

BEAL CITY

Student Handbook

2023-2024



Student(s), Parent(s) and Guardian(s),

Welcome to Beal City Middle School/High School! This is either the beginning of a new relationship, if you are new to the building, or the continuation of a relationship from previous years. In either case, we are glad to have you as a part of the Aggie family. It is our belief that your years here will help to prepare you to be successful in an ever-changing global society.

Expectations are high at Beal City Schools and the work will be rigorous. Having said that, there will be ample opportunities to just have fun. Our athletic teams and academic clubs provide a wide variety of extracurricular experiences for our students.

This handbook is designed to work as a guide about what the expectations and opportunities are at Beal City Schools. Within the pages of the handbook, you will find information about discipline and dress codes, but you will also learn about opportunities for Early College (a program where you could graduate with an associate degree), dual enrollment and even online learning. We are committed to our students and families at Beal City Schools and look forward to supporting you on your personal journey to success!

Yours in Education,

Daniel Boyer, Principal
Beal City Middle School/High School

Foreword

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies. School rules and guidelines are subject to routine revision

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INTRODUCTION OF STAFF

Beal City MS/HS

Parent/Student Handbook

It is the desire of the Board of Education that two-way channels of communication be kept open at all times between the school system and the people of the school district. The Board will continuously create and maintain schools that reflect the public's wishes, and will do its best to keep the people informed of the affairs of the school system.

The Beal City School Board of Education holds meetings on the third Monday of each month, unless otherwise posted.

Administration

Superintendent of Schools
Mr. William Chilman IV

MS/HS Principal
Mr. Daniel Boyer

Elementary Principal
Mr. Jason Johnston

BOARD OF EDUCATION MEMBERS

President - **Denise McBride**

Trustee - **Brian Locke**

Vice President - **Rod Cole**

Trustee - **Erin Ludwig**

Secretary - **Curt Gottschalk**

Trustee - **Bob Pasch**

Treasurer - **Tom Gross**

SCHOOL BUILDING INFORMATION

Superintendent's Office Phone..... 989-644-3901

Middle School/High School Office Phone..... 989-644-3944

District Website..... www.bealcityschools.net

Middle School/High School Office Hours..... 7:15 a.m - 3:15 p.m.

Student School Day..... 8:05 a.m. - 2:55 p.m.

SECONDARY STAFF AND EMAILS

Becky Block - bblock@bealcityschools.net	Breanna Gillis - bgillis@bealcityschools.net
Daniel Boyer - dboyer@bealcityschools.net	Collin Hoerberling - choerberling@bealcityschools.net
Griffin Bohannon - gbohannon@bealcityschools.net	G'ne Jorgensen - gjorgensen@bealcityschools.net
Ryan Burns - rburns@bealcityschools.net	Scott Leppert - sleppert@bealcityschools.net
Jennifer Butkovich - jbutkovich@bealcityschools.net	Sara Millerov - smillerov@bealcityschools.net
Kyle Carter - kcarter@bealcityschools.net	Lorrie Murray - lmurray@bealcityschools.net
Sara Doyle - sdoyle@bealcityschools.net	Stephen Pritchard - spritchard@bealcityschools.net
Makenna Eddy - meddy@bealcityschools.net	Kelly Schafer - kschafer@bealcityschools.net
Ben Eggenberger - beggenberger@bealcityschools.net	Aspen Smith - asmith@bealcityschools.net
Chadd Fletcher - cfletcher@bealcityschools.net	Staci Vessell - svessell@bealcityschools.net
Diane Fussman - dfussman@bealcityschools.net	Kris Weis - kweis@bealcityschools.net
Cam Gatrell - cgatrell@bealcityschools.net	Susi Westlake - swestlake@bealcityschools.net

BEAL CITY SECONDARY STUDENT HANDBOOK

All administrators, teachers, and staff members of the Middle School/High School are vested with legal authority to enforce the policies set forth by the Board of Education. Refusal on the part of students to respect this authority at all school functions may be considered insubordinate conduct and dealt with accordingly. The school will comply with relevant state law pertaining to Seclusion and Restraint as well as Suspension and Expulsion.

MISSION STATEMENT

Beal City Schools, in harmony with the home and community, will educate our children in a positive environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

The Mission Statement declares the fundamental purpose of Beal City Schools. Our mission is to educate students to be prepared for the challenges and demands of adulthood. Beal City students are expected to make good decisions, behave appropriately, and accept responsibility for their actions. Behavior that interferes with the fulfillment of the mission statement will be subject to disciplinary action.

No person because of race, color, national origin, sex, age, or handicap shall be discriminated against in Beal City Public Schools.

This Student Handbook shall be applied in a manner consistent with the rights secured under federal law to pupils who are determined to be eligible for special education programs and services.

Beal City Public School (K-12) is accredited by the State of Michigan.

BCPS handbooks are reviewed and approved on an annual basis by the Board of Education.

ELASTIC CLAUSE

The administration reserves the right to establish fair and reasonable rules and regulations for circumstances that may arise and require actions that are not covered in this handbook. In all cases, rules, regulations, and possible consequences shall be as consistent as possible with previously established rules, regulations, and consequences for similar incidents. Matters omitted from this handbook should not be interpreted as a limitation to the scope of the school's responsibility and, therefore, the school's authority in dealing with any type of infraction that may not be in the best interest of the safety and welfare of the students. Administration also reserves the right to skip consequence steps if the severity of the offense warrants.

These rules and policies apply to any student who is on school property, who is in attendance at school or any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline or general welfare of the school, students, and staff.

COUNSELING AND GUIDANCE

Guidance services are available to any student in school. These services include:

- assistance for education planning
- interpretation of test scores
- occupation information
- study habits, help at home, school and/or social concern
- any question a student might like to discuss.

Beal City Schools provides three full-time counselors.

PROCEDURES FOR CONTACTING TEACHERS

1. Students and parents are encouraged to consult with the teacher pertaining to any phase of the student's learning process.
2. Each teacher is assigned a preparation period during the day and is available at that time for a conference.
3. Parents can call the school at 989-644-3944 to request a conference with a teacher or email the teacher.
4. Parents should report to the office for assistance upon arrival for a conference.
5. Parent/teacher conferences are provided each year, and parents should attend.

VALEDICTORIAN/SALUTATORIAN/TOP TEN

The measure for calculating Valedictorian, Salutarian, and Top Ten honors will be weighted using 75% GPA and 25% SAT score. A perfect score would calculate 1000 points, see formula below:

The score would be calculated using the following formula:

$$\text{GPA (out of 4.0)} \times 187.5 + \text{SAT (out of 1600)} \times 0.15625$$

GPAs will be rounded to the 100ths position.

The SAT score used will be the score the students receive on the SAT from the MME given at our school during the spring of their junior year. The GPA would be figured through the first semester of the senior year.

HIGH SCHOOL CREDIT REQUIREMENTS FOR GRADE ADVANCEMENT

Each student must complete the following credit requirements for advancement to the 10th, 11th, and 12th grades.

10th Grade: must have completed 6 credits

11th Grade: must have completed 12 credits

12th Grade: must have completed 18 credits

If a student does not fulfill the above requirements, he/she will remain at the appropriate grade level until credits for the higher level have been met. Students will attend class meetings and be listed in the yearbook at the grade level appropriate to their credit standing.

HONOR ROLL

There will be an honor roll determined each marking period based on grade point average in these three categories.

1. 3.0-3.49
2. 3.50-3.99
3. 4.0

Grading Scale

93-100%	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	E

VOCATIONAL EDUCATION

Vocational Education is provided through Mt. Pleasant High School. School provided transportation should be used. Students participating in Vocational Education must adhere to the Beal City attendance policy. As a result of Vocational Education students being unable to earn a full eight credits in a year, they may incur reduced elective credits for graduation at the rate of one per year. Vocational Education classes are intended to be year-long classes. In order to drop Vocational Education classes, you must have prior approval from the teacher, counselor, and administration. You must also have prior written approval from administration to drive to the Mt. Pleasant Area Technical Center. If approval is not granted, and you drive without permission, you may be subject to disciplinary action. Any student with credit deficiencies may be omitted from vocational educational programming until those deficiencies have been corrected for.

ADDING AND DROPPING CLASSES

In order to change classes, a student must talk to the teacher of the class they wish to transfer into to make sure they meet the requirements, make sure that the change is made by the end of the fourth day in the first week of the semester, and have the approval of the counselor. Band is a year-long class. In order to drop band, you must have approval from the teacher, counselor, and administration.

FAILING A CLASS

In high school, a student who has failed a required course must repeat the course until he/she has earned a passing grade. A credit recovery option will be available through Beal City Public Schools. The cost will be \$150 per credit or \$75 per ½ credit at the student's expense. Please contact the Beal City Public Schools at 989-644-3944 for more details on credit recovery or check the Beal City web page.

HIGH SCHOOL GRADUATION REQUIREMENTS

COMMUNITY SERVICE: To graduate from Beal City Public School, a student must complete 40 hours of community service. The hours of community service may be performed anytime between the first day after the student's 8th grade year and April 1st of the student's graduation year. Forms may be picked up in the high school office and need to be signed by the person volunteering service, person receiving service, and a parent/guardian. All community service must be approved by the counseling office.

SENIOR EXIT PORTFOLIO: To graduate, students must have completed a senior exit portfolio. The portfolios must contain at least the following items:

- Resume with cover letter
- Documentation of 40 hours of community service
- An application to at least one post-secondary institution, job or armed services or college acceptance letter
- An application for at least one scholarship (students not attending college will submit an additional job or military application)
- A current Education Development Plan
- Transcript
- At least three references
- At least one letter of recommendation
- Other items that may be included are (at least two pieces) samples of work, awards or honors, and standardized test scores with GPA

DEBT REPAYMENT - All debts or student liabilities must be paid or completed in order for a student to participate in graduation ceremonies and receive his/her diploma

SENIOR TRANSFER STUDENT: A senior transfer student must be enrolled and begin school at the beginning of the second semester to graduate from Beal City Public School. The student must be enrolled all year to be considered for Valedictorian, Salutatorian or Top Ten honors. Furthermore, you must be a full-time student to graduate from Beal City Public School, unless otherwise approved by the Beal City Board of Education. Beal City Schools administration has the authority to decide who participates in graduation ceremonies.

To graduate from Beal City Public School a student must complete one of the following pathways listed below. In addition, Beal City Public School requires 11th grade students to participate and give a "Good Faith" effort as determined by the test administrators and/or proctors on "mandated state testing such as; M-STEP, Michigan Merit Exam" to receive a diploma.

University Pathway - 26 Credits

Summary of requirements recommended for the University Pathway

English Language Arts: 4 Credits

1 English Language Arts 9
1 English Language Arts 10
1 English Language Arts 11
1 English Language Arts 12

Mathematics: 4 Credits

1 Algebra I
1 Geometry
1 Algebra II or Algebra IIA
1 Pre-Calculus or Algebra IIB

Science: 4 ½ Credits

1 Earth Science
1 Physics
1 Biology I
1 Chemistry
½ Ag Science

1 credit of electives in Math, Science, Social Studies, or English

Foreign Language: 2 Credits

1 Spanish I
1 Spanish II

Social Studies: 3 Credits

1 World History and Geography
1 U.S. History and Geography
½ Civics
½ Economics

Visual, Performing & Applied Arts: 1 Credit from Selection Below

½ or 1 Art
1 Concert Band
½ or 1 Jazz Band
½ or 1 Drama
½ or 1 Music Appreciation

Computer/Online Experience: 1 Credit Physical Education & Health: 1 Credit

Electives: 5 Credits (In addition to aforementioned courses)

½ or 1 High School Art	½ Astronomy
½ Anatomy	½ Research Writing
½ or 1 English Enrichment	½ The Novel
1 Concert Band	½ or 1 Music Appreciation
½ or 1 Life Skills	½ or 1 High School P.E.
½ or 1 Advanced Computers	½ Zoology
½ Michigan History	½ Botany
1 Advanced Government	½ or 1 Jazz Band
½ or 1 Drama	GITC (Gratiot Isabella Technical Center) Classes
½ Vet Science	½ Natural Resources

- Credit is assigned to the student's transcript at the end of each semester

Vocational Pathway- 24 Credits

Two-year vocational students will follow the vocational pathway.

English Language Arts: 4 Credits

1 English Language Arts 9
1 English Language Arts 10
1 English Language Arts 11
1 English Language Arts 12

Mathematics: 4 Credits

1 Algebra I
1 Geometry
1 Algebra II or Algebra IIA
1 Pre-Calculus or Algebra IIB

Science: 4 ½ Credits

1 Earth Science
1 Physics
1 Biology I
1 Chemistry
½ Ag Science

Foreign Language: 2 Credits

1 Spanish I
1 Spanish II

Social Studies: 3 Credits

1 World History and Geography
1 U.S. History and Geography
½ Civics
½ Economics

Visual, Performing & Applied Arts: 1 Credit from Below

½ or 1 Art ½ or 1 Music Appreciation
1 Concert Band
½ or 1 Jazz Band
½ or 1 Drama

Computer/Online Experience: 1 Credit Physical Education & Health: 1 Credit

Vocational Education: 4 Credits

See Gratiot Isabella Technical Center for course offerings. There is a one-year commitment when choosing to attend the Gratiot Isabella Technical Center (with the exception of Health Occupations/CENA course).

Electives: ½ Credit

- Credit is assigned to the student's transcript at the end of each semester
- Students with vocational training will be given work study credit when working in their area of training.
- Two credits per year may be earned with up to two credits counting towards graduation.
- Eight semesters of full time high school attendance or application for early graduation is required.
- Transfer of credits from an accredited high school, adult ed. program, or an accredited correspondence school will be made with counselor approval.

COVID Related Graduation Situations - Students in the classes of 2021-22, 2022-23, and 2023-24 will have their educational records examined on a case by case basis by the counseling and administrative offices. In some cases, a hardship exception may be approved to allow for alternate graduation requirements that meet Michigan Merit Curriculum expectations, but may be slightly different than BCPS's two pathways. This COVID graduation clause will expire after these three classes have matriculated through the educational system.

