



# 2022-2023 STUDENT/PARENT HANDBOOK AND CODE OF CONDUCT



Holbrook Elementary  
Hawks



Kosciuszko Middle School  
Cougars



Tau Beta School  
Tigers



Dickinson West Elementary  
Bulldogs



Hamtramck High School  
Horizon High School  
Cosmos



Dickinson East Elementary  
Dolphins



Early Childhood Elementary  
Cubs

**Mission Statement**

**Our students succeed and transform the future.**

**Vision**

**We engage, elevate and empower our students.**

## Table of Contents

Title	Page(s)
<b>Chapter I - <a href="#">Introduction</a></b>	5-8
• <a href="#">General Information</a>	5
• <a href="#">Visitors</a>	5
• <a href="#">Equal Educational Opportunities and Sex Equity</a>	5-6
• <a href="#">Communications</a>	6
• <a href="#">Classroom Celebrations</a>	6-7
• <a href="#">Emergency School Closings</a>	7
• <a href="#">Video Monitoring Systems</a>	7
• <a href="#">Accommodating Individuals with Disabilities</a>	7-8
• <a href="#">Suicide and Depression Awareness and Prevention</a>	8
<b>Chapter II - <a href="#">School Attendance</a></b>	9-17
• <a href="#">Compulsory Attendance &amp; Truancy</a>	9
• <a href="#">Student Absences</a>	10
• <a href="#">Attendance Notification</a>	10
• <a href="#">District Attendance Procedures</a>	10
• <a href="#">Elementary School Attendance Procedures</a>	11
• <a href="#">High School Attendance Procedures</a>	11-13
• <a href="#">Extended Absences</a>	13
• <a href="#">Emergency Release</a>	13
• <a href="#">Student Detention</a>	13
• <a href="#">Release Time for Religious Instruction and Observation</a>	13
• <a href="#">Make-Up Work</a>	14
• <a href="#">Grading</a>	14
• <a href="#">Promotion</a>	14-15
• <a href="#">3rd Grade Retention</a>	15-16
• <a href="#">Graduation (Diploma)</a>	16
• <a href="#">Early Graduation</a>	17
• <a href="#">Postsecondary (Dual) Enrollment Options</a>	17
• <a href="#">Online/Blended Learning</a>	17
• <a href="#">Homework</a>	17
<b>Chapter III - <a href="#">Student Fees and Meal Costs</a></b>	18
• <a href="#">School Lunch Program</a>	18
• <a href="#">Fees, Files and Supplies</a>	18
<b>Chapter IV - <a href="#">Transportation and Parking</a></b>	19-20
• <a href="#">Bus Transportation</a>	19
• <a href="#">Bus Conduct</a>	19
• <a href="#">Student Parking (High School)</a>	19
• <a href="#">Student Drop-Off and Pick-Up</a>	20
<b>Chapter V - <a href="#">Health and Safety</a></b>	21-24
• <a href="#">Immunizations</a>	21
• <a href="#">Screenings</a>	21
• <a href="#">Recess</a>	21
• <a href="#">Student Medication</a>	21-22
• <a href="#">Emergency Medical Authorization</a>	22
• <a href="#">Guidance and Counseling</a>	22
• <a href="#">High School and Horizon</a>	22
• <a href="#">Safety Drills</a>	22
• <a href="#">Communicable Disease</a>	22-23
• <a href="#">Head Lice</a>	23
• <a href="#">Health and Illness</a>	23
• <a href="#">Chronic Health Conditions</a>	23-24
• <a href="#">Concussions</a>	24

<b>Chapter VI - <a href="#">Discipline and Conduct</a></b>	25-29
• <a href="#">General Building Conduct</a>	25
• <a href="#">Bullying</a>	25
• <a href="#">Student Behavior</a>	25
• <a href="#">Positive Behavior Intervention Support (PBIS)</a>	26
• <a href="#">Cafeteria Rules</a>	27
• <a href="#">School Dress Code and Student Appearance</a>	27-29
• <a href="#">Corrective Measure Guidelines Matrices</a>	29
• <a href="#">Field Trips</a>	29
<b>Chapter VII - <a href="#">Internet, Technology and Publications</a></b>	30
• <a href="#">Acceptable Use of the District’s Electronic Networks</a>	30
<b>Chapter VIII - <a href="#">Search and Seizure</a></b>	31-32
<b>Chapter IX - <a href="#">Athletics and Extracurricular Activities</a></b>	33
• <a href="#">Athletics</a>	33
• <a href="#">Student Employment</a>	33
• <a href="#">Concussion</a>	33
<b>Chapter X - <a href="#">Special Education</a></b>	34-35
• <a href="#">Discipline of Students with Disabilities</a>	34
• <a href="#">Certificate of High School Completion (High School)</a>	35
<b>Chapter XI - <a href="#">Student Records and Privacy</a></b>	36-37
• <a href="#">Directory Information</a>	36
• <a href="#">Student Records</a>	36-37
• <a href="#">Surveys</a>	37
• <a href="#">Confidentiality</a>	37
<b>Chapter XII - <a href="#">Parental Right Notifications</a></b>	38-40
• <a href="#">Teacher Qualifications</a>	38
• <a href="#">Homeless Child’s Right to Education</a>	38
• <a href="#">English Learners</a>	38-39
• <a href="#">Parent Notices Required by the Every Student Succeeds Act</a>	39-40
<b>Appendix A: <a href="#">K-5 Corrective Measures Guidelines Matrix</a></b>	41-42
<b>Appendix B: <a href="#">6-12 Corrective Measures Guidelines Matrix</a></b>	43-44
<b><a href="#">Student/Parent Handbook &amp; Code of Conduct Acknowledgement</a></b>	45

## Chapter I: Introduction

This chapter contains policies and information designed to provide parents/guardians, students and visitors with the general rules and regulations of Hamtramck Public Schools (HPS).

Legislative, policy or programming changes may impact student handbook information causing amendments to be made at any time during the school year without notice. It is the responsibility of parents/guardians to review any changes to information with their students. Recent changes are indicated on the 2022-2023 Student Handbook and Code of Conduct Amendments link found on

### General Information

The handbook is a summary of HPS' rules and expectations, and is not a comprehensive statement of school procedures. The district's comprehensive [Code of Conduct](#) can be found or at the District offices located at:

3201 Roosevelt St.  
Hamtramck, MI 48212

The School Board governs the school district, and is elected by the community. Current School Board members are listed below:

Salah Hadwan *President*  
Showkat Chowdhury *Vice President*  
Daz'Shavon Hall *Secretary*  
Moortadha Obaid *Treasurer*  
Evan Major *Trustee*  
Regan Watson *Trustee*  
Jihan Aiyash *Trustee*

### Visitors

#### ALL VISITORS MUST REPORT TO THE MAIN OFFICE

Parents/guardians and other adult visitors who have legitimate business at the school are always welcome. Upon entering the building, visitors must register in the Main Office and obtain a visitor's badge. They must leave promptly when their business is completed. Students from other schools are not permitted to visit without prior written approval from the Principal.

Parents/guardians who wish to volunteer at the school or on field trips must complete a background check form and return it to the school seven (7) days in advance.

If a person wishes to confer with a member of the staff, they should call for an appointment before coming to the school, in order to schedule a mutually convenient time.

### Equal Educational Opportunities and Sex Equity

Hamtramck Public Schools, pursuant to the requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Individuals with Disabilities Education Act (IDEA-97), the Michigan Mandatory Special Education Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975,

the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Elliot-Larsen Civil Rights Act, and Executive Order 11246, does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, or handicap, nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities.

If you feel that your rights as articulated above have been violated, you must immediately contact Hamtramck Public School's Title IX Compliance Officers.

Hamtramck Public Schools assumes responsibility for students enrolled in the school. Hamtramck Public Schools provides a Free Appropriate Public Education (FAPE) to students eligible for Special Education.

### **Communications**

In our ongoing effort to provide parents/guardians with the latest in school information, each building and the District publishes regular online website communications including emails and newsletters to keep families informed of upcoming school events, meetings, District/State testing dates, etc.

HPS is making every effort to reduce the volume of paper usage by providing communication documents electronically. Thank you for helping the District use technology to enhance communication and contributing to its commitment to environmental awareness.

