may need (e.g., current laws, regulations, instructional programs; and community resources), educational programs to assist parents(s)/guardian(s) in their support of academic achievement, increasing parents opportunities to be involved in building decisions, as well as district staff development looking at staff attitudes and effective parent involvement programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parent Involvement Plan to all parents. <sup>1</sup>The effective implementation of the plan should be reviewed and evaluated by the district and parents on a regular basis with Superintendent recommendations to the Board as to related policy and budgetary needs.

<sup>1</sup>MCL 380.1294 (1) Not later than January 1, 2005, the board of a school district or intermediate school district or the board of directors of a public school academy shall adopt and implement a parent involvement plan designed to encourage parents participation. (2) The board or board of directors shall provide a copy of the parent involvement plan to the parent or legal guardian of each pupil. The board or board of directors may provide the copy of the policy by including the policy in its student handbook or a similar publication that is distributed to all pupils and parents. (3) The board or board of directors shall provide a copy of the Parent Involvement Plan to the department upon request by the department.

### Title I Programs

In accordance with the requirement of the No Child Left Behind Act, the River Rouge Board of Education encourages parent(s)/guardian(s) participation in Title I programs. Parent(s)/guardian(s) shall be offered substantial and meaningful opportunities to participate in the education of their children by this policy.

The Board directs that the following actions be implemented by the administration to insure compliance with federal law and to invite parents to become involved highly in the education of their children:

#### Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

- Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;
- Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;

- Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection;
- Information regarding child's achievement and progress;
- A provision for input by Title I staff at regularly scheduled parent/guardian-teacher conferences and any additional communication as requested by the Title I staff or parent(s)/guardian(s);
- Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the home on school learning;
- Professional development opportunities for teachers and staff to enhance their understanding of effective parent(s)/guardian(s) involvement strategies;
- Ongoing communication between school and parent(s)/guardian(s); and
- Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions, science, theatre, etc).

Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

Written Plans/Policies

The River Rouge School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

- Involve parent(s)/guardian(s) in the development of the plan;
- Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I activities of the school;
- Provide the necessary technical, research, staff and administrative support to schools in the planning and implementing of effective parent(s)/guardian(s) involvement activities to improve student academic achievement and school performance;
- To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in Title I programs with parent(s)/guardian(s) involvement in other programs, including but not limited to Head Start;
- To review and evaluate the District's plan annually and to share the results of that review and evaluation with the Board;



- To assure that the policy/plan contains a compact that outlines how parent(s)/guardian(s), the school staff, and students will share the responsibility of improved student achievement; and
- To distribute the District plan to parent(s)/guardian(s) of participating children and to the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement

In accordance with federal law, parent(s)/guardian(s) of LEP students will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family. LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004)

Source: Modified with the permission of the Michigan Association of School Boards

## **River Rouge Parent Involvement Title I School Policy**

The goal of Sabbath 6-8 Preparatory Academy is to provide a high quality education to meet the challenging standard of serving ALL children. The purpose of the Sabbath 6-8 Preparatory Academy's Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting challenging State academic achievement standards and state academic assessments. We value the role parents play as their children's first teacher and the influences of their continued support to promote higher student academic achievement and school performance.

Sabbath 6-8 Preparatory Academy envisions quality education for all by maintaining a positive, nurturing, and self-motivating environment. Sabbath 6-8 Preparatory Academy promotes life-long learning to prepare its community to become contributing members of our ever-changing society.

The following outline is in compliance with the legal requirement of the No Child Left Behind Act of 2001 (PL 107-110, Section 1118). The document represents joint development with parents, teachers, and principal. The policy will be available to all parents in the district.

1. Parents will have an opportunity to assist in developing the building plan, review the program and make suggestions. To accomplish this:
  - All parents will be invited to an annual meeting offered at a variety of times before October 15 to maximize the opportunity for parents to participate and to inform them of the following: Title I Objectives; instructional methods; school wide objectives and instructional methods; the student selection process; test scores and how schools are identified for school improvement (section 1116); and that they, the parents, have the right to request to know the qualifications of teachers and paraprofessionals in their school (section 1119). The Parent Coordinator/Facilitator, with the assistance of the school wide facilitators, will schedule, notify parents and conduct meetings.
  - The school district will hold a minimum of four meetings/forums annually, which will be held for the purposes of consultation, advising, and evaluation.