Michigan Merit Curriculum Changes – Effective April 2015

With the passing of House Bills 4465 and 4466 in June 2014, Graduation Requirements now include:

Mathematics	
Michigan Merit Curriculum	Personal Curriculum Options
4 credits of mathematics, including: 380.1278a (1,a,i)	3 ½ credits of mathematics, including: MCL 380.1278b (5,g)
Algebra I (may be granted prior to grade 9)	Algebra I (may be granted prior to grade 9)
Geometry	Geometry
Algebra II or <ul style="list-style-type: none"> ● Algebra II over 2 years for 2 credits ● Algebra II over 1.5 years for 1.5 credits ● A MDE-approved CTE program such as machining, electronics, construction, welding, engineering, computer science, renewable energy if course includes same algebra II content assessed on the state high school Assessment 	Algebra II may be modified if the student meets one or more of the following: <ul style="list-style-type: none"> ● One semester of algebra II ● Algebra II over two years for 2 credits ● MDE-approved CTE program or curriculum that completes that same content as algebra II benchmarks assessed on the state high school Assessment ● One semester of statistics, functions and data analysis or technical mathematics
An additional math credit (trigonometry, statistics, pre-calculus, calculus, applied math, accounting, business math, a retake of Algebra II, or financial literacy)	
Students must successfully complete at least one math course during final High School year	Students must successfully complete at least 1 math credit during his or her final 2 years of high school
English Language Arts (no modifications)	
At least 4 credits of English Language Arts MCL 380.1278b (1,a)	At least 4 credits of English Language Arts MCL 380.1278b (5, f)
Science (no modifications)	
At least 3 credits of science , including: MCL 380.1278b (1,b)	At least 3 credits of science , including: MCL 380.1278b (5, f)
Biology	Biology
Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content	Chemistry, physics, anatomy, ag science, or MDE-approved program with the same chemistry or physics content
One additional science credit or MDE-approved computer science or CTE program	One additional science credit or MDE-approved computer science or CTE program
Social Science	
At least 3 credits in Social Science , including: MCL 380.1278a (1,a,ii)	At least 2 credits of social science, including ½ credit of civics MCL 380.1278b (5, h)
1 credit I United States history and geography	1 additional credit in ELA, mathematics, science, a language other than English, or a CTE program
1 credit in world history and geography	
½ credit in economics	
½ credit in civics	

Health and Physical Education	
At least 1 credit that includes both health and physical education MCL 380.1278a (1,a,iii)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, i)
OR ½ credit in health, plus ½ credit for district-approved participation in extracurricular athletics or activities involving physical activity	

Visual, Performing or Applied Arts	
At least 1 credit of visual, performing, or applied arts MCL 380.1278a (1,a,iv)	May substitute an additional credit in ELA, mathematics, science, a language other than English, or a CTE program MCL 380.1278b (5, j)

World Languages	
Two world language credits, both in the SAME language other than English, Can be earned anytime, K-12, if grade-appropriate. MCL 380.1278a (2) <small>(Effective class of 2016)</small>	
For Graduating Classes of 2015 through 2020 only, may partially or fully substitute 1 world language credit with a MDE-approved CTE program or by completing an additional visual or performing arts course	
American Sign Language counts as a world language	
May be an online world language course	

Sub-section K – Students with Disabilities	
	Any modification not otherwise allowed but necessary because the pupil is a child with a disability and modification is consistent with both the students EDP and IEP MCL 380.1278b (5, k)

Sub-section L – Transfer Students	
	Student transfers in with at least 2 years of high school credits from an out-of-state or from nonpublic school MCL 380.1278b (5, l)
	The Personal Curriculum includes as much of the subject content as practicable.
	Must include at least 1 math class during the final year of high school.

	If the transfer student is enrolled for at least one full school year: <ul style="list-style-type: none"> • Must take at least algebra I or • Must take a course normally taken after algebra I
	Must include civics course
Online Learning Requirement	
A separate online course or learning experience OR integrated online experience throughout each MMC COURSE MCL 380.1278a (1, b)	

STUDENT ATHLETES

Student athletes must be aware of the BCPS policy regarding Dual Enrollment as outlined in the student handbook. If you are a student athlete who is taking dual enrollment courses, you must receive credit in 66% of your high school courses in the previous semester to meet eligibility requirements. A student athlete must also meet the BCPS eligibility requirements as set forth by the BCPS athletic policy also stated in the student handbook. Additionally, the National Collegiate Athletic Association (NCAA) requires that all core courses used for collegiate athletic eligibility must indicate a grade and be calculated into the student’s high school GPA. The requirement applies to Division I and Division II athletes.

DROP AND ADD

Once a student enrolls in a post-secondary course, it is important to follow the “Drop and Add” deadlines of both the college and high school. You will not be able to drop a college course and add a high school course after the first week of the new high school semester. If the student drops their college course after the deadline for dropping a class with full cancellation of fees, the student is then responsible for the full payment to the post-secondary institution. Students may not drop a post-secondary course without the counselor’s and administration’s approval.

ON CAMPUS CLASSES

Students who take dual enrollment classes on campus will receive a dual enrollment period as well as a travel period to get to the class on campus.

ONLINE CLASSES

Students who dual enroll in an online class will receive a dual enrollment period, but will not be allowed a travel period. These classes will count towards athletic eligibility.

Please review the contents of this notice with your parents. If you believe you are eligible for dual enrollment, qualify for tuition and fee support, and wish to participate, contact the counseling office at 989-644-3944, ext. 2206 to speak with Mrs. Millerov.

Section 21f of the June 2013, State School Aid Act, allows any pupil in grades 5 to 12 to enroll in up to two online courses during an academic term, semester, or trimester. It also requires that a student taking an online course, and who is not enrolled in a school of excellence that is a cyber school, choose courses from their local district catalog or the statewide catalog of online course syllabi to be developed in partnership by the Michigan Virtual University (MVU) and the Michigan Department of Education (MDE) and maintained by the MVU. (This new provision of the law does not take effect until October 1, 2013.)

- Students in grades 5-12 have a right to take up to 2 online courses each term (trimester/semester) with parent consent
- A district may only deny enrollment to a student if the student has:
 - Already earned credit for that course,
 - The course does not generate academic credit,
 - The course is inconsistent with graduation requirements or the career interest of the student,
 - The student doesn't possess prerequisite knowledge and skills for the course, or the student has demonstrated failure in a previous online course in the same subject, or
 - The course is of insufficient quality or rigor.
- If a student is denied, s/he may appeal to the superintendent of the intermediate school district
- Districts can offer online courses locally, as well as open enrollment to students outside the district by:
 - Providing MVU with a course syllabus
 - Offering the course through an open entry/exit method or aligned to a traditional semester or trimester schedule
- Districts shall use foundation allowance to pay for the expenses associated with the online course not to exceed 1/12 (semester) or 1/18 (trimester) of a district's foundation allowance per course.
- Districts shall provide students the same technology rights and access for online courses as it does for its traditional in-house courses.
- Districts will award appropriate academic credit that counts toward completion of graduation requirements

ATTENDANCE

Good attendance is considered a necessity. Students who have good attendance generally achieve higher grades, enjoy school, and are more employable after leaving high school. Students are expected to attend classes regularly and to be on time. They are to develop the habits of punctuality, self-discipline, and responsibility. Continuity in the learning process is seriously disrupted by absences. In most situations, work missed cannot be adequately made up. Every effort should be made to schedule appointments for times that don't conflict with school hours.

Students who are absent from school any part of the school day may not participate in that day's practice, performance or competition unless authorized by administration. Parent excused absences will not necessarily be authorized by administration. (Some examples of excused absences that would be authorized by administration: funerals, doctor appointments, college visits, field trips, family emergencies).

Michigan School Law: "Every parent, guardian or other person in this state, having control and charge of any child between the ages of 6 and 18 years, (Graduating class of 2016 and after) shall send such child, equipped with the proper textbooks necessary to pursue his/her school work, to public schools during the entire school year, and such attendance shall be continuous and consecutive for the school year fixed by the district in which such child is enrolled."

To ensure that the parents and the administration will have knowledge of a student's absence from class, parents are asked to call the school when their children will be absent. If no call is received, a school employee will make every attempt to notify the parents of their student's absence. Notes will be required from parents who have not contacted the school by phone. Parent excused absences may not necessarily be considered excused by the principal. Absences are considered excused if they are activities that cannot be conducted outside the regular school day and involve parent supervision. Skip day absences will not be considered excused.

All teachers will keep an hourly record of attendance for all students in his/her classes. Attendance records will also be kept in the middle school/high school office. The official record is with the teacher.

Students who miss class without the knowledge of their parents and school administration will be considered "skipping" for the purpose of this policy. Skipping is not only disapproved of, but may result in suspension from school as conditions merit. The first offense will be punished by matching missed hours in detention.

ABSENTEEISM PROCEDURES

After five absences a student will meet with the principal regarding the situation. If the student has missing work, they may be assigned after school detentions until the work is completed. Parents/Guardians will be notified by phone or mail after the five absences.

After the 10th absence a student will again meet with the principal with the possibility of after school detention to make up work. Additionally, parents/guardians will be notified by mail and truancy paperwork could be filed.

If a student should miss additional days beyond ten, the procedures for the 10th absence will continue to be followed after every fifth absence.

Any student with long-term illness/hospitalization will be placed under the care of the homebound teacher. For purposes of this policy they shall be considered to be in attendance. If an illness of more than five days is anticipated by the doctor and/or parent, the school should be notified immediately.

Students leaving the school grounds prior to the end of the school day are required to obtain permission to leave the building. This can be obtained in the school office, only after receiving permission from a parent/ guardian, and the administration. Students violating this policy will be considered skipping and will be dealt with accordingly.

STUDENT DISMISSAL

No staff member shall excuse any student from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge of the principal. The principal shall not excuse a student before the end of the school day without a request for early dismissal by the student's parents. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Students leaving class early will be marked absent for the entire class period.

Children of estranged parents may be released only upon the request of the parent whom the courts hold directly responsible for the child and who is the parent or guardian registered on the school record. The school shall not be a party to other arrangements with the estranged parents.

STUDENT VISITORS

Students must gain permission from the principal and classroom teachers to have visitors. Visitor's passes and parental permission forms are available only in the office and are to be completed at least three days before the visitation. Beal City Public Schools only permits visitors who live outside a 50 mile radius from the school. Any student under high school age should not visit the high school unless it is for observation of a class. Any non- student in the building without authorization from the office is considered trespassing. Visiting students should only plan on visiting the Beal City Public Schools for one half day per school year.

WORKING STUDENTS

The administration endorses part-time work for students. However, the school must take an objective attitude towards this work. All students are expected to be in attendance during the regular school day. Work should not interfere with school activities. Any exceptions to this policy will be left to the discretion of the principal. Work permits are issued in the high school office.

ASSEMBLIES

There will be school assemblies throughout the school year. They are prepared for education, entertainment, and general well-being. All will be free. You will be required to attend all assemblies. You are expected to be quiet and courteous to our guests at all times. Final approval by the principal is required of all assemblies.

CLASS DISMISSAL

Teachers will dismiss students from class. The bell is a sign to let the teacher know that class is over. Do not leave until the teacher gives permission. During class changes, there is to be no running, shoving, pushing, or fighting. Your only business is to get to the next class. A student arriving in class after the bell will be considered tardy. Students are to remain seated until the teacher releases them. Please refer to the school tardy policy.

COLLEGE RELEASE TIME

Beal City Public Schools allows qualified students to attend college for college credit. See the guidance counselor for details. Students must sign in and out when they arrive or depart from school for dual enrollment classes. When returning to school, students must not disturb classes in session.

PRE-PLANNED ABSENCES

Students will be allowed prearranged absences at the discretion of administration, not exceeding a total of five school days per year for a trip with his/her parent/guardian. The request must be made in writing to the principal's office at least ten school days in advance of the planned trip. All assigned work should be picked up in advance of the trip and be handed in when the student returns to school, unless students prearrange an extension of deadline with an individual teacher. If the above procedure is followed and all work is completed within the specified period of time, the days will not count towards the five day policy.

Approval of pre-planned absences will be based on the student's current academic performance, recommendation of teachers, and a pattern of regular school attendance. The student's teachers may have a conference to review the student's status. Teachers will base their decision on the overall status of the student which will include, but is not limited to, the following: attendance in class, passing/failing courses, and behavior. Detention may be assigned for time missed. The final decision will rest with the principal. If the student does not meet the above mentioned criteria, the request will be denied. If the student chooses to leave after the request has been denied, all days will be counted as unexcused absences.

MAKE-UP WORK

It is the student's responsibility to contact the teacher within one day after the student's return to school after an absence to arrange for make-up work. Unless otherwise specified, the student will have time equal to the absence to make up work. For example, one day absent equals one day to complete missed work, and turn completed work to their teacher.

TESTING OUT

Students in grades 6th-11th will be allowed the opportunity to test out of a course. The guidelines for this can be found in BCPS Board policy ag5460b.

TARDINESS

Beal City Public School operates a definite schedule. Every student has a place to be at a specific time. Students are expected to be in their classes on time. Chronic tardiness is not tolerated. A student is considered tardy if he/she is not in the classroom when the bell rings. A student who is more than ten minutes late is considered absent, even though in attendance for the remainder of the period.

1. Teachers will be responsible for documenting student tardiness.
2. When a student reaches three tardies (in a combination of all classes) in a quarterly marking period they will be assigned a one hour detention.
3. Each additional tardy, beyond three, in a quarterly marking period, will result in an additional hour of detention being assigned.
4. Assigned detentions that aren't completed after three opportunities to serve them may be doubled. e.g. One hour would become two hours of detention.
5. If the student doesn't serve their time within this period, they will be ineligible to attend or participate in all school functions including, but not limited to, athletic events, extracurricular activities, and after school organizations until the doubled hours have been served. If the event is class related (Band, Drama, field trip), students will be allowed to attend at the discretion of the administrator and the leader of the program.
6. Students will have a clean slate in regards to tardies at the beginning of each quarterly marking period.

STUDENT CONDUCT

DISCIPLINE

A code of conduct has been formulated to define guidelines and rules in an attempt to function fairly and equitably. An attempt has been made to define limits of behavior and to implement conditions that clarify the rights of all participants in our school community. It is recognized that each student is an individual and that there are situational variances involving misconduct; therefore, certain circumstances may warrant discipline and control to be treated as an individual matter. You are reminded that you have all rights of due process of law. Rewards may be offered to students who cooperate with information that leads to the apprehension of the individual(s)

responsible for violations of the code of conduct. This practice will be used generally for actions that result in the destruction of individual or school property. The reward will be paid by the violator(s) and awarded to the cooperating students by the principal. Staff members are required to inform students who they refer for discipline. Students who have engaged in illegal activity on or off school property will be suspended from participating in any extended extracurricular trips for a minimum of six academic months from the time of the illegal activity. The time length of the suspension may be extended based on the rules and procedures of each specific club/group. Examples would include FFA, German Links, YIG, NHS, etc. These illegal activities include, but are not limited to, minors in possession of illegal or controlled substances, destruction of property, selling or possession of look-alike drugs, and criminal sexual conduct code violations. If the illegal violation occurs after fundraising has begun and/or deposits have been made, all funds will be forfeited. The school will comply with relevant state law pertaining to Seclusion and Restraint as well as Suspension and Expulsion.

SELF-REPORTING

It is the hope of Beal City Schools that students will engage in positive behaviors, such as taking responsibility for their actions. To this end, should a student self-report any violation of the discipline code, that fact will be a consideration when assigning any discipline for the transgression.

DETENTION

Any student assigned to serve a school detention will be given at least overnight notice to make arrangements for transportation. Transportation from detention is the responsibility of the student and his/her parent/guardian. Unexcused absence from an assigned detention may result in the amount of time assigned being doubled. During detention you are not allowed to sleep, use cell phones, use electronic devices (i.e., hand-held gaming systems), and should bring homework or have something to read during time served.

SUSPENSION

Absence from school due to suspension shall be considered an authorized absence, neither excused or unexcused. Assignments missed due to suspension can be made up for 50% credit if completed in a timely manner. Tests, papers and quizzes can be made up and a grade given based on the results of the tests, papers and quizzes.

LEAVING THE SCHOOL BUILDING

If, for any reason, a student must leave school, a note must be brought in at the beginning of that day. The note must be written and signed by a parent. If a student becomes ill in school, the school MUST contact a parent by phone before the student is allowed to go home. Before the student leaves, he/she must sign out and obtain permission to sign out in the high school office or it will be considered skipping. Beal City Schools is a closed campus. Once a student arrives at school they are expected to stay on campus. Dual enrollment students need to sign in and out in the office as they come and go from the building.

FOOD AND DRINKS

No food, candy, or drinks of any kind are allowed on any carpeted areas unless prior permission has been granted by staff or administration. These items will be confiscated. Violators may face disciplinary action. Breakfast and lunch for 6th-12th grades will be hosted in the cafeteria. All breakfast and lunch food should be eaten in the cafeteria.

HALL PASSES

The teachers are responsible for knowing where their assigned students are at all times. The student must have permission from the teacher before leaving class. Hall privileges may be denied for students because of previous issues.

PUBLIC DISPLAY OF AFFECTION

Social behavior is a normal part of the school experience. However, the school is not the appropriate place for unmannerly displays of affection. Staff and the principal will use their discretion in determining inappropriate public displays of affection. Students will be warned initially, with all parents being notified if the behavior persists. Students may eventually be disciplined if it becomes chronic.

CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board of Education of Beal City will not condone the use of force and fear as appropriate procedure in student discipline. No person employed by the Beal City Schools, or engaged as a volunteer or contractor by the Board, shall threaten to inflict, or cause to be inflicted, corporal punishment upon any pupil in accordance with state law. However, professional staff, support staff, volunteers, or contractors by the Board, may, within the scope of their employment, use and apply reasonable force and restraint to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon or with the control of the student, in self-defense, or for the protection of persons or property. Alternatives to corporal punishment will be used as a first option. These include detentions, suspension, restrictions from activities, or withdrawal of privileges. Other methods of discipline may be used that are not in the above list.

ELECTRONIC DEVICES

The use of electronic devices is not allowed without prior approval of either the principal, teacher, advisor, bus driver or coach in charge of the supervision of that activity. Cell phones are not to be used during class time without permission from the teacher. However, they may be used before school, passing time (between classes), lunchtime, and after school. Under no circumstance should electronic devices, such as cell phones, be used to take pictures, videos, or recordings of individuals who have not given express permission. Electronic devices may never be used to take pictures or videos in locker rooms or bathrooms.

1st Offense – Item taken and student may pick up at the end of the school day. (1 hour detention)

2nd Offense – Item taken and parent/guardian may pick up at the end of the school day. (2 hour detention)

3rd Offense – Item taken until meeting with parent/guardian. (up to a 1 day suspension)

DANCE RULES/LOCK-INS

1. Dances must be approved by the principal (at least two weeks ahead of time).
2. Dances will be sponsored and supervised by the sponsoring organization and their advisor.
3. The sponsoring organization will be responsible for buying decorations.
4. If there are any concessions, the sponsoring organization will pay for food sold and receive the profits.
5. A minimum of four chaperones are needed. A minimum of two of the chaperones should be staff members.
6. Sponsoring organization members will be responsible for cleanup.
7. The dances will be over no later than midnight for grades 9 through 12, and 10 p.m. for grades 6, 7 and 8.
8. Once a student enters the dance, they will not be allowed to go back out unless previously approved by a faculty chaperone. (Chaperones will not be responsible for students who leave the dance without permission.)
9. Any Beal City student who wishes to bring a guest must fill out a guest pass in the high school office during regular school hours three days before the dance. Guests must be 20 or under in age. Parent permission for the student is needed to bring a guest.
10. Any student that attends a dance with a guest will be held responsible for the conduct of his/her guest.
11. If any emergency exists, advise the chaperones immediately.

12. High school dances are for high school students only (the middle school will have their own dances).
13. Alumni who have graduated the previous year will be allowed at the Homecoming Dance.
14. All other school rules (smoking, drinking, etc.) will be enforced at all dances (any infractions will be disciplined according to school policy).
15. Any disruptive behavior will result in the disruptive student(s) being asked to leave the dance.
16. All contracts with dance bands/D.J. must be approved by the principal prior to any commitment.
17. Students or others participating in the dance who indulge in unmannerly displays of affection or vulgarity will be asked to leave the dance without any refund of admission.

STUDENT DRESS CODE

Standards of dress at Beal City Schools are designed to provide a learning environment that reflects the six pillars of character. Expressing one's individuality through clothing options is important, unless it becomes a distraction to the learning environment. While it is impossible to determine all possible issues in student attire, the following is a set of guidelines to help create a common vision of what is appropriate.

1. If in doubt, it might be appropriate to make another choice.
2. Footwear must always be worn.
3. Heads must be free of hats, hoods or other headgear, unless required for medical or religious reasons.
4. Undergarments must be covered by outer clothing whether standing or sitting.
5. Shorts and skirts must cover undergarments and remain appropriate when a student is seated.
6. Coats must be placed in lockers, unless special permission has been granted.
7. Clothing must be free of slogans or advertising regarding weapons, drugs, alcohol, tobacco, drug paraphernalia, obscene language, threats or any other image/language that is a distraction to the learning environment.
8. Pajamas must be avoided as school clothing.

9. All clothing choices must be of a nature that undergarments cannot be seen through them.
10. Backpacks must remain in lockers, unless special permission is given.
11. If any part of a student's appearance becomes a distraction to the learning environment they may be asked to make changes to support the learning environment.
12. In addition to clothing choices, good hygiene is an important part of our presentation and must be maintained at all times.

Styles change rapidly in our society, so this may be an incomplete set of guidelines. There will be occasions, such as Spirit Week or fundraisers, when adjustments to the dress code will be made. Administration reserves the right to determine what appropriate attire is. If a student is asked to change clothing or call home for new clothing, efforts will be taken to treat them with respect and dignity. Repeated or willful violations of the dress code may result in disciplinary measures being taken.

DRIVING TO SCHOOL

Driving to school is a privilege that is only extended to those students who drive responsibly. If you wish to retain this privilege, you must:

1. Drive safely.
2. Park correctly. Parking spaces are very limited. Taking more than one space may result in loss of privilege.
3. After you park your car, you must not return to it until you leave for the day. In an emergency, permission from the principal can be sought to return to your car.
4. At the conclusion of the school day, students must leave in an orderly fashion by way of the south parking lot exit on Aggie Avenue.

1st OFFENSE: Loss of driving privileges for one week, or one hour detention.

2nd OFFENSE: Loss of driving privileges for two weeks, or two hours detention.

3rd OFFENSE: Loss of driving privileges for the remainder of the school year.

Gross violation may result in immediate and permanent loss of your driving privilege and suspension from school pending a parent conference with the principal.

EIGHTEEN YEAR-OLD STUDENTS

Some students will reach the age of maturity before they finish high school. They will follow all rules and regulations that other students follow.

ACADEMIC INTEGRITY CHEATING POLICY

Students who do not do their own work on tests, quizzes, and assignments that were assigned as and intended to be individual undertakings are cheating. This means that providing information to another student would also be considered cheating or a lack of academic integrity. Any undeclared use of AI (artificial intelligence) in the creation of student assignments would also fall under this policy. Cheating referrals will stay on file for all four years of high school. Those students who the teacher and principal have determined as having cheated will be disciplined in each class per semester as follows:

- 1st Offense: Parent notification by staff member referring. No credit (a zero) will be given on the test, quiz, or assignment involved, which may result in a student failing class. The student may be suspended 1 - 3 days out of school.
- 2nd Offense: Parent notification by staff member referring. No credit (a zero) will be given on the test, quiz, or assignment involved, which may result in a student failing class. The student may be suspended 3 - 5 days out of school.

PLAGIARISM

Students must properly give credit when others' words or ideas are used. Plagiarism is defined as using and passing off the writing or ideas of someone else as one's own or portraying someone else's work as your own original work. Use of AI (artificial intelligence) may also be considered under this policy. Plagiarism referrals will stay on file for all four years of high school.

1st Offense: Parent notification by staff member referring. No credit (a zero) on the test, quiz, or assignment involved which may result in a student failing class. May be suspended one to three days out-of-school. You may refer to cheating policy as well.

Additional Offenses: Parent notification by staff member referring. No credit (a zero) on the test, quiz, or assignment involved which may result in a student failing class. May be suspended three to five days out-of-school.

SMOKING

Smoking, vaping or possession of tobacco or nicotine products on school property:

1st Offense: Parent notification and two day out-of-school suspension. Authorities may be notified.

- 2nd Offense: Parent notification and three day out-of-school suspension. A student must make and keep an appointment for substance use counseling. Authorities may be notified.
- 3rd Offense: Parent notification. Five day out-of-school suspension. Authorities may be notified.
- 4th Offense: A meeting with the Superintendent and/or the Board of Education to discuss consequences. Authorities may be notified.

DRUGS OR DRUG LOOK-ALIKES, INCLUDING ALCOHOL

Use of, possession of, under the influence of on school property, or at a school function.

- 1st Offense: Parent notification. Ten day out-of-school suspension. Authorities may be notified.
- 2nd Offense: Referred to the Board of Education for expulsion. Authorities may be notified.

SAFETY OF OTHERS

Physical attacks or threats to students or school employees threatens the safety of others. Throwing water, snowballs, or the use of water devices, may also threaten the safety of others. Laser flashlight pointers are potentially dangerous. Their unauthorized use will result in disciplinary action.

- 1st Offense: Parent notification. One to three day out-of-school suspension from school. Restitution must be made.
- 2nd Offense: Extended suspension up to ten days. Restitution must be made.
- 3rd Offense: Recommendation to the Board of Education for expulsion.

PUBLIC AND PRIVATE PROPERTY

Students endangering or abusing the property of students, school employees, or the school including theft, misuse of books, materials and equipment, defacing property, and unauthorized presence in school buildings is not acceptable. Rewards may be posted and students who are caught will pay for the reward, or they will be prosecuted.

- 1st Offense: Payment of damage. Parent notification. Conference with principal to determine legal options. Depending on the individual situation, recommendation for Board action can be made after the first offense if it is considered gross misconduct. Depending on severity, the option of notification of prosecutor and police agencies is available and up to a three-day suspension out of school.
- 2nd Offense: Extended suspension and payment for damage. Authorities may be notified.
- 3rd Offense: Recommendation for expulsion. Payment for damage. Authorities may be notified.

INSUBORDINATION/PROFANITY

Refusal to comply with the reasonable directives of teachers, support staff, or administrators, use of profane language, violation of state law, local ordinances, and laws pertaining to civil disobedience and derogatory actions against school personnel. Consequences for these offenses may include detention, suspension, or expulsion depending on the severity or frequency of the incident(s).

1st Offense: Parent notification and detention or one to three day out-of-school suspension.

2nd Offense: Parent notification and administrative conference. One to five day out-of-school suspension.

3rd Offense: Recommendation for expulsion to Board of Education.

FORGERY

The unauthorized using and writing of the names of another person on school forms or other school correspondence such as notes from home, letters, etc. All absences falsely excused will be considered unexcused. The Student may be assigned additional consequences depending on the severity and frequency of the incident(s).

1st Offense: Parent notification. Student may be suspended one to three days. All absences falsely accused will be considered unexcused.

2nd Offense: Student may be suspended up to five days.

3rd Offense: Student may be recommended for expulsion.

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

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

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

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

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

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

NOTIFICATION

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

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

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

REPORTING

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

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

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

IMPLEMENTATION

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

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

PROCEDURE

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

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

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

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

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

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

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

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

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the superintendent. The superintendent shall submit a compiled report to the Board on an annual basis.

NON-RETALIATION/FALSE REPORTS

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

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

DEFINITIONS

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

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

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

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

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

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

1. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal – taunting, malicious teasing, insulting, name calling, making threats.

3. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

“Staff ” includes all school employees and Board members.

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

For further definition and instances that could possibly be construed as: Harassment, see Policy 5517;
Hazing, see Policy 5516.

MCL 380.1310B (Matt’s Safe School Law, PA 241 of 2011) PA 478 of 2014
Policies on Bullying, Michigan State Board of Education
Model Anti-Bullying Policy, Michigan State Board of Education

Adopted 12/04
Revised 5/21/07
Revised 5/21/12
Revised 11/18/13

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DUE PROCESS RIGHTS

The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided a student, the Board establishes the following guidelines:

1. Students subject to short-term suspension: Except when emergency removal is warranted, a student must be given oral or written notice of the charges against him/her and the opportunity to respond prior to the implementation of the suspension. When emergency removal has been implemented, notice and opportunity to respond shall occur as soon as reasonably possible. The principal or other designated administrator shall provide the opportunity to be heard and shall be responsible for making the suspension decision. An appeal may be addressed to the superintendent whose decision will be final.
2. Students subject to long-term suspension and expulsion: A student and his/her parent or guardian must be given written notice of the reasons and intention to suspend or expel and an opportunity to appear with a representative before the Board/superintendent to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Board/superintendent, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private, but the Board/superintendent must act publicly. The Board shall act on any appeal, which must be submitted in writing, to an expulsion (policy 5610 and /or policy 5610.01), to a request for reinstatement (policy 5610.01), or to a request for admission after being permanently expelled from another district (policy 5610.01).

The superintendent shall establish procedures so that all members of the staff use the above guidelines when dealing with students that have been suspended. In addition, this statement of due process rights is to be placed in all student handbooks in a manner that will facilitate understanding by students and their parents.

BUILDING AND GROUNDS

AFTER SCHOOL ACTIVITIES

Any student or groups of students involved in any after school activity shall have a chaperone or sponsor present at all times. The activity shall be in a designated area. Students waiting for supervised activities to begin or for rides to arrive, must wait in the cafeteria, lobby, or other designated areas.

SCHOOL PESTICIDE USE POLICY/INTEGRATED PEST MGMT. (IPM)

Beal City Schools, if needed, may use pesticides for pest control. Advanced notice will be posted on all entrance doors and provided on the school website. If you want to be notified,

contact Central Office (644-3901) to be included on the notification list. Those on the notification list will be notified three days prior to application of the pesticides.

MEDIA CENTER

Sixth through twelfth grade students are allowed to check out three items from any part of the library. Overdue materials must be returned or paid for before additional items can be checked out even if a student does not have the maximum number of items out. Although we do not assess late fines, overdue items must be returned before a student can receive his/her report card(s). Students will be charged the cost to replace materials that they do not return including magazine covers and magazines. The media center materials are protected by a security system. Students attempting to circumvent the system and remove materials without checking them out will be punished for THEFT. Students who damage books, remove security tags, damage or attempt to damage, the security system itself will be punished for VANDALISM. Students are expected to use the Media Center for academic reasons only, and to be respectful while doing so. Students who are not assigned to a specific class during a given block are certainly welcome to use the facility for academic reasons, but should receive permission from the Media Center personnel upon arrival.

BOOK, INSTRUCTIONAL MATERIALS, EQUIPMENT, AND LOCKERS

Books, instructional materials, equipment, and lockers are provided by the school district to each student without charge or deposit in most cases. Students are responsible for the books, instructional materials, equipment, and lockers once issued until returned. Students who have not taken care of their obligation to the school for the last school year for books, materials, equipment, and lockers will not be issued school owned books, instructional materials, equipment, or a locker. Parents and students are expected to meet these obligations in a reasonable amount of time in order that the education of their student is not jeopardized.

LOCKER RULES

1. Do not give out your locker combination.
2. Keep your locker locked at all times.
3. Keep your locker neat and clean.
4. Any damage or destruction of lockers by students will result in payment for damage and/or disciplinary action.
5. If your locker does not work properly, report it to the office.
6. The lockers are school property. School authorities may search students' lockers at any time.

TRANSPORTATION

TRANSPORTATION TO AND FROM ACTIVITIES/SPORTS

Students must have prior written approval from the administration to ride to and from school sponsored activities and sporting events with a parent or guardian. The written approval must be given to the chaperone/ sponsor/coach to verify that the student will be riding with a parent or guardian to or from the activity or sport. The approval forms may be found on our web page or in the high school office.

BUS RULES

School bus transportation is provided for most students living within the confines of the school district. Whether the student regards riding a school bus as privilege or not, this privilege may be denied to any student for improper conduct. The length of this denial may vary from one day to the complete school year, depending on the number of times reported and seriousness of the misconduct.

Proper student conduct is the most important factor in the safe and wholesome operation of a transportation program. The Board of Education and administration expect the same level of appropriate student behavior while riding a school bus as they would in the classroom or any public place. Therefore, it is of utmost importance that bus drivers, the Director of Transportation, principal, and parents continually work together to assure the best possible student behavior.

The school bus driver is in charge of the bus at all times when it is in operation and has authority to demand observance of proper student conduct and the school bus rules. A proper amount of discipline must be maintained on the bus in order to permit the bus driver to maintain adequate composure for the safest operation of the school bus. A rowdy, noisy, and destructive student will not be tolerated by the bus driver or the school administration. Each driver is given authority to stop the bus to talk with a student who is not conducting himself/herself properly and to report the student to the Director of Transportation and principal. Proper disciplinary action will be taken against the student and the incident will be recorded on his/her student record. Repeated offenders will be asked to secure their own transportation to and from school.