Please note that teachers are expected to provide instruction during school hours. Teacher responses may be delayed until a break without students or the end of the school day.

ParentSquare: HPS' primary communication tool designed to keep parents/guardians informed and involved in their children's learning and school activities. It is also the emergency communication system used to alert families about school closures or emergency situations. All parent(s)/guardians will automatically receive messages to the email address they supplied to the school.

- Receive all school, classroom and group communication via email, text or app notification
- See important calendar events and RSVP
- See photos, links and attachments
- Send private messages to administrators, teachers or staff
- Appreciate those who post messages (please give them generously!)

ClassDojo: Teachers may request ClassDojo accounts that will require either an email or a phone number. This is another way families and schools can communicate with each other directly.

Remind: Parents/guardians can send messages to their child's teachers through email, Remind's mobile app, the web, text. Please accept teachers' Remind invitations.

### **Classroom Celebrations**

Students may bring in a **small healthy** treat (no cupcakes, cake, cookies, etc.) for each student in class for their birthday.

- All treats should be store bought and in the original container with ingredients visible (due to allergies or religious limitations).

- Passing out birthday treats is limited to the students in your child's class only. Birthday parties are **not** allowed during lunchtime or during the school day.
- Parents/guardians may **not** bring balloons into the school for a student's birthday.
- The teacher may plan other celebrations as it relates to the curriculum at each grade level.
- Teachers will initiate planning and set guidelines for party treats and activities.
- Secondary school students are **not** permitted to bring birthday treats or have celebrations during the school day.

### [HPS Wellness Board Policy 8510](#)

#### **Emergency School Closings**

In the event that the District and/or schools need to close or institute an early release, most often due to hazardous weather conditions, details about the closures will be communicated in the following manner.

- District [Website](#)
- District and school social media accounts (i.e., ParentSquare, ClassDojo, Remind, etc.)
- Local news and radio stations

Please note that parents/guardians should ensure their contact information is up to date at ALL times. Failure to do so may be grounds for neglect and could result in notification to the authorities.

#### **Video Monitoring System**

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videorecording of the students on any particular bus will be done on a random-selection basis.

Video monitoring systems may be in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on videotape, these recordings may be used as the basis for imposing student discipline. If criminal actions are recorded, a copy of the tape may be provided to law enforcement personnel.

#### **Accommodating Individuals with Disabilities**

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent/guardian involvement in this procedure is important and required

by Federal (IDEA) and State law. Contact the Director of Student Services to inquire about evaluation procedures and programs.

### **Suicide and Depression Awareness and Prevention**

Youth suicide influences the safety of the school environment. It also has an effect on the school community, reducing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the district.

HPS maintains resources on suicide and depression awareness and prevention. Much of this information, including a copy of the District's policy, is posted on the school District [website](#). Information can also be obtained by contacting the school office.



## Chapter II: Attendance, Promotion and Graduation

This chapter contains policies and information dealing with student academic expectations, including attendance, grading, homework, promotion and high school graduation.

### Compulsory Attendance and Truancy

1. Michigan law governing compulsory attendance requires a parent/guardian, or other person having control or charge of a child age six to sixteen to send the child to school during the entire school year, except under the limited circumstances specified in subsection (3) of section 380.1561. A child who was age eleven on or after December 1, 2009, or who was age eleven before that date and entered grade 6 in 2009 or later shall attend school from age six to eighteen. The exceptions include, but are not limited to, sending the child to a state-approved, nonpublic school, or educating the child at home in an organized educational program. Although the compulsory school attendance law does not apply to children under the age of six, a child who is at least five years of age by December 1 of the school year and is a resident of a school district which provides kindergarten work is entitled to enroll in the kindergarten [MCL 380.1147].
2. Chronically absent means absent for 10% or more of the enrolled school days in a school year, whether absenteeism is due to unexcused, excused, or disciplinary absences. (e.g., missing 3 days of school the first month of the year; 8 days in the first half of the year; or 18 days in the entire school year.)  
Note: All absences for the school year will be counted, even if they have carried over from a different school.
3. Disciplinary absence means absences that result from school or district disciplinary action and are neither unexcused or excused absences.
4. Truant means a student who has eighteen (18) or more unexcused absences per school year.
5. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.
6. Tardy/Late Absences A student who enters a classroom after the bell is considered tardy, unless excused. Tardy students not only miss learning time, but also interrupt the learning of other students in class.
7. The School District will work cooperatively with parents/guardians and students to assure positive student attendance. In cases where poor attendance persists, however, the District may take disciplinary action or seek court action against the student and/or his/her parent(s)/guardian(s) to assure compliance with state law. Legal penalties include fines of up to \$500 and jail time of up to 90 days.

## Student Absences

There are two types:

Unexcused Absences	Excused Absences
vacations (including out of state/out of country travel)	funeral Services, bereavement of an immediate family member
birthdays	doctor's appointment (with documentation)
visiting relatives	illness or hospitalization (with documentation)
oversleeping	quarantine (COVID-19)
parent/guardian requiring student to perform childcare	pre-arranged court, social services, or other state agencies
car trouble	observation or celebration of a bona fide religious holiday
shopping	
no transportation	
family obligations	
inclement weather (unless stated by district)	

### Attendance Notification

In the event of any absence, the student's parent/guardian is required to call the Main Office of the building their child attends. If prior contact is not possible, the parents/guardians should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents/guardians improve their child's attendance.

### District Attendance Procedures

- 1 day absent: parents/guardians will receive a recorded message
- 2 days absent: teacher contacts family
- 3 days absent: the secretary/attendance clerk will call the parents/guardians
- 5 days absent: an attendance letter from the secretary/attendance clerk is put in the student's file, and a copy will be sent to the parents/guardians
- 6 days absent: home visit by School and Community Facilitator with assistance from ELD Department (if translation is required)
- 7 days absent: a conference will be requested with the parents/guardians and student (if applicable)
- 10 days absent: an attendance letter from Director of Pupil Services is put in the student's file, and a copy will be sent to the parents/guardians
- 18 days absent: referral will be sent to the Prosecutor's Office by the Director of Pupil Services

## Elementary School Attendance Procedures

If it is necessary for a child to be absent from school, the following is required of parent/guardian:

1. Parents should call the school *on or before the day of the absence* to explain why the student is absent and when the student will return. A call does not excuse an absence. It informs the office that the student will be absent. It is the responsibility of the parent/guardian to contact the school in the event of any absence from any portion of the day.
2. Upon return to school, the student or parent/guardian must bring a note signed and dated by the parent/guardian, with a specific reason for the absence. An official note from a doctor or professional provider is acceptable.

### Tardy Procedures for Elementary Schools

It is critical that students arrive at school on time and ready to learn. Students will be marked “tardy” in the attendance record when they arrive in class after the scheduled start time. If a student arrives more than one hour late to school, they will be marked Late Tardy (which counts as absent) for half a day. Parents of students who are frequently tardy may be charged with violation of [Hamtramck’s Parental Responsibility Ordinance](#) for truancy [§ 135.004(5) Parental Duties].

### Early Release Procedures for Elementary Schools

Students are expected to attend school for the entire day, and should not be removed from school before the end of the school day except for doctor’s appointments or emergencies. Parents/Guardians of students who are frequently removed early may be charged with violation of [Hamtramck’s Parental Responsibility Ordinance](#) for truancy [§ 135.004(5) Parental Duties].

## Middle School Attendance Procedures

Parents should notify the school no later than 8:30 am *on or before the day of any absence* and provide verification for the absence within 72 hours.

### Tardy Procedures for Middle School

Students must be in the classroom before the bell rings. Students are to be admitted to class tardy. Students without a valid reason for being late to class will be marked tardy. Methods for establishing valid reasons include:

- A pass from a staff member.
- A written statement from a doctor.
- A copy of documents for court or other mandatory appearances.
- Any student arriving more than 10 minutes late will be marked Late Tardy which is counted as absent.
- Students that are frequently tardy will receive corrective feedback according to the school’s disciplinary procedures.
- 3 tardies is equal to 1 absence.

## High School Attendance Procedures

Students are expected to arrive on time and attend every class every day.