The participants will be parents, Parent Coordinator/Facilitator, school wide support staff, teachers, community representatives, and principal. These meetings/forums will be advertised and open to all parents. The Parent Coordinator/Facilitator will set the agenda and conduct the meetings.

2. Support will be provided to parents and teachers as they plan and implement effective parent involvement by:
  - Providing parent and parent/child workshops and activities based on the assessed needs and interests. The parent group with the Parent Coordinator/Facilitator's leadership will plan and conduct 4 workshops per year.
  - Developing a Parent/Teacher/Student Compact in cooperation with both parents and teachers and promoting its use for the betterment of the students. The compact shall be presented in a way that attends to the literacy and language levels of parents. The compact will include an explanation of how it will be distributed, monitored and assessed.
  - Providing a facility that will be a working site for parents to hold meetings/workshops, work on projects and obtain materials to encourage parents to support their child's learning. The maintenance of the active parent center will be undertaken to the extent possible.
  - Providing current, reputable parent literature/materials in a format that is understandable to parents.
3. In order to promote the school's and parents' capacity to form a strong partnership and work toward high student academic achievement, will:
  - Assist parents in such areas as the State's academic content standards, State student academic achievement standards, State and local assessments, the requirements of this part and how to monitor a child's progress and work with educators to improve the academic achievement of their children as well as provide information on how parents can participate in decisions regarding the education of their children.
  - Encourage parents to visit their children's classroom during the school day through participation in side-by-side and daily classroom activities.

- Inform parents of school activities through newsletters, phone calls, web sites, e-mail and other media.
  - Encourage staff to have regular two-way meaningful communication with parents through parent teacher conferences, progress reports, home visits, classroom newsletters, school web sites and providing opportunities for observation of classroom activities.
  - Cooperate with other agencies and resources to promote necessary training for parents. Parents will be provided with information as to ways to secure their GED through Adult Education Programs and by informing parents that the public library has literacy tutors.
  - Encourage the education of teachers, pupil service personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. The Parent Coordinator/Facilitator and parent group will provide staff development to inform teachers of the value of parental involvement in the school.
  - Develop partnerships with community based organizations and business sponsored programs, workshops and training, and having representation at school functions.
  - Develop appropriate roles for community-based organizations & businesses to work with parents and Sabbath 6-8 Preparatory Academy, and encourage the formation of partnerships between Sabbath 6-8 Preparatory Academy and local businesses that includes a role for parents.
  - Make information available, in a format and, to the extent possible, in the language parents can understand. Translating can be facilitated through the district's bilingual department, principal and bilingual instructors.
  - Provide materials and training to help parents work with their children to improve their children's academic achievement. Such training would include literacy training and using technology, as appropriate, to foster parental involvement.
4. Sabbath 6-8 Preparatory Academy will encourage coordination of parent involvement activities with

parent groups by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of both groups.

5. Parents will participate in the annual evaluation of the content and effect of the school parental involvement policy and practice. They will also consider:

- Increasing parent involvement
- Ways to overcome barriers which may limit participation for those who are economically disadvantaged, disabled, have limited literacy, have limited English proficiency or are of any racial/ethnic minority background

The annual evaluation will be used to revise and/or design parent policy practices to better parental involvement and parental input.

## **Textbook Replacement Costs**

If a textbook that is assigned to a student is stolen, destroyed, or lost the parents will be asked by school administrator(s) to replace the book at cost. A student's final report card for the school year will not be released until the debt has been paid in full. Please make sure your child understands that it his/her responsibility to keep up with their books

## **TECHNOLOGY REPLACEMENT COST**

The computer lab has been equipped with new keyboards and mice. Each student will have an assigned seat and computer in the computer lab. The computers will be monitored before and after each class. If your child is found to have destroyed computer equipment he/she will be held responsible for replacing the equipment. It is imperative that each student parents will be asked a school administrator to replace the equipment at cost. A student's final report card for the school year will not be released until the debt has been paid in full. Please make sure your child understands that it his/her responsibility to respect technology in the school.

# River Rouge School District

Forum Guide to Protecting the Privacy of Student Information

Exhibit 2-1

Fact Sheet:

## **Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act (FERPA) (20 USC & 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The provisions of FERPA are as follows:

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. School may charge a fee for copies
- Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR & 99.31):
  - School officials with a legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, “directory” information, such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or write to the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5901