The following are some of the basic student bus rules and regulations:

1. Obey the driver at all times.
2. Keep hands and head inside the bus at all times.
3. Maintain a classroom atmosphere except for ordinary conversation.

4. Do not shout at passing persons or vehicles.
5. Occupy the seat assigned by the driver and refrain at all times from moving around while the bus is in motion.
6. Be at the bus stop ready to board when it arrives.
7. Stay off the traveled roadway at all times while waiting for the bus.
8. Wait until the bus has come to a stop before attempting to get on or off.
9. Enter or leave the bus only at the front door except in case of emergency.
10. Cross the traveled roadway, if necessary, after leaving the bus in the following manner:
 - a. Make sure the bus is stationary.
 - b. Upon leaving the bus, go ten feet to the front of the bus, within sight of the driver, and wait for the proper signal for crossing.
 - c. Upon signal from the driver, look both to the left, then proceed across the roadway in front of the bus.
 - d. Walk, don't run, in front of the bus when crossing the highway.
11. Report to the driver at once any damage to the bus that is observed.
12. Help keep the bus clean, sanitary and orderly.
13. No smoking, fighting, throwing objects or profanity will be tolerated at any time.
14. No writing, marring or defacing the interior or exterior of the bus.
15. Do not throw objects on the bus.
16. Students who ride the bus to school will not be permitted to walk, ride any other bus or get off at another stop unless the driver has written permission from a parent or guardian. Forms are available online or in the superintendent's office.

17. The bus driver is in charge of the students while they are on the bus and at the bus stops, and while loading or unloading students.
18. Students may be required to walk a maximum of one half mile (elementary) or one mile (high school).
19. Students who damage the bus will be responsible for restitution for the materials damaged and the cost of labor to repair.
20. Beal City Schools will be using mounted video cameras on buses to assist in monitoring bus behavior, and for the safety of the students.

MISCONDUCT ON SCHOOL TRANSPORTATION

When a student violates one or more of the above safety bus rules thereby causing an unsafe and/or disruptive condition, the following disciplinary procedure will be used:

- 1st Offense: Bus Misconduct Report will be sent to the office. The student may receive at least one day bus suspension, or detention, and parents will be notified.
- 2nd Offense: The student will be suspended from riding the bus at least three days and up to five days. Bus Misconduct Report filed in the office.
- 3rd Offense: Parental conference with principal, Transportation Director, and superintendent, if necessary. At that time it will be determined whether the penalty is for the remainder of the year or not.

Student may receive an immediate suspension from the bus and school by the principal for the following reasons:

1. Fighting on the bus.
2. Smoking on the bus or lighting matches or other flammable items.
3. Complete disrespect for the driver and other passengers-swearing, improper language, or obscene gestures.

BEAL CITY SCHOOL DISTRICT

**PASSENGER EMERGENCY INFORMATION FORM SCHOOL
DISTRICT VITAL CONTACT PHONE NUMBERS**

Jason McDonald.....	Transportation Director.....	989-644-3901	or	989-289-7938
William Chilman.....	Superintendent.....	989-644-3901	or	989-878-1328
Daniel Boyer.....	MS/HS Principal.....	989-644-3944	or	231-468-9467
Jason Johnston.....	Elementary Principal.....	989-644-2740	or	989-330-0938
Krystal Herring.....	Central Office.....	989-644-3901		
Diane Fussman.....	MS/HS Office.....	989-644-3944		
Melissa Hall.....	Elementary Office.....	989-644-2740		

Passenger Name: _____ Age _____ M F

MEDICAL CONCERNS

Allergies
Shunt
Seizure (Diastat order)
Gastric Tube
Tracheotomy
Skeletal Issues
Epi-pen

BEHAVIORAL CONCERNS

Autism
Wanderer/Runner
Excitable
Defiant
Aggressive
Bites

PHYSICAL CONCERNS

Wheel Chair
Walker
Visually Impaired
Hearing Impaired

COMMUNICATION SKILLS

Verbal Non-Verbal

Other _____

Other _____

Other _____

PROTOCOL REQUIRED

(see individual passenger information form)

**BEAL CITY SCHOOL DISTRICT
TRANSPORTATION INFORMATION/EMERGENCY SHEET**

Current Date: ____ / ____ / ____

Date of Birth: ____ / ____ / ____

Student Name:

Home Phone: () _____ Cell Phone: () _____

Home Address: _____

Hospital Preference: _____

Preferred Physician (Name & Phone Number): _____

Mother's Name: _____ Work Phone: _____

Father's Name: _____ Work Phone: _____

Mother's Cell: _____ Father's Cell: _____

AUTHORIZED PERSON(S) TO CONTACT IF PARENT UNAVAILABLE

Name:

Address:

Phone Number: ()

Medical / Allergy / Behavior Considerations:

Additional Information:

**BEAL CITY SCHOOL DISTRICT
TRANSPORTATION INFORMATION /
EMERGENCY SHEET**

**ALTERNATE
DROP OFF**

(Must be within reasonable distance from home address)

Name:

Address:

Phone Number: ()

Relationship to Student: (Aunt, Uncle, Sibling, Neighbor, etc.) _____

Equipment needed for transportation according to the student's IEP. (Please circle appropriate equipment)

All students will use lap belts if not in one of the following:

Booster Seat (select one)

#1. 25 lbs - 65 lbs
Under 4.7" tall

#2. 25 lbs - 95 lbs
Under 4.7" tall

Safety Vest

Small
Medium
Large
X Large
Special

Car Seat

22 lbs - 40 lbs
Under 4.0" tall
WC - 19

Wheelchair

Manual
Power

Aggie Café

The Aggie Café has a warm, inviting atmosphere for all students. We serve healthy meals with several options in the hope of capturing all the student's unique food favorites. We follow the Aggie PRIDE Pillars in all that we do: Positive attitude, Respect, Integrity, Determination and Effort. The staff in the Aggie Café are dedicated to your students. We want them to have the best experience possible while enjoying the best meal possible. You can download the Nutrislice app on your phone for our menu options or go to bealcityschools.nutrislice.com to view the whole menu.

Meals and prices:

Breakfast

Prices will be determined before the beginning of each school year. Please see the Beal City Schools website under Food Service for current pricing.

In the event of a delay, breakfast WILL NOT be served.

Our **lunch** menu consists of a choice between two entrees, which includes five items from different food groups. Students may take all five food groups, but must take three of the five including a fruit or vegetable to receive a full lunch (or)

- 6th-12th grade students have one main hot option, along with, selecting one of the cold lunch options, such as wraps, salads, or alternate hot options, slice of pizza, bosco sticks etc, which also come with the hot vegetable of the day, fruit and milk.
- We are offering what we call "The Meal is the Deal" pricing. If a student only chooses to take one entrée (such as a piece of pizza), that entree will cost \$.50 more than a full lunch, adding a fruit or vegetable will finish that meal.

Lunch

Prices will be determined before the beginning of each school year. Please see the Beal City Schools website under Food Service for current pricing.

NO LUNCH WILL BE SERVED ON HALF DAYS.

How to pay:

You can add lunch money and fill out free/reduced applications on the Family Portal site that is linked to our Meal Magic point of sale system. Efunds is another site used to add money for multiple reasons district wide, including lunch accounts. You will use your Parent Access ID number from Powerschool to link your student to your account.

Please make sure all balances are kept up to date.

We will accept payments made in cash, check made out to Beal City Schools, but **we encourage online payment when possible** for safety protocols at:

- <https://payments.efundsforschools.com/v3/districts/55260/login>
- <https://bealcity.familyportal.cloud>.

Please note: Family Portal does not save your routing number/credit card number. Please double check this every time you add money. If just 1 number is off, it will not go through your bank. There will be a \$1.25 fee if the wrong number is used and a \$5.00 fee for NSF.

- No money will be accepted in the lunch line.
- Students need to turn in money to the drop box stations by 9:15am.
- Any credit balances will be carried over to the next school year.
- All money will be refunded to seniors.
- Students leaving the district should notify us for a refund.

Charging:

- Students may charge up to but no more than \$40.00 at a time before the account must be brought to a positive balance.
- All Parents will be contacted by an automatic email system when your child first runs out of money and every 4 days after that until it has a positive balance.
- In Family Portal, parents can set up their own preference for email reminders.
- A letter will be sent home only to elementary students before they reach their \$40.00 limit.
- MS/HS students are informed they are low when in the lunch line and a phone call home is made if necessary.
- If payment is not made and the account brought up to a positive balance the next day, students will be offered an alternate meal. Which will still be charged to the account.
- All charges must be paid by the last day of the current school year.
- Students leaving the district should notify us for a refund.
- All charges before the free/reduced application is received and processed must be paid within a week of notification.
- A student cannot charge ala carte items.
- Parental controls can be set to control student spending.
- All money under \$10.00 will not be returned to households if students leave the district or graduate. The funds will go to help students in need with paying their lunch account/

If Students pack a lunch, they can purchase milk and condiments at ala carte pricing.

Food Allergies

When the Food Service Department is asked to make a menu substitution for a student, it is the responsibility of the parent/guardian making the request to discuss your options with the Food Service Director, submit a properly filled out and documented Special Dietary Needs Form. Students with food anaphylaxis (severe food allergies) are covered under the Disability Act of 1990 and a document must be filled out for proper food substitutions. If, however, a request for food substitutions is made for a student without a severe food allergy but intolerance, for example, lactose intolerant, the Food Service Department **may** make substitutions listed on the medical statement form. **This form must be filled out and signed by a recognized medical authority before substitutions can be made.** Please contact, Marci Faber, Food Service Director at 989-644-3901 ext #2319 or mfaber@bealcityschools.net if you have any questions.

WELLNESS FOOD AND SAFETY POLICY

Beal City Schools has developed a wellness policy. This policy is to help assist us as a school and community to a healthier lifestyle. The following policies are in place to assist us with this goal:

1. We encourage students and families to make good health choices for lifelong benefits.
2. We promote safe learning environments by ensuring that appropriate behaviors are modeled by staff and practiced by students.
3. We encourage the use of healthy food if used as a reward.
4. We prohibit withholding food from any student as a punishment.
5. We encourage offering predominantly healthy food/beverages for classroom celebrations/parties.
6. We encourage not selling foods with low nutrient value in school fundraising or fundraising promoted to the students through the school.
7. We encourage predominantly healthy foods and beverages to be offered at school events (open houses, conferences, and meetings).
8. We stipulate that predominantly healthy food and beverages are offered as ala carte options.
9. We regulate hours that our vending machines containing food and beverages with low nutrient value are accessible to students.
10. We audit annually to make sure our sidewalks, cross country track, lighting, and/or other key elements are safe.
11. We prohibit staff from withholding physical education class, with the exception of the Physical Education Teachers in their class, as a punishment or to make up missed instructional time, class work, or tests in other subjects.
12. We prohibit the use of physical activity as punishment.

EMERGENCY PROCEDURES

EMERGENCY CONTACT INFORMATION

The student registration form provides the school with vital information on each student and must be turned in (or updated) by the end of the first week of school. The following information must be completed. Contact information should be updated as necessary throughout the school year.

1. Student's name, address, and telephone number.
2. First and last name of parents.
3. Business phone and place of employment of mother and father.
4. Name, address, and telephone number of people to contact if parents are not available.
5. Parent's signature authorizing emergency medical treatment.

EMERGENCY SCHOOL CLOSING

When it becomes necessary to close school or go into a lock down situation the following radio and television stations will be notified: WCEN, WHNN, WCFX, WMMI-WCYZ, and T.V. 9&10. You may get a phone call from school through our PowerSchool messaging system. You may also check our school web page as well at www.bealcityschools.net. Conditions that would close school would be: bad weather, mechanical breakdown within the school, or a high rate of absence due to illness.

EMERGENCY DRILLS

Fire Drill Regulations and Emergency Exit Steps to Follow:

- Classroom teachers and students have the special duty of seeing that drills and emergency action are characterized by safety, order, control, and rapidity.
- Teachers must always take their class record book with them.
- A student (appointed in advance or at the time of the alarm) goes directly to the door and leads the group single-file out the designated exit, without stopping for books, papers, jackets, etc. to a location outside of the building. If the designated exit is blocked, the teacher will lead the group to the nearest exit.
- All classroom windows must be closed with the lights turned off as the classroom is emptied.

- Exemplary conduct is essential - NO talking, laughing, pushing, shoving or running.
- Follow the instructions of the teachers.
- Keep calm, quiet, alert and be safety conscious.
- Students must remain with their class and teacher.
- When all clear is given, return to class in an orderly manner.
- Students must be at least 100 yards from the building during fire drills.
- Teachers who have a conference period at the time of the drill or fire will participate by assisting other teachers and checking empty rooms and areas before leaving the building.
- All school personnel will participate in all drills, aiding in the evacuation of any pupils. Close all windows and doors, turn off lights, and extinguish any flame.
- Fire Exits will be discussed by each classroom teacher at the beginning of the year. Posted signs in each room will help instruct you as to the way you should exit.

TORNADO SAFETY

In the event of a tornado watch, (alert that weather conditions are such that there is a possibility of a tornado) a decision will be made as to the closing of school based upon the facts available. In the event of a tornado warning (immediate danger or a tornado has been sighted) students will be sent to the safest area of the building.

TORNADO EMERGENCY PLAN: ‘WARNING BELL’ - THREE SHORT BELLS -- PAUSE AND REPEAT

1. Large rooms with high ceilings should be evacuated: the gym, cafeteria, and band room.
2. Areas with glass should be avoided: the lobby and other entry ways.
3. The classrooms on the south side of the building should be evacuated and the students moved into the hallways to be seated against the supporting walls and locker rooms.
4. All classrooms on the north side of the building should be evacuated, except the MS Science room, and the students should be directed to sit against a supporting wall in the hallways, sitting facing the lockers on the south or west side of the building. In the classrooms, windowed areas should be avoided.

5. All classrooms including the library and MS Computer Lab, shop, and greenhouse should be evacuated and students should be directed to the halls and locker rooms.
6. In the gym, if classes are being held inside, the students should be directed to the locker rooms. If the classes are being held outside, it will be up to the instructor's discretion what action should be taken. Time permitting, the class should be taken inside to the corridor or locker room. If time doesn't allow this, the students should be directed to lie face down on the ground or in any available ditch or depression.
7. On the buses, the driver will have to determine if conditions warrant the evacuation of the bus. If so, the students should be directed to the ditch on either the south or west side of the roadway.

The Department of Education suggests that during a TORNADO WATCH, teachers be informed to review EMERGENCY PROCEDURES, and that a staff member be assigned as a lookout. The destruction brought about by a tornado derives from pressure differences between the inside and outside of the buildings, causing those buildings to literally explode. Windows and doors on the north and east sides of the buildings should be kept OPEN during those times when a tornado is a possibility.

ILLNESS

There is no special room for ill students in the school building. Students will not be allowed to go home unless parental permission has been granted. Students that become ill are expected to find their own, parent and school-approved, transportation home.

INJURY

Treatment of minor injuries is provided by the school. Parents will be contacted immediately if any injury or illness is serious. Prescription and nonprescription medication will not be given out by school personnel unless a completed medication form is on file in the middle school/high school office.

INSURANCE

The school is in no way liable for medical costs resulting in injuries at school. The school takes no part in reporting accidents to the insurance company, these are handled by each parent with the insurance company. We encourage all parents to check their own insurance policies as to the type of coverage that they now have.