Acknowledging that students may need to miss school on rare occasions for such things as illness, college visits, and emergencies, the following policy has been instituted:

## 1. Hamtramck High School

- Parents/Guardians should notify the school *on or before the day of any absence*, and provide verification for the absence within 72 hours.
- Students who miss thirteen (13) periods of any class will lose credit for that class in that semester. **Both excused and unexcused absences will be counted toward this total.**
- It is the student's responsibility to keep track of their absences and make sure they do not miss any class thirteen (13) or more times.
- If a student is absent thirteen (13) times in a class, they will be notified in writing that they have lost credit in that class.
- 3 late tardies is equal to 1 absence.

## 2. Horizon High School

- The school should be notified *on or before the day of any absence*.
- Students who miss five (5) periods of any class in one quarter will lose credit for that class in that quarter. **Both excused and unexcused absences will be counted toward this total.**
- It is the student's responsibility to keep track of their absences and make sure they do not miss any class five (5) or more times.

3. Students who arrive more than five (5) minutes late to class will be marked late tardy.

4. 3 late tardies is equal to 1 absence.

5. Students over the age of compulsory attendance who are absent more than 15% of scheduled school days in a semester may be dropped from HHS. Once dropped, students will need to re-apply in order to return.

## Credit and Appeals

1. Even after losing credit, students are required to attend class, behave appropriately and complete all assignments.
2. Students will have an opportunity to appeal their loss of credit at the end of the affected semester. An Attendance Committee comprised of administrators and faculty will review written appeals, and **consider** restoring credit to students based on the following criteria:
  - a. attendance after reaching 13 absences (Hamtramck High School)
  - b. attendance after reaching 5 absences (Horizon High School)
  - c. effort in class
  - d. performance on final exams
  - e. academic performance in class
  - f. citizenship and behavior

3. Appeals will be accepted from the first day of semester exams through the fifth business day after the last final semester exam. No appeals will be accepted after this time.
4. If credit is restored for a class by the Attendance Committee, the student will receive the grade earned by their academic performance in class.

### **Extended Absences**

Parents/guardians who plan to remove a child from school for an extended period of time, must complete and submit to the Main Office an ***Extended Absence Notification Form***.

Upon return to the District, the parent/guardian must contact the Residency Office to reaffirm Hamtramck residency and re-enroll their child.

While school is in session, if a student is absent for a period of ten (10) consecutive days or more, the student will be dropped from the school's active enrollment roster. The school secretary/attendance clerk will provide notification in writing to the parent/guardian that the student has been dropped from the active enrollment roster.

### **Emergency Release**

An individual student may be released from school in an emergency situation to a custodial parent/guardian, legal authorities, or other person properly authorized by a parent/guardian to accept custody. This information must be on the emergency card filed in the office. These cards must be updated when phone numbers change.

### **Student Detention**

Generally, students are not required to stay beyond regular school hours for disciplinary reasons unless a parent/guardian has received prior verbal and/or written notification for detention.

### **Release Time for Religious Instruction and Observation**

Upon the signed request of a student's parent/guardian, the Board will allow exceptions to the student's continuous attendance at school:

- for religious instruction outside the school building for no more than two (2) class hours per week;
- for attendance at confirmation classes provided the child is between the ages of twelve (12) and fourteen (14) and the instructional period is no longer than five (5) months in either of those years. Extended exceptions to this statement may be made by the principal.

A student must be properly registered and a copy of such registration must be filed with the school Principal. The time for release for religious instruction or education shall be arranged by the Superintendent in keeping with the regulations of the State Board of Education. They will also assure the appropriate continuance of the instructional program in the public school during such release times.

Students excused for religious reasons will be given an opportunity to make up for all missed work, including homework and tests, for equivalent academic credit.

## **Make-Up Work**

If a student's absence is excused or if a student is suspended from school, they will be permitted to make up all missed work, including homework and assessments, for equivalent academic credit.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade.

The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

## **Grading**

Hamtramck Public Schools has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

Academic (3rd - 12th):

90 to 100 = A = Excellent achievement

80 to 89 = B = Good achievement

70 to 79 = C = Satisfactory achievement

60 to 69 = D = Minimum-Acceptable achievement

Citizenship (1st - 12th):

1= Excellent

2= Above Average

3= Average

4= Below Average

5= Poor

## **Promotion**

Elementary/Middle School promotion to the next grade (or level) is based on the following criteria:

- current level of achievement
- potential for success at the next level
- emotional, physical, and/or social maturity

High School promotion to the next grade level is based on a student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student's responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit

and course requirements is available in the Guidance Office and a counselor will be pleased to answer any questions.

### **3rd Grade Retention**

Michigan's Read by Third Grade [Law](#) requires that third-grade students not scoring proficient on the third-grade on the M-STEP be retained. To that end, the school will identify and support all K-3 students with a reading deficiency in order to ensure success on the third-grade state summative assessment. The District has a web-based system for managing the individual reading improvement plans (IRIPs) for K-3 students with a reading deficiency.

If a 3rd grade student scores one or more grade levels behind the third-grade reading level, then a notification will be generated and the school will notify the student's parents/guardians that the child may be retained. The notification will inform the parent/guardian of the right to request a good cause exemption and the right to request a meeting with school administration to discuss retention/exemption.

It is the parent/guardian's responsibility to request the good cause exemption within 30 days after receiving notification. If the parent/guardian does not apply for a good cause exemption, the school must provide the student a reading intervention program and notify the parent/guardian of the proposed placement before placing the child in grade 4 during the school year.

Grounds for Good Cause Exemption. The school administration will meet with a parent/guardian requesting a good cause exemption. The following are grounds for a good cause exemption:

- the student has an IEP (Individual Education Plan) or 504 plan
- the student is a limited English proficient student with less than 3 years' instruction in an English Language Development (ELD) program
- the student has received intensive reading intervention for 2 or more years and was previously retained in a lower grade
- the student has been continuously enrolled in the District for less than 2 years and there is evidence that the student did not receive an appropriate individual reading improvement plan (IRIP) at the previous school
- the student's parent/guardian has requested the exemption within 30 days and the Principal determines that the exemption is in the best interest of the student.

Superintendent's Decision. The Superintendent has the discretion whether to grant the exemption after receiving a recommendation for a good cause exemption from the student's 3rd grade teacher/Principal. The Superintendent's decision is final and will be communicated in writing to the parent/guardian at least 30 days before the first day of school.

The IRIP is:

- a. A reading plan that explains the reading resources that are needed to improve the student's reading abilities.
- b. Developed by teachers, the principal, parent/guardian, and anyone else the team agrees should be part of the student's reading improvement process.
- c. Maintained for students as long as they continue to show a reading deficiency.

- d. Updated throughout the school year to reflect the student’s reading improvement.

Students will be assessed at minimum three times during the school year to check for improvement.

Reading at Home Plans: required by the Third Grade Reading Law and should be used by parents/guardians at home during the school year and the summer break.

- Regularly reading outside of school will allow students more time to practice reading with the goal of improving their reading abilities and reading scores.
- Developed in collaboration between parents/guardians, the child’s school and the student to support them as they work to improve reading at home.
- The school will provide resources and activities for the Read at Home Plan.

**Graduation (Diploma)**

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work, and earn the total number of minimum credits. A student enrolled in special education may be exempted from the State mandated-test. Such an exemption is made by the IEP Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum.

Specific course requirements are:

Department Requirements for Graduation	Credit Requirements for Graduation
English	4
Mathematics	4
Science	3
Social Studies	3
Health	.5
Physical Education	.5
Visual, Performing and Applied Art	1
World Language	2
Electives	4
<b>Credits Possible</b>	<b>25</b>
<b>Credits Needed to Graduate</b>	<b>18</b>



### **Early Graduation**

Application for early graduation will be submitted to the high school principal in accordance with school regulations. The Principal may honor this request if all conditions for graduation are met and the student fulfills the graduation requirements.

The student may participate in the graduation ceremonies with their designated class.

### **Postsecondary (Dual) Enrollment Options**

Any student in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade may enroll in a postsecondary (dual) enrollment program providing they meet the requirements established by law and by the District. Any interested student should contact the Counseling Office to obtain the necessary information.

### **Online/Blended Learning**

The District shall provide eligible students the option of participating in on-line or blended learning courses. The purpose of the program is to make instruction available to eligible students using on-line and distance education technology in both traditional and nontraditional classroom settings.

### **Homework**

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

## Chapter III: Student Fees and Meal Costs

This chapter contains policies, procedures and information related to student fees and meal costs.

### **School Lunch Program**

The school participates in the National School Lunch Program and makes lunches available to students for a fee of \$1.75 - \$2.50. Ala carte items are available. Students may also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the Principal.

[Applications](#) for the school's Free and Reduced-Priced Meal program are distributed to all students. Forms are also available at the school's Main Office.

### **Fees, Files and Supplies**

HPS charges specific fees for the following non curricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or their family may choose to purchase their own supplies if they desire.

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. Late fines can be avoided when students return borrowed materials promptly.

Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

## **Chapter IV: Transportation and Parking**

This chapter contains policies and information related to student transportation and bus rules. Also included are procedures and expectations for student drop-off/pick-up and student parking.

### **Bus Transportation**

The District shall provide free transportation for any student in the District. Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason except as approved by the principal to address a special need.

Please Note: A variety of conditions may impact bus routes. To guarantee safety and ensure on-time arrivals, modifications to routes may need to be made. Road construction, weather and emergency situations are a few examples of conditions the transportation department may need to respond to. Parents/guardians are encouraged to monitor ParentSquare/ClassDojo, especially at the start of the year, for the most current information.

### **Bus Conduct**

Travel on the bus is an extension of the school day. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal or designee. Students are expected to follow all school rules while on the bus.

Video cameras may be active on buses to record student conduct and may be used for the purposes of investigation into misconduct or accidents on the bus. Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the District for any necessary repairs or replacement.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the principal may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons.

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent/guardian to notify the school that the student does not have alternate transportation.

For questions regarding school transportation, contact the Director of Transportation.

### **Student Parking (High School)**

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents/guardians assume full responsibility for any transportation to and from school not officially provided by the school.

**Student Drop-Off and Pick-Up**

Each school in the District has developed a process for parents/guardians to drop their child off at school and pick them up from school. Specific information for each pick-up/drop-off system will be provided by the Building Principal.

Vehicles **MAY NOT** be parked or located in active bus lanes or fire lanes at **ANY TIME**. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

To assure that all students are safe it is imperative that you do not deviate from the drop-off/pick-up process communicated.

## Chapter V: Health and Safety

This chapter contains student health and safety policies, including physical and immunization requirements, student medication procedures, and State-mandated safety drills.

### Immunizations

All student immunizations must be completed and on file prior to the first day of school. Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. Students who do not comply with these requirements will be excluded from school.

Any questions about immunizations or waivers should be directed to the school's Main Office.

### Screenings

HPS currently provides **vision screening** for our registered Grades Kindergarten (KG), First (1st); and any teacher referrals. Vision screening is not a substitute for a complete eye and vision examination/evaluation by an eye doctor.

HPS currently provides **hearing screening** for our registered for our registered Grades Kindergarten (KG), First (1st); and any teacher referrals.

### Recess

Daily outdoor recesses are a valuable factor in promoting healthy classroom conditions. Children are expected to participate in recess activities; therefore, they should wear adequate, warm clothing. Classes are usually on the playground no more than twenty minutes and are supervised by classroom teachers or noon aides. If the weather is too severe, the children will remain indoors.

Generally, if children are well enough to be in school, they are well enough to go outside. Due to the fact that we do not have adequate supervision for students not participating in recess, a doctor's note is necessary if a child is expected to stay in due to medical reasons.

### Student Medication

All medication should be given to students at home. If that is not possible, school personnel can assist a student during the school day. Only those medications necessary to maintain the student in school, and which must be given during school hours, will be administered. In order for school personnel to administer medication (including over the counter) to a student, the School District's "Medication Authorization Form" must be completed and on file in the school office. The "Medication Authorization Form" must be completed annually for students receiving ongoing medications.

#### Non-prescribed or Over-the-Counter Medication

Be advised that Hamtramck Public Schools District requires a doctor's prescription or order allowing the student to take non-prescription medication at school.

ALL medication must be accompanied by a physician's written instructions which provides the following information:

- a. Name of the student
- b. Name of the medication
- c. Dosage
- d. Time to be administered
- e. Route of administration
- f. Duration of administration

### **Emergency Medical Authorization**

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by their parent/guardian in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extracurricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

### **Guidance and Counseling**

Schools provide a counseling program for students delivered by school social workers and counselors (counselors at Hamtramck High School and Horizon ONLY). The counseling program will assist students with interventions related to academic, social, and/or interpersonal issues. Students shall be encouraged to seek academic, vocational, social, and/or interpersonal assistance. Each staff member is responsible for effectively guiding students under their supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. Additional layers of Counseling can include outside referrals to private and/or community agencies.

**High School and Horizon:** In addition to the above supports, the Counseling Department is available to assist students in identifying vocational options consistent with their abilities, interests, and personal values. Students are encouraged to seek the help of counselors to develop class schedules that meet the student's career objectives. All students have the opportunity to receive college and vocational-oriented information.

### **Safety Drills**

Safety drills will occur at times established by the Principal. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of five (5) fire drills, a minimum of two (2) tornado drills, and a minimum of three (3) lockdown drills to address active shooter incidents. There may be other drills at the direction of the administration. Drills may not be preceded by a warning to the students and/or staff.

### **Communicable Disease**

The district will observe recommendations of the Wayne County Health Department regarding communicable diseases.

1. Parents/guardians are required to notify the Main Office if they suspect their child has a communicable disease.
2. In certain cases, students with a communicable disease may be excluded from school or sent home from school following notification of the parent/guardian.

3. The school will provide written instructions to the parent/guardian regarding appropriate treatment for the communicable disease.
4. A student excluded because of a communicable disease will be permitted to return to school only when the parent/guardian brings to the school a letter from the student's doctor stating that the student is no longer contagious or at risk of spreading the communicable disease.
5. Students absent for three or more days may be asked to provide a note from a physician indicating diagnosis and the ability of the student to return to school.

### **Head Lice**

Head Lice (pediculosis) is an ongoing problem throughout the United States. Although not a serious medical condition, it can cause an interruption in children's education; therefore, the school requires the following:

- Parents/guardians will be contacted if their child is suspected of having a lice infestation.
- Siblings and close contacts will be inspected.
- Any child found to have live adult lice in their hair will be referred for same day treatment.
- Parents/guardians are strongly urged to notify their child's close contacts regarding the possibility of head lice transmission.
- School will provide parents/guardians with evidence based guidelines and information regarding the elimination of head lice.
- On return to school, a staff member will inspect the child's head for lice and will advise if follow-up is needed.

### **Health and Illness**

Please keep your child home if they have any of the following symptoms:

- fever
- pain and stiffness of neck and headache
- sore throat
- swelling and tenderness of glands, especially neck glands
- cough, if persistent or productive
- nausea and vomiting
- diarrhea and/or persistent abdominal pain
- rash
- any skin eruption (particularly if red, swollen, and draining)
- red or runny eyes, sneezing, or nasal drainage
- lice

If symptoms occur while in school, parents/guardians will be contacted and asked to arrange for the child to be taken home. Parents/guardians are expected to have their child picked up immediately. **A child may not return to school until they are fever/vomit/symptom free for 24 hours without medication**

### **Chronic Health Conditions**

Effective and safe management requires careful planning by our licensed professional district nurse.

- Please notify the school if your child has a chronic health condition (i.e., allergies, including life-threatening allergies, asthma, cancer, cardiac

- condition, diabetes, epilepsy, genetic disorders, immunological disorders, mental health disorders, neurological disorders, orthopedic disorders, or other)
- The District Nurse will coordinate the development of the *Health Care Plan/Medical Management Plan* and/or *Emergency Action Plan*. These individualized plans are designed to meet the student's needs to fully access their educational programs.
  - The *Health Care Plan/Medical Management Plan* and/or *Emergency Action Plan* are developed collaboratively with information from the family, the student, the student's healthcare providers, and school staff, as appropriate. The *Health Care Plan/Medical Management Plan* and/or *Emergency Action Plan* includes medical orders implemented at school, are reviewed at least annually, updated as needed, and revised as significant changes occur in the student's health status or medical treatment. The *Emergency Action Plan* ensures a plan of action is in place to maintain the student's health and safety during a life-threatening emergency.
  - Confidentiality is maintained by sharing the IHP and/or ECP only with school staff that have a need to know.