MESSAGES

Only emergency messages will be delivered to students during class time. Classes will not be interrupted to deliver messages regarding transportation, personal appointments, work schedules, family errands, etc. Also, the Middle School/High School office cannot guarantee delivery of messages received after 2:00 P.M. DAILY ANNOUNCEMENTS ARE ALSO POSTED ON OUR WEB PAGE FOR YOUR CONVENIENCE.

WEAPONS FREE SCHOOL ZONE

The Board of Education of Beal City Public Schools, as both an employer and a public school district, is concerned with and interested in protecting the health, safety, and welfare of students, employees, and visitors. The Board recognizes that school buildings, facilities, vehicles, grounds, and other school property are best utilized in the educational process in the absence of the threats to physical well-being and safety by individuals possessing weapons and/or dangerous weapons.

Accordingly, the Board of Education of Beal City Public Schools (or the superintendent, principal, or other District official as may be designated by the Board) shall permanently expel a student from attending school in the school district if the student possesses a weapon in a weapon free school zone. Such expulsion is mandatory, unless the pupil establishes, in a clear and convincing matter, at least one of the following:

1. That the object or instrument possessed by the student was not possessed for use as a weapon or for indirect delivery to another person for use as a weapon.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon or dangerous weapon.
4. The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

POSSESSION OF A WEAPON

A weapon includes conventional objects like guns, pellet guns, knives, or club-type implements. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion.

It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her knowledge. If it can be confirmed that a weapon was brought on district property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement, if she/he brings onto or has in his/her possession on school property, or at a school related activity, any of the following:

1. Any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or devices that can be converted into such a destructive item.
2. Any cutting instrument consisting of a sharp blade over three inches long fastened to a handle.
3. Any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow gun, toy gun, etc.).

Threats of violence or use of the above items may also subject a student to expulsion.

USE OF AN OBJECT AS A WEAPON

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes, but is not limited to, padlocks, pens/pencils, laser pointers, jewelry, etc. Intentional injury to another can be a felony and/or a cause for civil action. This may subject a student to expulsion.

KNOWLEDGE OF DANGEROUS WEAPONS OR THREATS OF VIOLENCE

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

RECORDATION AND REFERRAL

All expulsions pursuant to this policy shall be entered and preserved on the student's individual permanent record. This information shall be disseminated, as part of the student's permanent record, to any other public or private (primary or secondary) school where the expelled student seeks to enroll and where the district is requested, or otherwise required, to forward or release records to that institution. The school district shall immediately report any incident involving the possession of a weapon or dangerous weapon on school property, in writing, to the student's parent or legal guardian (if the student is not emancipated) and to the local law enforcement agency.

The school district shall, within three days of expulsion, refer the expelled student to the appropriate county department of Social Services or county community mental health agency. The school district shall also notify the individual's parent or legal guardian or (if the individual is at least 18-years old or otherwise legally emancipated) notify the expelled student of the referral. The school district shall also refer for prosecution, conduct by any individual that is believed to violate state or federal laws establishing weapon-free or gun-free school zones.

PETITIONS FOR REINSTATEMENT

Students expelled pursuant to this policy (or their parent or legal guardian if the student is not emancipated) may petition the Board of the school district for reinstatement to school. An individual who was in grade five or below when expelled may petition for reinstatement at any time after the expiration of 60 school days subsequent to the date of expulsion. Individuals who were in grade six or above at the time of expulsion may petition for reinstatement at any time after the expiration of 150 school days subsequent to the date of expulsion. However, the student may not be reinstated before 180 school days from the expulsion date. The petitioner shall provide an authorization and release for the Board of Education and its designated committee to request, receive, and review all student records and student record information maintained by any public or private school which the petitioning student has attended. If such records are already in possession of this district the parent/guardian or student (if emancipated) shall furnish written authorization for review of the same by committee and Board of Education members.

Upon receipt of a petition for reinstatement, the district shall do the following:

1. Not later than ten school days after receiving a petition for reinstatement, the Board of Education shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian (if the expelled student is not emancipated) or from the expelled student.
2. The committee shall consist of two Board of Education members, one school administrator, one teacher, and one parent of a student attending the school district.
3. The superintendent of the School District may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.
4. Not later than ten school days after all members are appointed, the committee shall review the petition and any supporting information, including any information provided by the school district, and shall submit a recommendation to the Board of Education on the issue of reinstatement.

HARASSMENT

STUDENT HARASSMENT

Harassment of a student(s) by other students or any member of the staff is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn and may be a violation of Federal or State law.

In addition to sexual harassment, which includes unwelcome sexual advances or any form of improper physical contact or sexual remark, harassment shall also include any speech or action that creates a hostile, intimidating, or offensive learning environment.

The superintendent is to ensure that the Student Rights and Responsibilities contains language prohibiting any form of sexual harassment and any use of racial, ethnic, or other verbal or physical harassment. It should also provide a means for a student to report any incidence of harassing behavior from a fellow student, staff member, or a school visitor, in a way that avoids embarrassment and protects the confidentiality of the student.

All such reports are to be investigated by the superintendent promptly. Anyone found to have violated this policy and/or the Rights and Responsibilities shall be subject to disciplinary action up to and including suspension or expulsion from the district.

Any type of harassment as described in this handbook may result in consequences for a student that include, but are not limited to, detention, suspension, or board expulsion.

Conduct constituting harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

1. Verbal: The making of written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the district.
2. Nonverbal: Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the district.

3. Physical Contact: Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse with a fellow student, staff member, or other person associated with the district.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/WEIGHT SEXUAL ORIENTATION HARASSMENT

1. Verbal: Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. toward a fellow student, staff member, or other person associated with the district.
2. Nonverbal: Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the district.
3. Physical: Any intimidating or disparaging action such as hitting, kicking, or spitting on a fellow student, staff member, or other person associated with the district.

REPORTING HARASSMENT

Any student who believes that she/he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the district should make contact with one of two or three persons selected by each building principal with whom the students would most likely be comfortable in discussing a matter of this kind. Students are encouraged to report any harassment to counselors Leigha Compson and Sara Millerov, or to the building principal, Mr. Boyer.

The student may make contact either by a written report or by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom she/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly.

Each report received by a designated person shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation. The purpose of this provision is to:

1. Protect the confidentiality of the student who files a complaint.
2. Encourage the reporting of any incidents of sexual or other forms of harassment.
3. Protect the reputation of any party wrongfully charged with harassment.

STAFF MEMBER HARASSMENT OF A STUDENT

If a student reports that she/he is being harassed by a member of the staff, the matter is to be reported immediately to the principal who shall then contact the superintendent. The superintendent shall arrange promptly for a proper investigation by an agency that is experienced in such investigations. In addition, the principal, upon receiving the complaint from a minor student or his/her parents, shall determine if the harassment may constitute child abuse and, if so, follow the child abuse reporting procedure.

During the investigation, the accused staff member may be removed from any contact with students. In addition, the principal shall ensure that the alleged student victim receives proper guidance and support in dealing with any after effects of the alleged harassment.

Investigation of a complaint not involving a member of the staff will normally include conferring with the parties involved (may include parents), and any named or apparent witnesses. All students and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence. Any form of sexual harassment is considered a form of child abuse and the abuser must be reported immediately.

The district recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the district recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow students, a staff member, or others associated with the district.

Each student handbook is to contain a section on harassment which:

1. Describes the various kinds of harassment that can occur.
2. Prohibits its occurrence.
3. Provides for appropriate penalties.
4. Describes the reporting and investigation process.

Each principal is to arrange for students in his/her school to receive instruction, appropriate to their age, on the nature of sexual and other forms of harassment, means for dealing with harassment, and the school's procedure for reporting any incident in which they are involved or have observed. A synopsis of such information is to be contained in each parent/student handbook.

STATEMENT OF ASSURANCE

The Beal City Public Schools Board of Education complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education, including, but not limited to: Title VI of the Civil Rights Act of 1964.; Title VII, of the Age Discrimination in Employment Act of 1967; Title XI of the Education Amendments of 1972; and Sections 503 and 504. of the Rehabilitation Act of 1973, as amended; Individuals With Disabilities Act (IDEA) of 1970, as amended; and Section 4.02 of the Vietnam Era Veterans Readjustment Assistance Act of 1974. It is the policy of the Beal City Public Schools Board of Education that no person on the basis of race, color, creed, religion, national origin or ancestry, age, sex, height, weight, marital status, sexual orientation, disability, or handicap, shall be discriminated against, excluded in participation in, denied benefits of, or otherwise be subjected to discrimination in employment or any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Bill Chilman and Rodney Freeze are the District Civil Rights contacts. They can be reached at phone number 989-644-3901. Beal City Public School District is an Equal Opportunity Employer.

NOTIFICATION OF RIGHTS

The Federal Education Rights and Privacy Act

In Compliance with federal regulations, Beal City Public Schools has established the following guidelines concerning student records:

- Each student's record will be kept in a confidential file located in his/her school of attendance. The information in a student's record file will be available for review by the parents or legal guardian of a student, an adult student (18 years of age or older), and those designated by federal law or district regulation.
- Pictures of the student may be used solely for district purposes, i.e. yearbooks, sporting event programs, district-affiliated internet websites, newspapers, newsletters, etc., and are not considered as part of directory information as it relates to making them available to persons and organizations not affiliated with the district.

- The Family Education Rights and Privacy Act gives parents the right to inspect and review the educational records of their children. Section 99.11(c) of the regulations implementing that legislation states, “An educational agency or institution may presume that either parent of the student has the authority to inspect and review the educational records of the student unless the agency or institution has been provided with evidence that there is a legally binding instrument, or a state law or court order governing such matters as divorce, separation, or custody which provides to the contrary.

NOTIFICATION OF PARENT/STUDENT RIGHTS

Identification, Evaluation, and Placement

The following is a description of the rights granted by Section 504 of the Rehabilitation Act of 1973 to students with disabilities. The intent of this federal law is to keep you fully informed concerning decisions about your child and to inform you of your rights. If you disagree with any of the decisions made by the district you have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disabling condition and for which the child is otherwise qualified.
2. Have the district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free, appropriate education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the district make reasonable accommodations to allow your child equal opportunity to participate in school and school-related activities for which the child is otherwise qualified.
5. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the child, the evaluation date, and placement options.
7. Have transportation provided to and from an alternative placement at no greater cost to you that would be incurred if the student were placed in a program operated by the district.

8. Have your child be given an equal opportunity to participate in co-curricular and extracurricular activities offered by the district.
9. Examine all relevant records related to decisions regarding your child's identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. A response from the district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is a reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the district refuses this request for an amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. Request mediation of an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to Mr. Dan Boyer.
14. Ask for payment of reasonable attorney fees if you are successful in your claim.
15. File a local grievance.

The person in the middle school/high school who is responsible for assuring that the district complies with Section 504 is Mr. Dan Boyer.

SELECTIVE SERVICE

Annually the Board of Education will notify male students age eighteen (18) or older that they are required to register for the selective service.

PARENT'S RIGHT-TO-KNOW

Beal City Public Schools receive funds from the Title I, Part A program. Title I, Part A is a federal supplemental program designed to help children reach high academic standards. In receiving funds from this program the district is required to inform you, as parents of children attending a Title I school, of information available to you regarding the professional qualifications of your child's classroom teacher(s). Information will be provided to you upon request and in a timely manner of the following:

1. Whether the teacher has met Michigan qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which Michigan qualification or licensing criteria have been waived.
3. The bachelor's degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to this information, parents may also request the following:

1. Information on the level of achievement of your child in each of Michigan's academic assessments. Michigan uses the Michigan Educational Assessment Program (MEAP) to determine levels of achievement.
2. Timely notice that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified. A highly qualified teacher would be defined as a teacher that meets Michigan's qualifications and licensing criteria for the grade level or subject area in which the teacher is providing instruction.

PHYSICAL EXAMINATIONS

The Board shall directly notify the parents of students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening is: (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of a specific student or other students.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, an injection into the body, but does not include a hearing, vision, or scoliosis screening.

PARENT CONSENT/HBV/HIV EXPOSURE

The federal government requires that the district follow regulations from the Occupational Safety and Health Administration (OSHA) to restrict the spread of hepatitis B virus (HBV) and human immunodeficiency virus (HIV) in the workplace. These regulations are designed to protect employees of the district who are, or could be, exposed to blood or other contaminated bodily fluids while performing their job duties.

Because of the very serious consequences of contracting HBV or HIV, the district is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment.

Part of the federally-mandated procedures includes a requirement that the district requests the person who was bleeding to consent to be tested for HBV and HIV. This information would then be provided both to the exposed employee and the treating physician to determine proper medical treatment.

The law does not require parents or guardians to grant permission for the examination of their child's blood, but it does require the district to request that consent. Although we expect that incidents of exposure will be few, we wanted to notify parents of these requirements ahead of time. That way, if the situation does develop you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation we can prevent them from spreading.

If you have any questions or concerns, please contact the superintendent's office at (989) 644-3901.

ACCESS TO STUDENT DIRECTORY INFORMATION

No Child Left Behind (section 9528) requires student directory information to be made available to military recruiters and institutions of higher education. Under the Family Education Rights and Privacy Act (FERPA) a student or his/her parents may request that the information not be released without prior written consent. Here is the description of the FERPA requirements:

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

HOMELESS STUDENTS

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 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:

1. Transportation services.
2. 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.
3. Programs in vocational and technical education.
4. Programs in gifted and talented students.
5. School nutrition programs.

The superintendent will appoint a Liaison for Homeless Children who will perform the duties as assigned by the superintendent. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths.

ACCEPTABLE USE POLICY ACCESS TO ACCOUNTS

All users are encouraged to make use of the school's facilities in pursuit of their academic goals, but are asked to remember that an INTERNET account is a privilege, not a right offered each academic year to the following:

1. All BCPS students approved by their parents.
2. All BCPS students approved by the building principals and/or network administrator.

USAGE GUIDELINES

The INTERNET account holder is held responsible for his/her actions and activity with his/her account. Unacceptable uses of network resources are reported to the Network Administrator and building principal and will result in restrictions or suspensions of these privileges. Repeat violators will also be subject to further disciplinary actions such as detentions and/or out of school suspensions. Some examples of unacceptable uses are:

1. Using the network for illegal activity, including violation of copyright or other contracts.
2. Using the network for financial or commercial gain.
3. Degrading or disrupting equipment, software or system performance.
4. Vandalizing the data of another user.
5. Wastefully using finite resources.
6. Gaining unauthorized access to resources or entities.
7. Invading the privacy of individuals.
8. Using an account owned by another user.
9. Posting personal communications without the original author's consent.
10. Posting anonymous messages.
11. Downloading, promoting links to, or the storing and/or printing of files or messages that are profane, pornographic, obscene, that use language that offends or tends to degrade others or that encourages criminal activity.
12. Transmitting, executing, promoting links to, or storing malicious, threatening, or abusive programs or material.
13. Downloading, executing, or storing programs from the INTERNET on network drives or network directories. This includes files that end with the extension of .exe, .bat, .zip or .com.
14. Violating the content guidelines as outlined below.
15. If a student inadvertently accesses an inappropriate site, (See 11 above) the student must immediately report this to the responsible teacher. This is necessary to update protective software packages. (Note: This provision is not intended to excuse continued inappropriate access by students.)