### **Concussions**

All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Athletic Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.



## Chapter VI: Discipline and Conduct

This chapter contains general student conduct requirements, student dress codes and cafeteria rules. Also included are State mandated notifications on bullying and bullying prevention.

### General Building Conduct

Appropriate behavior results when students take responsibility for their conduct by understanding how their actions impact others. Building Conduct in the educational community. Responsibility is a learned behavior. HPS strives to provide students with opportunities to reflect on inappropriate behavior, identify positive behavioral responses, and take responsibility for their actions. Teaching appropriate behavior requires the collaboration of students, parents/guardians, and school staff.

### Bullying

A student will not engage in bullying any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the public school academy. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

"Bullying" means any written, verbal, or physical act, or any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

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

HPS Bullying and Other Aggressive Behavior Toward Students Board Policy  
[5517.01](#)

Appropriate interventions will be implemented in accordance with PBIS, Peer Mediation, and Restorative Practices to eliminate any bullying behaviors.

### Student Behavior

For the HPS School Code of Conduct and Suspension/Expulsion Procedures, please use the following [link](#).

## **Positive Behavior Intervention Support (PBIS)**

Positive Behavior Intervention Supports (PBIS) is rooted in the behavioral or behavior analytical perspective in which it is assumed that behavior is learned, is related to immediate and social environmental factors, and can be changed. PBIS is based on the idea that students learn appropriate behavior in the same way they learn to read—through instruction, practice, feedback, and encouragement. Key features of PBIS include:

- administrative leadership
- team-based implementation
- a clear set of defined positive expectations and behaviors,
- teaching of expected behaviors
- recognition of meeting expected behaviors
- monitoring and correcting errors in behaviors
- using data-based information for decision-making, monitoring, and evaluating building results

### **Building-Wide Expectations**

In accordance with PBIS universal guidelines, the PBIS expectations in Hamtramck Public Schools are designed to:

- provide a clear understanding of expected student behavior
- be few in number
- be positively stated and structured
- use familiar language
- include example behaviors defined for purposes of instruction

### **Restorative Practices**

Restorative Practices (RP) is an important part of PBIS. RP involves changing relationships by engaging people: doing things with them, rather than to them or for them -- providing both high control and high support at the same time.

Buildings will consider restorative practices in addition to or as an alternative to suspension or expulsion of a student dealing with student behavior infractions. While there are disciplinary consequences in place, we also incorporate restorative approaches that help give students a voice and repair harm done. Restorative Practice is a framework that may include victim/offender conferences that:

- are initiated by the victim;
- are approved by the victim's parent/guardian or, if the victim is at least 15 years of age, by the victim;
- are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender;
- would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize, participate in community service, restoration of emotional or material losses, or counseling, paying restitution, or any combination of these.

## **Cafeteria Rules**

Listed below are general guidelines and rules that apply to the entire District. Directions to additional information, specific to a particular building or grade level may also be indicated.

### **Lunch Guidelines**

Students may not leave campus during lunch (except for Horizon). During lunch, students must proceed directly to the cafeteria or designated lunch area, and, after getting their lunch, shall immediately sit in a chair at a table. Students shall remain seated until cafeteria staff directs them to clean the area in which they are seated, dispose of any trash in the appropriate receptacle, and exit the cafeteria to their assigned location.

Students shall follow all cafeteria rules during lunch.

Misbehavior will result in corrective feedback according to the school's disciplinary procedures.

Early Release during lunches must follow appropriate guidelines.

## **School Dress Code and Student Appearance**

The HPS dress code has been established to ensure that all students are able to attend in a manner that is equitable and supports their dignity and individual value but at the same time adheres to the community's standard of decency. This dress code is intended to ensure that no student is marginalized or discriminated against based on their racial or cultural identity, sexual orientation, gender identity, religion or body type. This dress code is designed to:

- support students in their ability to express themselves and their identity through their clothing choices.
- support the development of students as they prepare for a thriving future.
- create an environment conducive to learning.

### **Basic Overview:**

Clothes must be worn in a manner that fully covers all areas of the body between the armpits and the mid-thigh. Additionally, all outfits must include straps that connect the front to the back and go over the shoulders.

### **Student **Must** Wear:**

While following the guidance provided above, students must wear the following on a daily basis.

- A Shirt (with fabric that fully covers the areas identified above)
- Pants/Shorts/Skirt or an equivalent garment that covers the areas identified above
- A one piece garment that satisfies the requirements of a shirt and pants/short/skirt may be worn in place of those two items.(ie. dresses, jumper, coveralls)
- Shoes with a sole

### Students **May** Wear:

While following the guidance under Basic Overview, students are permitted to wear the following items.

- Religious headwear
- Hoodie sweatshirts (hoods should be worn in their natural state, not cinched tight)
- Fitted clothing
- Clothing with rips, provided that the rips do not violate the conditions under Basic Overview
- Pajama pants
- Athletic attire

### Students **MAY NOT** Wear:

- Attire that has violent images or language
- Attire that includes images or language depicting or suggesting drugs, alcohol, vaping, or related paraphernalia
- Attire that includes images or language depicting or promoting illegal activity
- Attire that includes images or language that is hate speech or derogatory
- Attire that includes images or language that is lewd, profane, or pornographic
- Attire that is deemed to be a representation of gang affiliation may be restricted by building administration
- Any clothing that reveals undergarments
- Accessories that could be used as a weapon or considered dangerous
- Any item that obscures that face or ears (with the exception of religious observance or personal protective equipment (PPE) when appropriate)
- Open toe shoes (e.g., flip flops, slippers)

### Dress Code Enforcement

Schools are first and foremost an educational institution. As such, interactions between school personnel and students believed to be in violation of the dress code should be conducted in a manner to educate the student, not in an attempt to demean or shame them. School personnel should address potential dress code violations or disruptions to the learning environment caused by attire, in accordance with the guidance below.

- Students should always be treated with respect and dignity. No student should be affected by dress code enforcement due to racial or cultural identity, sexual identity, sexual orientation, religion, or body size/type.
- Students will be given the opportunity to change their clothing, or call a parent/guardian for alternate clothing. However, students will not be required to change their clothing unless the dress code violation is deemed intolerable or dangerous by administration.

\*Repeated incidences of dress code violations will follow a progressive discipline model.

These dress code guidelines are considered to be in effect during all school days, summer school days, and school activities. Athletic uniforms will be determined by the safety and competitive standards of the individual sport, but may not be appropriate to wear during the school day.

Special health and safety standards may be required for students enrolled in classes such as industrial arts, home economics, physical education, science education and driver education.

Certain extracurricular activities or organizations may require specific reasonable dress requirements at certain times. Since participation in such organizations is voluntary, students will be required to dress in compliance with the rules set up by the organization.

Elementary students are expected to be dressed adequately for weather conditions as they are required to go outside for recess periods except in extreme cold and rainy weather.

### **Corrective Measure Guidelines Matrices**

Staff members will use age appropriate disciplinary action(s) to correct a student whose choices are outside of the behavior expectations and the Corrective Measure Guidelines Matrix (see Appendix A and Appendix B). When the student responds in a positive manner, no further action will be taken. The student's parent/guardian may be called. Possible consequences for noncompliance within the PBIS behavior expectations can include (but is not limited to): redirection, warnings, loss of privileges, restitution, student and/or parent/guardian conference, lunch detention, progress reports, after school detention, out of school suspension, behavior plans, expulsion, etc.

### **Field Trips**

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extracurricular program. No student may participate in any school-sponsored trip without parent/guardian consent. Attendance and all school rules apply to all field trips.

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school

Chaperone Background Checks: A criminal background check is required if parents/guardians are volunteering. If a parent/guardian serves as a chaperone, they must plan to attend the entire field trip (come on time and not leave early). **Other family members or siblings may not attend for the security of the students who are being chaperoned.**

## Chapter VII: Internet, Technology and Publications

This chapter includes an acceptable use policy and Internet acceptable use. Also included are policies on district issued devices and remote access. Additional references and links are included within this chapter that relate to appropriate technology usage within the District.