CONTENT GUIDELINES

Students, as part of a valid classroom assignment, may be allowed to produce materials for electronic publications on the INTERNET. Teachers and the Network Administrator may monitor these materials to ensure compliance with content standards. The content of student materials is constrained by the following restrictions:

1. No personal information about a student will be allowed. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time.
2. All student work must be signed with the student's full name.
3. Individuals in pictures, movies, or sound recordings may be identified by initials. Absolutely no first or last names may appear in reference to individuals in any image, movie, or sound recording.
4. No text, image, movie, or sound that contains pornography, profanity, obscenity, or language that offends or tends to degrade others will be allowed

BEAL CITY PUBLIC SCHOOLS CALENDAR

2023-2024

August 21 & 22	Teacher Professional Development Days
August 22	Elementary and Secondary Open House
August 24	First Day of School – Full Day
September 1	No School
September 4	Labor Day - No School
October 10	Evening P/T Conferences 5-8 PM
October 12	½ Day Students, P/T Conferences 1-3 and 5-8 PM
October 13	No School
October 27	End of first marking period/Student ½ day
November 7	Teacher PD/No students
November 15	No School - Deer Day
November 23 & 24	Thanksgiving – No School
December 20-January 1	Winter Break – No School
January 18	Exams - ½ day with students
January 19	End of First Semester – ½ day with students
February 16	No School
March 21	End of 3rd marking period - ½ day for teachers and students
March 22	No School
March 25-March 29	Spring Break – No School
May 24	No School
May 27	Memorial Day Observance– No School
June 5	Exams - ½ day for students
June 6	End of semester - last day of school* - ½ day for students - full day for teachers

*Last day of school may be subject to change

Appendix A

ATHLETICS

Beal City Public School is a member of the Highland Conference and has a program of interscholastic sports for both male and female students. All students interested in athletics are encouraged to participate. Our program is operated under the rules and regulations of the Michigan High School Athletic Association (MHSAA) and Beal City Public School Athletic policy. All coaches will read and post sections of the athletic policy affecting members of their team. The extracurricular program shall be directed so that sportsmanship is of the highest importance.

ATHLETIC POLICY

I. PHILOSOPHY

Athletics are an important part of the educational experience for students. The opportunity to participate in athletics is available to all students who meet the eligibility requirements and follow the rules of conduct established by the school and the coaches for each sport. Beal City Public Schools believes academics are first and foremost of importance and that participation in athletics is a privilege, not a right. All athletes must comply with the rules of conduct or risk being denied the privilege of participation. The athletic rules have been developed for the welfare and benefit of athletes. Athletes must observe the rules, train faithfully, and follow the specific instructions of their coaches for each sport each season.

II. POLICY APPLICATION

The athletic policy and rules of conduct are in effect for all athletes on a year-round basis and are not limited to behavior at school-sponsored activities or on school property. Student athletes represent their school and the community and serve as role models for other students whether the athletes are on or off the field. If you have questions regarding the application of the athletic policy, please contact your coach, the athletic director, and/or the principal. Athletic opportunities are reserved for full-time enrolled Beal City Public School students.

*If deemed ineligible, the athlete is not allowed to travel with the team if the team bus leaves before school has been dismissed.

III. ELIGIBILITY

A. MHSAA REQUIREMENTS

Student athletic eligibility is governed by the Michigan High School Athletic Association (MHSAA), as well as this athletic policy. Students must pass 2/3 (67 percent) of their classes or more each Semester (90 days). If deemed ineligible at the end of nine weeks, you must sit for 90 days (one full semester). Any questions regarding the MHSAA rules should be directed to the Athletic Director.

B. ACADEMICS

An athlete shall maintain a “C” academic average (5.0 on 11 point scale) with no “E’s” to remain eligible to participate in athletic competitions. Once an athlete is deemed ineligible to compete, the athlete will remain ineligible for a minimum of two weeks. An athlete is only allowed one period of ineligibility in one season of a particular sport.

If an athlete becomes ineligible a second time, the athlete will be dropped from the team for the remainder of the season.

The procedure for determining eligibility is as follows:

1. Teachers will turn in grades every other Wednesday to the Athletic Department.
2. The guidance counselor will be notified every other Wednesday to submit the most recent dual enrollment and online grades to the athletic office with an estimate of the student’s grade based on performance and progress.
3. The Athletic Director will inform coaches of ineligible athletes on Thursday of that same week and letters sent to parents of the ineligible students.
4. Coaches will inform athletes of ineligibility that Friday.
5. Athletes will become ineligible the following Monday and remain ineligible until Monday two weeks later.
6. The school district reserves the right to amend the academic requirements for students with disabilities as authorized or required by law.

C. PERMISSION AND ACKNOWLEDGMENT / TRAINING CONSENT FORMS

Students will not be able to participate in athletic tryouts, practices, or competition unless and until written parental/guardian permission is received by the school district. Additionally, all students and parents/guardians must agree in writing to abide by the athletic policy and team rules, as applicable. A copy of the required form(s), which must be completed for each sport each season, will be distributed to all interested students by the coaches.

D. PHYSICAL EXAMINATION

All athletes must successfully pass a physical examination before participating in any phase of the athletic program. A physical examination card indicating that the student has passed the physical examination and is able to compete in athletics must be completed by an examining physician, physician’s assistant, or nurse practitioner, and returned to the office of the Athletic Director prior to participation. For the card to be valid, the

examination must be given on or after April 15th of the previous school year. A physical examination card may be obtained by contacting your coach and/or the Athletic Director. Only one card must be submitted per school year for each student. However, in cases of injury or serious illness, the school district reserves the right to require that an athlete be reexamined by a physician or medical professional listed on the previous page and provide written notice from the doctor before resuming participation in athletics.

E. ATTENDANCE

Athletes who are absent from school any part of the school day may not participate in that day's practice or competition unless authorized by the Athletic Director or principal. An athlete's school day is defined by his/her personal daily class schedule. An ISS (In School Suspension) will be treated as an absence from the school day. Parent excused absences will not necessarily be authorized by the Athletic Director or the principal (examples of excused absences: funerals, doctor's appointments, family emergencies).

IV. CODE OF CONDUCT

The following behaviors violate the Beal City Public School's Athletic Policy and subject the athlete to discipline as outlined in this policy or authorized by school policy.

A. SUBSTANCE USE

The use, possession, concealment, distribution, sale, or being under the influence of the following substances is prohibited:

1. Tobacco or tobacco products in any form.
2. Alcohol or alcoholic beverages in any form. This includes beverages labeled as nonalcoholic that contain minimal amounts of alcohol (e.g. non alcoholic malt beverages).
3. Illegal drugs, including, but not limited to, those substances defined as "controlled substances" under federal or state law.
4. Steroids, human growth hormones, or other performance-enhancing drugs.
5. Any abusable glue, aerosol, or other chemical substance, including, but not limited to, petroleum distillates, vaping and lighter fluid for inhalation.
6. Substances purported to be illegal, abusive, or performance-enhancing, i.e., "look-alike" drugs.

It shall not be a violation of this policy for an athlete to use or possess a prescription or patent drug when taken pursuant to a legal prescription issued by a licensed medical professional for which permission to use/ possess in school or at school-sponsored events has been granted in accordance with school policy. Subject to the disciplinary provisions of athletic and school policy, an athlete who is involved in the use or possession of alcohol, tobacco, or drugs during the season shall be suspended from competition until the athlete makes an appointment for substance use counseling. The appointment must be confirmed by the coach. The athletic director will provide the athlete with additional procedural instructions. Failure to keep the appointment shall result in suspension from competition until the appointment is kept. The athlete shall comply with the recommendations of the counselor.

B. VIOLATIONS OF LAW ON SCHOOL PROPERTY OR AT

SCHOOL-SPONSORED EVENTS Athletes shall be subject to discipline under this policy for any violations of federal, state, or local law/ordinance that occurs on school property, in school vehicles, or during school-sponsored events on or off school property.

C. THEFT, VANDALISM, OR DESTRUCTION OF PROPERTY

Athletes shall be subject to discipline under this policy for theft, vandalism, or destruction of property belonging to our school district or another school district.

D. OTHER CRIMINAL/CIVIL ACTS

Athletes shall be subject to discipline under this policy for felony or misdemeanor criminal or civil acts (other than minor traffic offenses) whether or not they occur on school property, in school vehicles, or at school-sponsored events. Determination of the validity of such charges must be based upon reliable information, but conviction of the offense is not necessary for disciplinary action to be taken.

E. SCHOOL POLICIES

Athletes are expected to comply with all school policies and regulations as contained in the student handbook and/or promulgated by school officials. Violations of these rules may result in discipline under the athletic policy, as well as general school policy.

F. CONDUCT AT ATHLETIC EVENTS

Athletes shall conduct themselves as representatives of the school district at all athletic events. Athletes shall dress appropriately for all athletic events and shall behave with good sportsmanship. A player ejected from an athletic competition for a violation shall be suspended from the next competition in accordance with MHSAA policies. An athlete must successfully complete the sport in which he/she is serving the suspension. A dual sport athlete must sit out the suspension in their primary sport. If the athlete drops the primary sport, he/she must sit out the suspension in the secondary sport in the same season.

G. TEAM RULES

Coaches for each sport may develop additional team rules for their sport at their discretion upon approval by the Athletic Director. Athletes are required to comply with those team rules. A violation of team rules subjects the athlete to discipline prescribed in those rules and/or this policy.

H. UNIFORMS / EQUIPMENT

Students must promptly turn in their uniforms at the end of the season. Students will not be able to participate in the next season sport/activity unless they have turned in their equipment and uniforms from the previous seasons.

V. DISCIPLINARY SANCTIONS

Disciplinary sanctions may range from verbal reprimands, a one-game or one-practice suspension, up to and including exclusion from athletics for the remainder of one's school career, depending on the nature and severity of the offense. Law enforcement authorities will be contacted as appropriate. Athletes must successfully complete the season in which they are serving their suspension or the suspension will be recalculated for the next season that the student-athlete participates.

If a game or meet is canceled while an athlete is serving their suspension, it will only count towards their suspended events if the game or meet is not made up. If the game or meet is rescheduled, or a game/meet is added in replacement, the suspended athlete will have to serve their suspension then. The following progressive discipline shall be used for the more serious violations of the athletic policy (e.g., the offenses listed as A-F in the Code of Conduct). Contest suspensions will be rounded up.

1st Violation: The athlete will be suspended from 30 percent of a season's contests. If the season is more than 70 percent complete, the remainder of the suspension will be served in the next sport in which the athlete participates. To fulfill the suspension, the athlete will be expected to practice with the team throughout the suspension and successfully complete the season of the sport in which he/she is serving a suspension.

- In the event a student self-reports (administration does not have prior knowledge) his/her infraction in writing or verbally to the athletic director or principal, their suspension may be reduced to a 20%

Or

- A student may earn a reduced suspension of 20% if 25 hours of approved community service is completed, separate from the 40 hour requirement for graduation.

2nd Violation: The athlete will be placed on a one-year (365 calendar days) suspension from all school sponsored athletic activities. The athlete may not practice with a team during the suspension period.

- A student/athlete may request a hearing with the athletic council (VI, B) for a reduced suspension. The reduced suspension could be as low as 182 calendar days or a minimum of 50% of the athlete's next sport (must have participated within the last calendar year) if the next season does not fall within the 182 days.
- The athletic council will determine a plan of action for early reinstatement, taking into consideration: nature of the offense, timing of the offense, self-reporting, etc.
- The plan of action may include, but not limited to: in and/or out of school community service. School detention, counseling, drug testing, academic tutoring, apology (letter or verbal), etc.
- The student needs to request a reinstatement hearing with the athletic council, providing evidence for a plan of action fulfillment and statement of corrected behavioral actions.

3rd Violation: The athlete will be permanently ineligible to participate in school-sponsored athletic activities within the school district.

VI. DUE PROCESS & APPEALS

An athlete subject to discipline under the athletic policy and/or team rules shall be given written notice of the charges and an opportunity to discuss the matter with the coach, principal, or Athletic Director. Violations of the athletic policy may be verified by:

1. Athlete or parent/guardian admission.
2. Law enforcement reports.
3. School staff member reports detailing observed violations.

A. UNJUSTLY DISCIPLINED

Any athlete who believes that he/she has been unjustly disciplined may appeal the decision to the Athletic Council within three school days of the decision. The appeal(s) must be communicated in writing within those three school days. Athletes appealing decisions will NOT be eligible to participate in athletic events during the appeals process.

B. ATHLETIC COUNCIL

The Athletic Council consists of all head coaches, the Athletic Director, and the principal. At least seven coaches need to be present. The principal serves as secretary and the Athletic Director serves as a chairperson. Upon receipt of an appeal, the Athletic Director shall call a meeting of the Athletic Council within seven days.

C. NOTIFICATION OF MEETING / VOTING BY ATHLETIC COUNCIL MEMBERS

The athlete and parents/guardians shall be notified of the meeting in advance and shall be allowed to attend if desired. The Athletic Council will review the evidence of the charges and will either uphold, overrule, or amend the decision. The votes of the athletic council members shall be made part of public record. The Athletic Council will render a decision and provide written notice to the athlete and parents/ guardians within three school days. Records of the meeting shall be maintained by the Athletic Director. The Athletic Council members are only able to abstain on decisions that involve their immediate family (brothers, sisters, cousins, aunts, or uncles, etc.).

The athlete may further appeal to the Beal City Board of Education within three school days of written notice of the Athletic Council's decision. The Board shall review and decide the matter at its next regularly scheduled board meeting or sooner at the discretion of the Board. The Board's meeting shall be conducted in accordance with applicable law. The Board's decision shall be final.

Each appeal must be made within three school days of the decision and decision(s) must be communicated in writing within three school days. Athletes appealing decisions will not be eligible to participate in athletic events during the appeal process.

VII. TRANSPORTATION POLICY

TRANSPORTATION TO AND FROM ACTIVITIES/SPORTS

Students must have prior written approval from the administration to ride to and from school sponsored activities and sporting events with a parent or guardian. The written approval must be given to the chaperone/sponsor/coach to verify that the student will be riding with a parent or guardian to or from the activity or sport. The approval forms may be found on our web page or in the high school office.

A. POLICY

Beal City Public Schools will provide transportation to all games scheduled Monday-Friday and all MHSAA tournament events. Parents are responsible for transporting their son/daughter to and from regular season contests scheduled on Saturday.

B. GENERAL GUIDELINES

1. When Beal City Public Schools provides transportation, it is required that all athletes ride to the event with the team and it is highly recommended the athlete ride home on the team bus. In extreme situations, this may be exempt with the completion of the Driver Approval Form. The form should be completed and signed by a parent/guardian, and then signed by an administrator.

2. When parents are unable to make arrangements for their child to be transported to the event, the coach will meet the athlete and transport him/her, with written permission from parent/guardian.
3. Student/athletes are not permitted to drive themselves to a contest unless accompanied by a parent/guardian. (Discipline action may be taken if infringed upon).
4. In the event there is an abundance of athletes that do not have parental transportation, school bussing may be considered.

C. BUS COURTESY

1. Coaches will require team members to use respect and courtesy with all drivers. Common sense dictates that we will treat those that help us with respect.
2. If radios are “allowed” by the coach, please see that the noise level is kept down.
3. Upon returning, any trash on the bus must be picked up by the team and/or coaches. Please leave the bus in satisfactory condition.
 - a. Muddy cleats or shoes should be taken off before boarding the bus.
 - b. Extremely muddy jerseys should be taken off--when and where possible.
 - c. If the team is allowed to eat on the bus, please have all waste paper put in a proper receptacle.

VIII. GUIDELINES AND PROCEDURES FOR ADVANCING AN ATHLETE TO A HIGHER LEVEL

As stated in the Athletic Policy Philosophy, “participation in athletics is a privilege not a right.” The philosophy also states “The athletic rules have been developed for the welfare and benefit of athletes.” In regards to advancing a player to a higher level, in particular freshman to varsity, certain guidelines must be met prior to any mention of the change. If it is the coach’s intent to move up a freshman to varsity at the beginning of the season, the following steps need to be taken two weeks prior to the first practice. It is also understood that during the first three days of practice (tryouts) all athletes have the opportunity to be evaluated for consideration. If a coach sees it necessary to bring up a freshman, the coach must meet with the Athletic Director to discuss the need and readiness of the athlete both physically and socially. There shall be no mention to the athlete regarding his/her participation on varsity. An athlete who moves up should receive significant playing time. Steps 1 – 4 must be followed if a freshman is moved to varsity at any point during the season.

1. Upon approval from the Athletic Director, the parents of the athlete will be contacted to inform them of the invitation to the varsity team and to discuss advantages and disadvantages. At this point, it is the parent's right to make the best decision for their athlete.
2. Once parental consent has been given, a meeting with the athlete, parents, Athletic Director, principal, and coach must be held to inform the athlete of the invitation and allow the athlete to decide whether or not he/she would like to accept the invitation. Under these guidelines, it is the responsibility of the coach to ensure the athlete understands the pressure he/she may face and to give guidance to the athlete and parents as to how to deal with such pressures.
3. If the athlete accepts, the following shall occur:
 - a. A conference with the coach and athlete one week after he/she is moved up to see how things are going.
 - b. A meeting with the above mentioned people in item 3, one week after the first game to discuss how things are going.
 - c. A follow-up meeting halfway through the season again to make sure the athlete has adjusted well and address any concerns.
4. Freshman may be allowed to attend a varsity team camp. In-district camps must provide an equal opportunity to all high school athletes.
5. At no time may a coach offer an invitation to a freshman without following this procedure.

IX. MODEL POLICY FOR TRANSFERS FOLLOWING VIOLATIONS OF A SCHOOL'S STUDENT/ATHLETIC CODE

Beal City Public School will enforce upon a transfer student any period of ineligibility to which that student would have been subject as a result of student or athletic code violation(s) at that student's most recent previously attended school. A student who transfers to Beal City Public School after becoming ineligible because of a student or athletic code violation(s) at the previously attended school shall remain ineligible at Beal City Public School for not less than the period of ineligibility imposed by the previously attended school. This would be the case even if the student's situation would otherwise satisfy one or more of exceptions to the transfer regulation of Beal City Public School and the MHSAA (Regulation I, Section 9), and even if the act that caused the student's ineligibility at the previous school would not be a violation or cause the same period of ineligibility at Beal City Public School. That student was subject to the rules

and penalties of the previous school and shall not be allowed to escape the consequences of his/her conduct and, in doing so, displace students of Beal City Public School from teams, positions, events, and awards at least until the full period of ineligibility has been served.

X. ATHLETIC PARTICIPATION FEE GUIDELINES AND PROCEDURES

The Beal City Public Schools Board of Education has instituted a fee for participation in interscholastic sports. The fee will generate revenue to help supplement the athletic budget necessary to maintain a comprehensive interscholastic athletic program. THE PARTICIPATION FEE IN NO WAY GUARANTEES THE PARTICIPANT PLAYING TIME IN ANY CONTEST NOR DOES IT GUARANTEE THE PARTICIPANT OR HIS/ HER PARENT(S) CONTROL OVER ANY CONDITIONS OF THE TEAM OR ATHLETIC DEPARTMENT.

THE FEE IS SET AS FOLLOWS:

	High School Athletes	Middle School Athletes
1st Season	\$60	\$30
2nd Season	\$40	\$20
3rd Season	\$30	\$15

*Maximum fees charged per family per year is limited to \$225.00

A. PAYMENT

A student/athlete will not perform in a tryout or practice until payment has been received. Payment means: paying the fee, submitted athletic waiver or a payment plan established. A deadline for payment will be established as the first day of practice or tryout unless prior arrangements have been made. Payment may be made at the preseason parent meeting or in the athletic office: Beal City Public Schools, Athletic Department, 3180 W. Beal City Rd., Mt. Pleasant, MI 48858.

Checks are to be addressed to Beal City Public Schools. If paying with a check, please include the student's name and sport. Payment may be made using our e-funds option on our school web page.

B. REFUND GUIDELINES

Refunds will not be made for any reason once the team has been determined. For example refunds will not be made to students who:

1. Drop out of a sport before the season has ended.
2. Are suspended from a sport because of a rule violation.
3. Become academically ineligible.
4. Are injured and unable to compete.
5. Move out of the district.

C. ECONOMIC HELP

Any student who wishes to participate, but is unable to because of finances, should complete the Scholarship Form available from the Athletic Department Office. The guidelines for determining that a student will have the participation fee waived will be determined by guidelines similar to those of the district's free and reduced lunch program.

Any questions regarding these guidelines and procedures may be directed to the superintendent's Office or the Athletic Director's office.

*** A signed acknowledgment of the Beal City Athletic Policy is required before participating in practice or events.

XI. DUAL SPORT ATHLETE

Athletes at Beal City Public School are allowed to participate in more than one sport during a particular season. If a student decides to participate in more than one sport at a time, a coach shall in no way discourage this decision. Rather, the coaches involved should work together to make this situation as smooth as possible. Realizing that there is potential for conflicts arising when an athlete is participating in two sports at the same time, the following guidelines will be adhered to:

1. The athlete will declare a primary sport and a secondary sport.
2. A contest will always take precedence over practice in the other sport.
3. A league/conference contest will always take precedence over a non-league contest.
4. A league/conference meet (e.g., track) will take precedence over any contest.
5. If league/conference contests are scheduled on the same day, the athlete will participate in his/her primary sport.
6. MHSAA tournament events will take precedence over non-league or league events. In the event that two MHSAA tournaments are held on the same day, the primary sport will take precedence as in #5.
7. If non-league contests are scheduled on the same day, the athlete will participate in his/her primary sport.
8. In the event that it would be possible for an athlete to participate in both sports on the same day, he or she will not be allowed to drive to the second contest. Only an athlete's parent or guardian will be allowed to transport the athlete.

9. Coaches are not to discipline an athlete for a missed practice on a day that the athlete is competing in his/her other sport.
10. On days that an athlete is not in competition, he/she should make an effort to practice both sports. If only one sport can be practiced, it should be the primary sport.
11. All eligibility rules will remain the same.
12. An athlete must begin practicing in each of the two sports at the beginning of each sport season.
13. Before being allowed to participate in two sports during a season, the athlete, his or her parents or guardian, Athletic Director, and the two coaches involved must meet and sign the acknowledgement form.

CONCUSSIONS

To provide for the safety of students and 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 AG 5340.01, which shall meet all the requirements of state law and Department of Community Mental Health guidelines regarding concussion awareness training and protection for youth athletes. The District shall comply with whichever standards are more protective

Appendix B

GLOSSARY OF EDUCATIONAL TERMS

Accountability: Reporting a data-based summary of student learning to the public, including identification of system-wide strengths and weaknesses; and specific plans for using the information to improve learning.

Accreditation: An ongoing and collaborative process which confirms that a school has met a set of standards deemed essential for quality education for all students. This accreditation process fosters school improvement, and ensures identifiable progress toward attainment of student outcomes, through requirements for institutional self-evaluation as a stimulus for growth and improvement.

Accredited: Certified by the State Board as having met or exceeded the standards established in the following areas: administration and organization, curricula, staff, school plant and facilities, school and community relations, school improvement plans, and student outcomes.

Alternative Assessment: Any type of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. Alternative assessments can include short answer questions, essays, performance assessments, oral presentations, exhibitions, and portfolios.

Applied Learning: Learning academic content in the context of work-related and other real-life situations by participating in projects that require students to apply knowledge and skills; activities are frequently experiential, hands-on, and/or laboratory-based.

Assessment: The systematic gathering of evidence to evaluate a student's demonstration of learning. Assessment aids educational decision making by securing valid and reliable information to indicate whether students have learned what is expected. Assessment is built around multiple indicators and sources of evidence (combinations of performances, products, exhibitions, discourse, tests, etc.).

Assessment Standards: Principles for the assessment and analysis of student achievement and the opportunity afforded students to learn; the methods for achieving appropriate correspondence between the assessment information collected and the purposes that information will serve; the characteristics of valid and reliable assessment information; a variety of methods for collecting it; and appropriate concerns for reporting and interpreting the information.

Assessment System: An ongoing coordinated process for collecting objective information for the purpose of continuously improving student learning.

Authentic Assessment: Assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble “real life” as closely as possible, engage students in activity, and reflect sound instructional practice.

Adequate Yearly Progress: (AYP) A school performance indicator.

Benchmarks: Statements that indicate what students should know and be able to do at various developmental levels (i.e., early / late elementary school, middle school, and high school).

Career Exploration: Learning about a variety of career options through awareness activities, interviews, and on- the-job experiences.

Content: Subject matter from the disciplines of English Language Arts, Mathematics, Science and Social Studies, Band, Art, Drama, etc.

Content Standards: What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subjects. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communication, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.

Core Curriculum: A plan for learning that defines the essential learning for all students and the instructional system that will be used to deliver the learning.

Curriculum: A coherent plan for instruction and learning. Curriculum serves as the basis for teachers’ and students’ active involvement in the construction and application of knowledge.

Curriculum Alignment: The process of integrating and sequencing what is to be taught between, among, and within the elementary, middle, and high school levels. Curriculum alignment that occurs when the standards for all learners are agreed upon and written (curriculum), the standards are reflected in the instructional delivery program (instruction), and the learner is assessed to determine if the standards have been achieved (assessment).

Curriculum Framework: A document (usually developed at the state level) that suggests the best thinking about the knowledge, skills, and processes students should know and understand about a particular discipline, and that provides a structure within which to organize the other important curricular components of the instructional system, including standards, professional preparation of teachers, strategies for instruction, materials selection, suggestions for teaching diverse populations, technology, and assessment.

District School Improvement Team (DSIT): A team of parents, staff, administrators, school board members and students.

Employability Skills: General skills needed in the workplace as identified by employers and community representatives including personal management, teamwork, developing and presenting information, problem solving, organizational skills, negotiation skills, understanding systems, using technology, career planning, and securing employment and/or pursuing continuing education.

Evaluation: Judgments made about student's performance and program efficacy based on quality information gathered systematically over time.

Grade Level Content Expectations (GLCE): The set of educational standards students are expected to learn at a particular grade level. These have been established for math, English/language arts, science, and social studies.

Holistic Scoring: Scoring based on an overall impression of a work rather than on an accumulation of points.
Individualized Education Plan (IEP): A plan to help students with special needs to become more successful in the school setting.

Instruction: The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.

Integrated Academic and Career Curriculum (Thematic Instruction): Designed activities of projects that align to a number of curriculum content standards linked by a broad theme of high interest based in real life and frequently relevant to various workplace and community problems.

Local Curriculum: A plan for learning which is developed and supported by the local school district. It includes the content of what is to be learned and a process to deliver the content to all students.

Michigan Model Core Curriculum: A K-12 plan for learning developed by the Michigan Department of Education that includes seven broad student outcomes and other specific student outcomes in nine curricular areas; its purpose is to guide districts in the development of a local curriculum.

Performance Assessment: Assessment that is based on observation and judgment of student created products and/or performances; intended to provide a rich portrait of student learning.

Performance Standards: Indicators that establish the degree or quality of a student's performance. Sometimes levels of performance are used, such as: partially proficient, proficient, and advanced.

Performance Tasks: Short-or long-term activities or demonstrations that include rich opportunities to learn and systematic opportunities to assess the quality of student work.

Professional Development: A continuous process of improvement to promote high standards of academic achievement and responsible citizenship for all students. Professional development increases the capacity of all members of the learning community to pursue lifelong learning.

Proficiency: Description of what a person who possesses the qualities articulated in a standard understands or can do; identifies quality criteria with which to evaluate products and performances; and develops products and performances that meet those criteria.

Reliability: An indication of the consistency of scores across evaluators, over time, or across different versions of the test. An assessment is considered reliable when the same answers receive the same score no matter when the assessment occurs or how or who does the scoring, or when students receive the same scores no matter which version of the test they took.

Restorative Practices: An alternative form of discipline allowing the student to avoid lengthy suspensions and remain in school. Examples include removing and cleaning graffiti, paying for damages, written and verbal apologies, etc.

Rubric: An established and written set of criteria for scoring or rating student's performance on tests, portfolios, writing samples, or other performance tasks; may be known as Scoring Guides.

School Improvement: School improvement is a collaborative process that identifies strengths and weaknesses of the school program and uses that information as a basis for making positive changes in observable and measurable student outcomes.

Scoring Guide: A scoring guide is a tool for evaluating a student's performance on an assessment task. It includes a set of criteria used to compute a score that represents the caliber of a student's performance. These criteria are sometimes called a rubric.

Standard: An agreed upon level of performance that demonstrates proficiency of achievement.

Standardized Tests: Assessments that are administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and scored in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups.

Strands: Clusters of related content standards often representing disciplines (geometry, physical science, or history) or a crosscutting theme (inquiry).

Validity: An indication of how well an assessment actually measures what it is supposed to measure rather than extraneous features. For example, a valid assessment of mathematics problem solving would measure the student's ability to solve mathematics problems and not the ability to read the problems.

Vignette: A narrative or story describing how the content standards, teaching and learning standards, assessment standards, and professional development standards are put into practice. A key characteristic of vignettes is that they chronicle real life examples of educators who are experiencing the challenge of translating theory into practice.

Vision: A description of the philosophy and ideals upon which curriculum, instruction, and assessment are based.

Appendix C

Beal City MS/HS

Bell Schedule/ 7 Period Day

8:05-9:01 1st Period

9:05-9:55 2nd Period

9:59-10:49 3rd Period

10:53-11:43 4th Period

11:43-12:13 Middle School/Tech Center Lunch

11:47-12:37 5th Period (High School)

12:17-1:07 5th Period (Middle School)

12:37-1:07 High School Lunch

1:11-2:01 6th Period

2:05-2:55 7th Period

Appendix D

The Six Pillars of Character

The CHARACTER COUNTS! Approach to character education doesn't exclude anyone. That's why we base our programs and materials on six ethical values that everyone can agree on – values that are not political, religious, or culturally biased. Use the points below to help young people understand the Six Pillars.

Trustworthiness

Be honest • Don't deceive, cheat, or steal • Be reliable – do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal – stand by your family, friends, and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit, or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act – consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Appendix E

Beal City Public Schools Beal City Early College Readiness Curriculum

DUAL ENROLLMENT NOTICE

From the Michigan Department of Education website:

Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in postsecondary opportunities without remediation.

This means that they:

- Use **technology and tools** strategically in learning and communicating
- Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others
- **Communicate and collaborate** effectively with a variety of audiences
- **Solve problems**, construct explanations and design solutions

- Clarifies that an eligible course is one offered for postsecondary credit.
- Allows a student to enroll in up to 10 total classes during high school.
- Caps the number of courses a student can take in any one year depending on what grade they are in when they first dual enroll.
- Grade 9 – not more than two each year for the first three years they participate and four in their fourth year of participation.
- Grade 10 – not more than two courses the first year, and not more than four courses during the second and third academic years.
- Grade 11 or 12 – not more than six courses during either of those academic years (though for a maximum of 10 courses between both years).
- Allows a district to enter into an agreement with a post-secondary institution to waive the cap on the number of dual enrollment credits that a student can take either in a single year or overall.

Changes the Way Dual Enrollment is Paid for...

- Requires either the local school or the Dept. of Treasury (for non-public and homeschooled students) to pay a prorated percentage of the statewide pupil-weighted average foundation allowance.
- NOTE: This is different from the district's actual foundation and will be a set number which is the same for all districts.

- MDE will notify districts directly when the statewide pupil-weighted average figure is published.

- Requires the legislature to appropriate funds to the Treasury for making the required payments.

- Extends to non-public and homeschooled students.

- The requirement to repay for non-completed courses.

- The option to take courses for post-secondary credit only, unless the course would be considered a “nonessential elective course.”

- Requires repayment for ALL students who do not successfully complete a course taken for post-secondary credit only.

- Extend reporting requirements to postsecondary institutions that ISDs already do.