### **Acceptable Use of the District's Electronic Networks**

The School District encourages and promotes the educational use of technology. To ensure students, staff and parents/guardians take full advantage of the technology available; all uses of technology in the School District must have proper authorization, adhere to district policies and administrative guidelines, and be required to sign acceptable use and safety agreements. All use of technology is a privilege, not a right, and must be in support of and consistent with the purposes and stated goals of the School District. The School District does not provide explicit, implicit or inherent warranties for technological resources. Furthermore, the School District reserves the right to monitor any and all network activity.

Maintaining student safety and appropriate use of electronic devices is essential. Expectations for the use of technology are included in Board policies as follows:

HPS Technology Privacy Board Policy [7540.01](#)

HPS Web Accessibility, Content, Apps and Services Board Policy [7540.02](#)

HPS Technology Acceptable Use and Safety Board Policy [7540.03](#)

HPS District Issued Student Email Account Board Policy [7540.06](#)

HPS Personal Internet Account Privacy-Students Board Policy [7540.07](#)

HPS Access to District Technology Resources from Personal Communication Devices Board Policy [7542](#)

HPS Remote Access to the District's Network Board Policy [7543](#)

## Chapter VIII: Search and Seizure

This chapter contains a comprehensive policy on student searches and seizures (HPS Search and Seizure Board Policy [5771](#)). The policy includes student rights under State and federal law and procedures for searching students and their possessions.

From time to time, school property is assigned to a student. Students do not, however, acquire a reasonable expectation of privacy in such property. The District reserves the unrestricted right to search and seize property assigned to a student at any time, for any reason, with or without notice to the student. The privacy rights of students shall be respected regarding any items that are not illegal or against school policy.

In compliance with MCL 380.1308 and the Michigan School Safety Response Guide, Hamtramck Public Schools reports certain incidents of student misconduct to local police agencies within the limits of the Family Educational Rights and Privacy Act.

If a dangerous weapon is found in the possession of a student while the student attends school or a school activity, or while the student is en route to or from school on a school bus, the superintendent or the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student's parent/guardian and the local law enforcement agency (MCL 380.1313[1]).

Search of a student and their possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

All computers located in classrooms, labs and offices of the District are the District's property and are to be used by students, where appropriate, solely for educational purposes. The District retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the District's computer system, and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or

security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.



## Chapter IX: Athletics and Extracurricular Activities

This chapter contains information and policies related to student athletics and activities. Also included is the extracurricular code of conduct, and student-athlete concussion protocol.

### **Athletics**

HPS provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. A full listing of all activities currently being offered can be obtained by the Athletic Director.

All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Athletic Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

Eligibility guidelines meant to keep the student/athlete eligible for interscholastic competition are found at the in the [2022-2023 MHSAA Handbook](#).

### **Student Employment**

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that they must maintain a job in addition to going to school, they must first make contact with their counselor to discuss any legal requirements and obtain any needed permits.

[State of Michigan Combined Offer of Employment and Work Permit/Age Certificate CA-6 for minors UNDER 16 years of age](#)

[State of Michigan Combined Offer of Employment and Work Permit/Age Certificate CA-7 for minors 16 and 17 years of age](#)

### **Concussion**

To provide for the safety of student athletes, all athletic programs of the District shall comply either with the concussion protocols of the Michigan High School Athletic Association, or the protocols set forth in HPS Concussions and Athletic Activities' Board Policy [5340.01](#), which shall meet all the requirements of state law and Department of Community Health guidelines regarding concussion awareness training and protection for youth athletes. The District shall comply with whichever standards are more protective.

## Chapter X: Special Education

This chapter contains numerous policies and procedures applicable to students with disabilities. Included are policies detailing student and parent/guardian rights and discipline of students with disabilities.

The District provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. In Michigan, the term “children with disabilities” means children ages 3-26. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The IDEA’s required procedures are designed to ensure students receive a free appropriate public education. A copy of [Procedural Safeguards](#) may be accessed here.

Students with disabilities who do not qualify for an Individualized Education Program (IEP), as required by the federal Individuals with Disabilities Education Act, may qualify for services under Section 504 of the Federal Rehabilitation Act of 1973 if the student

1. has a physical or mental impairment that substantially limits one or more major life activities;
- OR
2. has a record of a physical or mental impairment;
- OR
3. is regarded as having a physical or mental impairment

### **Discipline of Students with Disabilities**

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973. No special education student shall be expelled if the student’s particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities. When a separation from school occurs, where the separation results in a change of placement, a Manifestation Determination Review (MDR) meeting is held within 10 school days of the date when a decision to suspend a student was made.

The school district may suspend students with disabilities for disciplinary purposes, up to ten (10) school days in a school year, to the same extent removal would be applied to nondisabled students and without providing educational services. When suspension of a student with a disability goes beyond ten (10) cumulative days in a school year, schools are responsible for providing educational services while the student serves their days of suspension.

**Certificate of High School Completion (High School)**

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's 4 years of high school, qualifies for a certificate of completion after the student has completed 4 years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class.

## Chapter XI: Student Records and Privacy

Policies in this chapter include State and Federal student record and privacy notifications.

### Directory Information

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

Parents/guardians who do not want their child's name to be released (or students over the age of 18 who do not want their name released) must notify the District in writing of each school year. Each school provides a "Permission to Publish" form that allows parents/guardians to opt in or opt out of directory publications.

The District has designated the following information as directory information:

- Student's name
- address
- telephone listing
- email address
- photograph date and place of birth
- major field of study
- dates of attendance
- grade level
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- degrees
- honors
- awards received
- the most recent educational agency or institution attended

Directory of Student Information, which is generally not considered an invasion of privacy if released, can also be disclosed to outside organizations without a parent's/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two Federal laws require the District to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings. The District provides parents/guardians a form, annually, that allows them to choose not to have directory information released without their written consent

### Student Records

Other than directory information, access to all other student records is protected by FERPA and Michigan law. Except in limited circumstances as specifically defined in

State and Federal law, the District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents/guardians, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents/guardians have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent/guardians. A parent/guardian or student must submit to the building Principal a written request that identifies the record(s) they wish to inspect.

Within 10 business days, the building Principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected.

Parents/guardians and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent/guardian or adult student must request the amendment of a student record in writing and if the request is denied, the parent/guardian or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

### **Surveys**

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, their parents/guardians, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- political affiliations or beliefs of the student or their parents/guardians;
- mental or psychological problems of the student or his/her family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or their parents/guardians; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

### **Confidentiality**

Consistent with FERPA, discussion with parents/guardians can only pertain to the affected circumstances surrounding their own child. It is a violation of FERPA to discuss other children.

## **Chapter XII: Parental Right Notifications**

This chapter includes State and federally mandated notifications. Sections include rights of homeless families, pesticide application notification, and rights of parents/guardians to access information about their child's teachers.

### **Teacher Qualifications**

Parents/guardians may request information about the qualifications of their student's teachers and paraprofessionals, including:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification and licensing criteria have been waived;
- Whether the teacher is teaching in a field of discipline of the teacher's certification;
- Whether any instructional aides or paraprofessionals provide services to your student and, if so, their qualifications.

### **Homeless Child's Right to Education**

HPS Homeless Students' Policy [5111.01](#): Children who meet the Federal definition of "homeless" will be provided a free and appropriate public education in the same manner as all other students of the District and will not be stigmatized or segregated on the basis of their status as homeless. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guideline, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

Homeless students will be provided services comparable to other students in the District including:

- transportation services;
- educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- programs in vocational and technical education;
- programs for gifted and talented students; and
- school nutrition programs.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

## **English Learners**

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can:

1. be involved in the education of their children;
2. be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and
3. participate and serve on the District's Parent Advisory Committee.

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents/guardians should contact the Director of English Learner Department, to inquire about evaluation procedures and programs offered by the District.

## **Parent Notices Required by the Every Student Succeeds Act**

### **Teacher Qualifications**

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of their child(ren)'s classroom teachers, including, at a minimum, whether:

- The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification of the teacher.
- Paraprofessionals provide services to the student and, if so, their qualifications.

### **Testing Transparency**

The State and District require students to take standardized tests.

### **Title I School/Parent/Student Compact**

HPS is committed to the idea that students learn best when everyone works together to encourage learning. The Title I School/Parent/Student Compact is an agreement between students, families and staff to work together as a team in support of student achievement. Please review this Compact below with your child. It will be discussed with you during the Fall Parent-Teacher Conference as it relates to your child's school progress. Thank you for your support and involvement in your child's education.

Hamtramck Public Schools and parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (eligible children), agree that this Compact defines how the parents/guardians, the entire school staff, and the students will share the

responsibility for improved student academic achievement and the processes by which the school and parents/guardians will create and support a partnership that will help children achieve Michigan's high standards.

#### **School Responsibilities:**

As educators, we will support students and families in the following ways:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Michigan's student academic achievement standards.
- Hold Parent-Teacher Conferences (at least annually) during which this Compact will be discussed as it relates to the individual child's achievement.
- Provide parents/guardians with frequent reports on their children's progress.
- Provide parents/guardians reasonable access to staff.
- Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities.

#### **Parent/Guardian Responsibilities**

As a parent/guardian, I will support my child's learning in the following ways:

- Monitor attendance/tardiness.
- Make sure that homework is completed.
- Support the HPS Student Code of Conduct.
- Monitor my child's screen time including, but not limited to, television, phone, video games.
- Attend Parent-Teacher Conferences and other school-sponsored activities.
- Volunteer in my child's classroom to the extent possible.
- Participate, as appropriate, in decisions relating to my child's education.
- Stay informed about my child's education and will communicate with the school by promptly reading all notices from my child's school either received by my child or by mail and responding, as applicable.
- Serve, to the extent possible, on policy advisory groups, such as a parent/guardian representative on the school's **Michigan Integrated Continuous Improvement Process**, the Title I Parent Advisory Council, and/or the Parent Involvement Committee (PIC), etc.

#### **Student Responsibilities**

As an HPS student, I will share the responsibility to improve my academic achievement and achieve Michigan's high standards. Specifically, I will:

- Follow the HPS Student Code of Conduct.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give my parents/guardians all notices and information received by me from my school every day.

We have read and discussed the School/Parent/Student Compact and we agree to abide by our responsibilities.



# Appendix A: K-5 Corrective Measures Guidelines Matrix

## K-5 Corrective Measure Guidelines

Classroom Managed							
Minor Behaviors						Offense Order	
	Bullying and Other Aggressive Behaviors	Cell Phones/Electronic Communication Devices and Laser Pointers	Copyrighted Material Violation	Damage of Property or Theft/Possession	Disruption of School		1 <sup>st</sup> Offense: Corrective Feedback
	Dress Code Violation	Failure to Cooperate	False Allegations	Fighting	Horseplay		2 <sup>nd</sup> Offense: Classroom Consequence
	Inappropriate Language	Indecency	Insubordination/Disobedient to Faculty/Adults	Looks-A-Like Weapons	Off-School Misconduct & Misconduct Prior to Enrollment		3 <sup>rd</sup> Offense: Think Sheet
	Overt Displays of Affection	Persistent Disobedience	Personal Protection Devices Violation	Scholastic Dishonesty	Technology Abuse/Misuse of Technology*		4 <sup>th</sup> Offense: Parent Contact
	Trespassing, Loitering	Truant or Skipping					5 <sup>th</sup> Offense: ODR: Parent/Admin Meeting
Office Managed							
	Behavior	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense	
Major Behaviors	3+ Minor ODRs (documented)	ODR: Behavior Meeting to Determine Tier 2 Recommendation Parent/Admin Meeting Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension MTSS Team Meeting	ODR: Parent/Admin Meeting & 3 Day Suspension MTSS Team Meeting FBA/BIP	ODR: Parent/Admin Meeting & 5 Day Suspension MTSS Team Meeting	ODR: Board Meeting for Consequences	
	Bullying and Other Aggressive Behaviors	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting, Anti-Bullying Contract & 3 Day Suspension	ODR: Parent/Admin Meeting & 5-7 Days Suspension	ODR: Parent/Admin Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences	
	Cell Phones/Electronic Communication Devices and Laser Pointers	ODR: Staff Confiscation, Returned at the End of the Day	ODR: Parent Contact	ODR: Cell Phone Contract 2 Weeks, Parent/Admin Meeting	ODR: Cell Phone Contract 4 Weeks, Parent/Admin Meeting	ODR: Cell Phone Confiscation Indefinitely	
	<ul style="list-style-type: none"> <li>Coercion, Extortion or Blackmail</li> <li>False Alarms</li> <li>False Allegations</li> <li>Look Alike Weapons</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	
	<ul style="list-style-type: none"> <li>Copyrighted Material Violation</li> <li>Disruption of School</li> <li>Persistent Violation of School Rules</li> <li>Failure to Cooperate</li> <li>Insubordination/Disobedient to Faculty/Adults</li> <li>Scholastic Dishonesty</li> <li>Trespassing/Loitering</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up to 2 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation	
	Damage of Property or Theft/Possession	ODR: Parent Contact & Restorative Practice -School Service	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	
Discriminatory Harassment	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up To 5 Days Suspension Behavioral Team Meeting	ODR: Parent/Admin Meeting & Up To 7 Days Suspension Behavioral Team Meeting	ODR: Parent/Admin Meeting & Up To 10 Days Suspension OR Board Meeting for Consequences		

## K -5 Corrective Measure Guidelines Cont.

<b>Major Behaviors (cont):</b>	<ul style="list-style-type: none"> <li>• Improper Communication</li> <li>• Indecency</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up To 4 Days Suspension Behavioral Team Meeting
	Inappropriate Physical Contact and Excessive Horseplay	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up to 2 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation
	Personal Protection Devices Violation	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Alternative to Suspension
	Smoking/Tobacco	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension
	Technology Abuse/Misuse of Technology**	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension	ODR: Parent/Admin Meeting & Up To 10 Days Suspension OR Board Meeting for Consequences
	Unsafe/Dangerous Behaviors	ODR: Parent/Admin Meeting & Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & 5 Days Suspension Behavioral Team Meeting	ODR: Parent/Admin Meeting & 7 Days Suspension Behavioral Team Meeting
	Fighting	ODR: Behavior Meeting & 1-3 Days Suspension	ODR: Behavior Meeting & 4-6 Days Suspension	ODR: Behavior Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences	
	<ul style="list-style-type: none"> <li>• Fireworks, Explosives, Chemical Substances</li> </ul>	ODR: Parent/Admin Meeting & Up To 3 Day Suspension	ODR: Parent/Admin Meeting & Up to 5 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up to 7 Day Suspension Behavioral Team Meeting	ODR: Board Meeting for Consequences	
	<ul style="list-style-type: none"> <li>• Weapons and Dangerous Instruments</li> <li>• Alcohol/Chemical Substance</li> <li>• Drugs, Narcotic</li> <li>• Counterfeit Substances</li> <li>• Gang &amp; Gang Related</li> </ul>					
	Arson	ODR: 10 Days Suspension & Board Meeting for Expulsion				
	Criminal Sexual Conduct	ODR: 10 Days Suspension & Board Meeting for Expulsion				
	Firearms	ODR: 10 Days Suspension & Board Meeting for Expulsion				
	Physical Assault/Physical Assault to School Employee	ODR: 10 Days Suspension & Board Meeting for Consequences				
	Suspended or Expelled Student On School Property Or Attending School Activities	Parent/Admin Meeting				

\* Minor: Device contains inappropriate and/or non-academic videos, images, text, etc.

\*\*Major: Device contains sites, sounds, music, and/or images of violent/sexual nature

Behavior Meeting: Student, Parent, Administrator, Classroom Teacher, School Psychologist or School Social Worker

# Appendix B: 6-12 Corrective Measures Guidelines Matrix

## 6-12 Corrective Measure Guidelines

	Offense Order					
Minor Behaviors	1 <sup>st</sup> Offense: Corrective Feedback	Bullying and Other Aggressive Behaviors	Cell Phones/Electronic Communication Devices and Laser Pointers	Copyrighted Material Violation	Damage of Property or Theft/Possession	Disruption of School
	2 <sup>nd</sup> Offense: Classroom Consequence	Dress Code Violation	Failure to Cooperate	False Allegations	Fighting	Inappropriate Language
	3 <sup>rd</sup> Offense: Think Sheet	Inappropriate Physical Contact and Excessive Horseplay	Indecency	Insubordination/Disobedient to Faculty/Adults	Look-A-Like Weapons	Off-School Misconduct & Misconduct Prior to Enrollment
	4 <sup>th</sup> Offense: Parent Contact	Overt Displays of Affection	Persistent Disobedience	Personal Protection Devices Violation	Scholastic Dishonesty	Technology Abuse/Misuse of Technology*
	5 <sup>th</sup> Offense: ODR: Parent/Admin Meeting	Trespassing, Loitering	Truant or Skipping			
Major Behaviors	3 Minor ODRs	ODR: Behavior Meeting to Determine Tier 2 Recommendation Parent/Admin Meeting Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension MTSS Team Meeting	ODR: Parent/Admin Meeting & 3 Day Suspension MTSS Team Meeting FBA/BIP	ODR: Parent/Admin Meeting & 5 Day Suspension MTSS Team Meeting	ODR: Board Meeting for Consequences
	Bullying and Other Aggressive Behaviors	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting, Anti-Bullying Contract & 3 Day Suspension	ODR: Parent/Admin Meeting & 5-7 Days Suspension	ODR: Parent/Admin Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences
	Cell Phones/Electronic Communication Devices and Laser Pointers	ODR: Staff Confiscation, Returned at the End of the Day	ODR: Parent Contact	ODR: Cell Phone Contract 2 Weeks, Parent/Admin Meeting	ODR: Cell Phone Contract 4 Weeks, Parent/Admin Meeting	ODR: Cell Phone Confiscation Indefinitely
	<ul style="list-style-type: none"> <li>Coercion, Extortion or Blackmail</li> <li>False Alarms</li> <li>False Allegations</li> <li>Look Alike Weapons</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation
	<ul style="list-style-type: none"> <li>Copyrighted Material Violation</li> <li>Disruption of School</li> <li>Insubordination/ Disobedient to Faculty/Adults</li> <li>Persistent Violation of School Rules</li> <li>Failure to Cooperate</li> <li>Scholastic Dishonesty</li> <li>Trespassing/ Loitering</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up to 2 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation
	Damage of Property or Theft/Possession	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension	ODR: Parent/Admin Meeting & Up To 10 Days Suspension
Discriminatory Harassment	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up To 5 Days Suspension Behavioral Team Meeting	ODR: Parent/Admin Meeting & Up To 7 Days Suspension Behavioral Team Meeting	ODR: Parent/Admin Meeting & Up To 10 Days Suspension OR Board Meeting for Consequences	

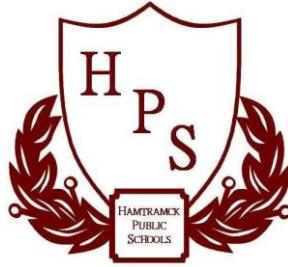
## 6-12 Corrective Measure Guidelines Cont.

Falsification of Records	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension	ODR: Parent/Admin Meeting & Up To 10 Days Suspension
<ul style="list-style-type: none"> <li>Improper Communication</li> <li>Indecency</li> </ul>	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up To 4 Days Suspension Behavioral Team Meeting
Inappropriate Physical Contact and Excessive Horseplay	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Multi-Day Alternative to Suspension	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & Up to 2 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation
Personal Protection Devices Violation	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Alternative to Suspension	ODR: Parent/Admin Meeting & Alternative to Suspension
Smoking/Tobacco	ODR: Parent Contact & Restorative Practice	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 5 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension
Technology Abuse/Misuse of Technology**	ODR: Parent/Admin Meeting & Alternative to Suspension or Up To 1 Day Suspension	ODR: Parent/Admin Meeting & Up To 3 Days Suspension	ODR: Parent/Admin Meeting & Up To 7 Days Suspension	ODR: Parent/Admin Meeting & Up To 10 Days Suspension	ODR: Board Meeting for Consequences
Unsafe/Dangerous Behaviors	ODR: Parent/Admin Meeting & Community Service (5 Days)	ODR: Parent/Admin Meeting & 1 Day Suspension	ODR: Parent/Admin Meeting & 5-7 Days Suspension	ODR: Parent/Admin Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences
Fighting	ODR: Behavior Meeting & 1-3 Days Suspension	ODR: Behavior Meeting & 4-6 Days Suspension	ODR: Behavior Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences	
Fireworks, Explosives, Chemical Substances					
<ul style="list-style-type: none"> <li>Weapons and Dangerous Instruments</li> <li>Alcohol/Chemical Substance</li> <li>Drugs, Narcotic Drugs and Counterfeit Substances</li> <li>Gang &amp; Gang Related</li> </ul>	ODR: Parent/Admin Meeting & Up To 3 Day Suspension  ODR: 10 Days Suspension & Board Meeting for Expulsion	ODR: Parent/Admin Meeting & Up to 6 Day Suspension Behavior Meeting to Determine Tier 2 Recommendation	ODR: Parent/Admin Meeting & Up to 10 Day Suspension Behavioral Team Meeting	ODR: Board Meeting for Consequences	
Possession of Dangerous Materials	ODR: Behavior Meeting & 1-3 Days Suspension	ODR: Behavior Meeting & 4-6 Days Suspension	ODR: Behavior Meeting & 10 Days Suspension	ODR: Board Meeting for Consequences	
Arson	ODR: 10 Days Suspension & Board Meeting for Expulsion				
Firearms	ODR: 10 Days Suspension & Board Meeting for Expulsion				
Physical Assault/Physical Assault to School Employee	ODR: 10 Days Suspension & Board Meeting for Consequences				
Suspended or Expelled Student On School Property Or Attending School Activities	Parent/Admin Meeting				

\* Minor: Device contains inappropriate and/or non-academic videos, images, text, etc.

\*\*Major: Device contains sites, sounds, music, and/or images of violent/sexual nature

Behavior Meeting: Student, Parent, Administrator, Classroom Teacher, School Psychologist or School Social Worker



## Student/Parent Handbook & Code of Conduct Acknowledgement

The 2022-2023 copy of the Hamtramck Public Schools' Handbook is located on our website at <https://www.hamtramckschools.org/>. Please visit this site to review the Handbook with your child, complete the form below, and return it to your child's teacher.

-----

If you need a hard copy of the 2022-2023 Handbook for review - please check below.

- I need a hard copy of the Handbook for our review. This form will be returned to you with your hard copy. After reviewing the Handbook, please complete the form below and return to your child's teacher.

\_\_\_\_\_

**Print Student Name**

\_\_\_\_\_

**Grade**

\_\_\_\_\_

**Teacher Name**

We acknowledge receipt of the 2022-2023 Parent/Student Handbook and Code of Conduct for Hamtramck Public Schools. The Handbook describes important information about the school, and we understand that we should consult the school administration regarding any questions not answered in the Handbook. We agree to conform to the rules and policies of the District. Since the information and policies described are necessarily subject to change, we acknowledge that revisions to the Handbook may occur at any time throughout the school year, and all changes will be communicated to us through official notices from the school. Such notices may be distributed through ParentSquare, ClassDojo, Remind, or through direct written communication from the District. We understand that any revisions made during the school year may supersede, modify or eliminate the existing policies in the Handbook and subscribe to following them as they are distributed. We have received the Handbook, and we understand that it is our responsibility to read and comply with the policies/procedures in this Handbook and any revisions made to it.

\_\_\_\_\_

**Print Student Name**

\_\_\_\_\_

**Student Signature**

\_\_\_\_\_

**Print Parent/Guardian Name**

\_\_\_\_\_

**Parent/Guardian Signature**

\_\_\_\_\_

**School Name**

\_\_\_\_\_

**Date**

**PLEASE SIGN and RETURN THIS FORM TO YOUR CHILD'S TEACHER**