Dual Enrollment Legislative Analysis by the Michigan Association of Secondary School principals is licensed under a Creative Commons Attribution-Noncommercial-No Derivs 3.0 United States License. 8/27/12

When Can Students Enroll and in Which Courses?

Most of the Same Requirements for Eligible Courses Still Apply:

- An eligible course has to be one that is . . .

- Not offered by the school/student cannot take because of a scheduling conflict beyond his/her control.

- Taken for credit (high school credit, college credit, or both) and applicable toward a postsecondary degree at the institution where the course is being taken. [Note: a student can opt to receive high school and/or postsecondary credit for the course.]

- Not an activity, hobby craft, recreational, physical education, theology, divinity, or religious course.
- NEW: Offered for credit (meaning not a remedial or non-credit bearing course) at a university, community college or independent non-profit degree granting college or university.

The Requirements for Dual Enrollment Eligibility Have Changed Somewhat:

- To be eligible a student MUST STILL:
- Have passed the MME or alternative (PLAN, PSAT, ACT) in the subject being taken, or be taking a computer science, foreign language, or fine arts course.
- Be in high school not more than four years.
- Not be a foreign exchange student.

The Money: Who Pays What When?

Enrollment Process:

1. Student dual enrolls.
2. College or university sends a bill for tuition and fees to:
 - The local district for public school students.
 - The Department of Treasury for non-public or homeschooled students.
3. Local district/Treasury pays the bill up to the prorated percentage of the statewide pupil-weighted average foundation allowance.
4. The student receives a bill from the college or university for the balance and pays the college or university.

Dropping Out of a Class:

1. Student drops the class.
2. College or university sends any applicable refund to:
 - The local district for public school students.
 - The Department of Treasury for non-public or homeschooled students.
3. If the refund is more than what the local district paid for the class on the student’s behalf, the local district returns the difference to the student, OR
4. If the amount is not enough to fully reimburse the local district, the district may bill the student for the difference between the refund and the amount paid.

*Accuplacer qualifying scores are typically specific to a state or Institution of Higher Education (IHE). The Department will work with The College Board and Michigan IHEs to build consensus around Minimum Dual Enrollment Qualifying Scores on this assessment.

POST SECONDARY CREDIT AND HIGH SCHOOL GPA

At the time of enrolling, a student must determine whether he/she will take the course(s) for college credit or both high school and college credit. If the course is taken for high school credit, the student must provide an official transcript from the post-secondary institution to the Guidance Office in time to prepare BCPS semester transcripts. This is especially important for second semester seniors preparing to graduate. A student may take different credit designations for different courses. Courses taken for high school credit shall be counted toward graduation and subject area requirements of the district and the grade will be calculated into the student's high school GPA.

7 th grade
EDP Development – Students utilize a program called Xello to take career surveys. The surveys indicate, based upon skill and interest, the careers that would be suited to them. Students can then use the program to further explore careers and post-secondary educational opportunities.

8 th grade
EDP Update – Students update their EDPs and further explore career opportunities.

9 th - 12 th grade
<ul style="list-style-type: none"> ● EDP Update – Students will again work with counselors or teachers to update their EDP's. ● Technology – All classrooms utilize technology as an integral part of delivering the curriculum. ● Attendance - Student attendance is monitored by the principal's secretary and intervention is provided for students with attendance issues. ● Discipline- Discipline is monitored by the principal. ● GPA – Student GPA's are monitored by the principal and counselor. Early intervention is a key to success.

9 th grade
Students will take the PSAT test to determine academic growth towards college readiness standards.

10 th grade
<ul style="list-style-type: none"> ● 10th grade students will take the PSAT test to determine academic growth toward college readiness standards. Item analysis and remediation will occur in teacher classrooms. ● Dual –Enrollment Class

- College Visit – Students will tour the campus of MMC. Parents will also have an opportunity to tour the campus of MMC.
- Orientation – A joint orientation meeting with Beal City Public School Advisors and MMC Advisors will be held. This meeting will explain the process for enrolling in the BCEC. The three year commitment to the BCEC as well as the demands of being a college student.
- MMC Advisor – Students accepted to the program will be assigned and have the opportunity to meet with their MMC Advisor. The advisor will assist them in determining a program that will lead to the completion of 60 hours of transferable credit and/or an associate’s degree.
- Beal City Public School Early College Specialist – Students accepted to the program will be assigned a Beal City Early College Specialist.

11th grade

- SAT/Workkeys/M-STEP Test – In the spring of their junior year, students will take the SAT, Workkeys and M-STEP tests. These tests will help to gauge their college readiness.
- ASVAB – The ASVAB tests will help students gain knowledge of strength areas for career interest and academic growth. Essay – Students interested in the BCEC must submit an essay to support their college readiness.
- MMC Advisor – Students will meet with their college advisor as needed.
- Beal City Public School Early College Specialist–Students meet regularly with their high school Early College Specialist.
- Students will dual-enroll in 9-12 credits.

12th grade

- College Days – Students are given two school related absence days to visit the college of their choice.
- College Goal Sunday – Students are made aware of Financial Aid Form assistance offered by colleges.
- Financial Aid Night – BCPS and MMC present to our students the ins and outs of the FAFSA process. This usually occurs in the later stages of January or early February.
- Senior Portfolio
- Students will dual-enroll in 24 credits.

13th year

- Students will be enrolled in a math-related high school course through Beal City Public School. (This can be taken online or off-campus.)
- Students will complete the remaining credits needed to meet the 60 credit requirement.
- Students wishing to obtain the MEMCA certification will need to complete 100 hours of community service.

BEAL CITY EARLY COLLEGE COURSE SEQUENCE PLAN

9 th Grade SM1	9 th Grade SM2	Location
English 9	English 9	BCPS
Algebra 1	Algebra 1	BCPS
Biology	Biology	BCPS
World History	World History	BCPS
Spanish 1	Spanish 1	BCPS
PE	Health	BCPS
Elective	Elective	BCPS
7 BCPS CREDITS		

10 th Grade SM1	10 th Grade SM2	Location
English 10	English 10	BCPS
Geometry	Geometry	BCPS
Physics	Physics	BCPS
US History	US History	BCPS
Spanish 2	Spanish 2	BCPS
Elective	Elective	BCPS
Computers-CIS.100 online	Computers-CIS.100 online	BCPS or recommended at MID
7 BCPS CREDITS (+ 3 MID CREDITS IF CIS.100 TAKEN)		

EARLY COLLEGE YEAR 1		
11 th Grade SM1	11 th Grade SM2	Location
English 11	English 11	BCPS
Algebra 2 or 2A	Algebra 2 or 2A	BCPS
Chemistry	Chemistry	BCPS
Civics	Economics	BCPS
Elective	Elective	BCPS
Dual Enrolled	Dual Enrolled	MID
Dual Enrolled	Dual Enrolled	MID
5 BCPS CREDITS - 12 MID CREDIT HOURS		

EARLY COLLEGE YEAR 2		
12 TH Grade SM1	12 TH Grade SM2	Location
English 12	English 12	BCPS
Algebra 2B or Pre-Calculus	Algebra 2B or Pre-Calculus	BCPS
Elective	Elective	BCPS
Dual Enrolled	Dual Enrolled	MID
Dual Enrolled	Dual Enrolled	MID
Dual Enrolled	Dual Enrolled	MID
Dual Enrolled	Dual Enrolled	MID
3 BCPS CREDITS - 24 MID CREDIT HOURS		

BEAL CITY EARLY COLLEGE COURSE SEQUENCE PLAN

EARLY COLLEGE YEAR 3		
13 th Grade SM1	13 th Grade SM2	Location
MATH COURSE	MATH COURSE	BCPS ONLINE
DUAL ENROLLED	DUAL ENROLLED	MID
DUAL ENROLLED	DUAL ENROLLED	MID
DUAL ENROLLED	DUAL ENROLLED	MID
DUAL ENROLLED	DUAL ENROLLED	MID
DUAL ENROLLED	DUAL ENROLLED	MID
1 BCPS CREDIT – 30 MID CREDIT HOURS		

NOTE: OTHER REQUIREMENTS FOR BCPS INCLUDE-1 FINE ARTS CREDIT & ½ CREDIT OF AGRISCIENCE. THESE ARE TO BE TAKEN IN YEAR(S) 9, 10, 11 OR 12, AND WILL FALL IN AN “ELECTIVE” SPOT.

24 MINIMUM CREDITS TO GRADUATE FROM BCPS ON THE “EARLY COLLEGE PATHWAY”:

- 9TH GRADE = 7
- 10TH GRADE = 7
- 11th GRADE = 5
- 12TH GRADE = 3
- 13TH GRADE = 1 (Math)
- TOTAL=23 CREDITS - SPE.101 (SPEECH) WHICH IS TYPICALLY TAKEN IN EARLY COLLEGE YEAR 1 WILL ALSO COUNT AS BCPS (1) CREDIT
 - TO BRING TOTAL BCPS CREDITS TO 24.

Guidance Services for Beal City Early College

BCPS and Mid Michigan College

APPLICATION

Our guidance counselor at Beal City Public School will meet with students and parents to explain the Beal City Early College program and the benefits to students. Our counselor will assist students with the application packet.

The application packet includes:

1. Official high school transcripts listing all high school coursework completed, including the course grades and the student's grade point average;
2. ACT "EXPLORE/ASPIRE" and/or "PLAN/ASPIRE" Scores OR SAT/PSAT Scores and/or college placement tests;
3. Accuplacer scores OR other MMC placement requirements;
4. Recommendation of a high school principal, superintendent or counselor.

ADVISING

The **Beal City Public School Counseling Department** will serve as the Early College Specialist (ECS). The ECS will serve as the students' primary advisor. Secondary advisors may be assigned from Beal City Public School and MMC.

The ECS:

1. Is responsible for the development of an individualized program completion plan, reviewing/updating the Individual Learning Plan (ILP) for each admitted student, providing the appropriate documentation to identified stakeholders, and providing a copy of the plan to each program applicant and MMC upon request;
2. Will meet with each program advisee/student on a regular basis to track the student's progress and to review his or her schedule, ensuring that it is reflective of the academic pathway the student has chosen;
3. Is responsible for registering students in MMC classes according to their ILPs. MMC will provide semester class schedules, in a timely fashion, for student advising purposes;
4. Will serve as a college planning resource to BCEC students who are seeking admission to institutions in addition to MMC;
5. Will track current and prospective students and will communicate on a regular basis with them to ensure their successful progression through their ILP;
6. Will work with the college partners to determine if/when a student should be dismissed from the program based upon unsatisfactorily academic performance.

INSTITUTIONAL RESPONSIBILITIES (Beal City Public Schools AND MMC)

Beal City Public Schools and MMC jointly assume the following responsibilities:

- Course scheduling to maximize enrollment and to encourage progress based upon the identified needs of the students and their individualized program completion plans (ILPs).
- Maintenance of a complete and accurate record of all academic work completed or attempted through programs established under this agreement.
- Designation of Beal City Public School and MMC representatives to serve as single points-of-contact and to maintain continuous communication among the two organizations to ensure the following:
 1. Maintenance of regular and ongoing communication;
 2. Facilitation of compliance with the institutions' admission standards and collaboration among the partners to ensure that qualified students are admitted and registered in classes prior to start of each academic semester;
 3. Distribution and tracking of applications and transcripts and assurance of their timely submission;
 4. Compliance with Beal High School and MMC transfer policies and a commitment by these institutions that any college level credits with an earned grade of 2.0 or higher completed through the BCEC will count toward MMC degree programs (including those designed for transfer to a university), and/or certificate requirements from the partner institution;
 5. Notification to appropriate parties of institutional changes to partner's curricula;
 6. Monitoring of the delivery of classes to assure that they meet both partners' academic standards, that appropriate assessments are integral to the course, and that BCEC student performance expectations are at the level expected of other college students enrolled in equivalent classes to earn comparable grades in the courses;
 7. Review and approval of instructor(s) who meet the minimum expectations for BCEC faculty teaching in program areas and at the appropriate level;
 8. Oversight of the maintenance of institutional websites to include site map, graphics, hyperlinks, and compliance with institutional graphic standards;
 9. Supervision of all marketing materials and publications (paper and electronic) related to the program to ensure their currency and accuracy. Provision of academic guidance to students exploring the potential for careers in relevant fields, including manufacturing and engineering, allied health and business;
 10. College credit will be transcribed according to the specific processes of the awarding entities (Beal City Public School or MMC).
 11. If a student moves and stops attending BCPS the agreement between the student/parent and the school is null and void. If a student quits the program before completion that student will not earn a diploma until all graduation requirements are met.

BEAL CITY EARLY COLLEGE

Student Application

Student Name: _____ (Last) _____ (First)

Birthdate: ____ / ____ / ____
(Month) (Day) (Year)

Graduation Class: _____ Phone Number: (____) ____ - _____

Aggie Email address: _____

Academic

Cumulative GPA _____ (minimum 2.5)

Other

College Credits Earned to Date: _____

Program of Interest: _____

Test Results

TEST	ACCUPLACER	PSAT	ACT or SAT
Math			
English			
Science			
Composite			

I, _____ Parent/guardian give permission for my child to enroll in Beal City Early College. My child and I understand that Beal City Early College students must meet the above requirements to enroll and remain in the program through the conclusion of their 5th year.

BEAL CITY EARLY COLLEGE

Information Sheet

Goals of Beal City Early College:

1. Students earn an associate's degree or equivalent
2. Students receive a financially feasible college education
3. Students are provided with services that will assist the transition into college

Basics

- The Early College Program is one of three pathways Beal City Public Schools offers for students to reach Graduation and earn a Diploma or Certificate of Completion. We offer a University Pathway, a Career Technical Pathway, and an Early College Pathway.
- Students must commit to Early College by the end of September of their junior year.
- Student acceptance into this program is ultimately up to the discretion of administration. The following criteria are taken into consideration, but not limited to: attendance, discipline, grades, success in college courses during their freshman and sophomore years, attitude, and work ethic.
- The commitment for a fifth year gives the opportunity to earn both a high school diploma and up to an Associate's degree by the end of the fifth year.
- If students are in good standing and have satisfied all high school requirements except the portfolio; they are permitted to march at the commencement ceremony with "their class". They will receive the diploma cover as all graduates do, and will receive their actual Beal City Public School diploma and their associates degree or equivalent at the completion of the 5th year.
- Students must meet all of Beal City Public School graduation requirements. Students should discuss this with counselors and update their EDPs through Career Cruising. Completion and approval of the senior portfolio during the 5th year is required for

receiving a diploma. Students will be required to complete 60 volunteer hours, which 20 of the volunteer hours must be on the Beal City Public Schools campus

- 11th and 12th grade students will likely have a blended schedule of both high school and college classes. The college plan is individualized to each student's own goals. It is recommended that a MMC advisor be involved.
- During the 5th year, students enroll as a full time college student (12-15 credit hours per term) at MMC. Most students will not need to come to Beal City Public School for classes; however, some students can choose to complete their schedule with high school classes.
- Students may have access to the HS computer lab and may check out calculators/computers if needed.
- Students will meet with a high school counselor and an advisor from MMC to choose a college degree pathway.
- Fifth year students are not eligible for Beal City Public School athletics sanctioned by MHSAA. Also, students are also not eligible to compete in college athletics their fifth year.
- As an Early College student, the student is not considered an actual high school graduate until the completion of their 5th year. Students may NOT apply for FAFSA until the winter of their 5th year. If students do so, they risk not getting future financial aid for college.
- The commitment to Early College forfeits valedictorian/salutatorian status of the student's senior class due to the graduation year changing.
- Early College students can still apply for specific scholarships in their senior year of high school, as well as some scholarships in their 5th year.
- There are mandatory meetings with Beal City Public School advisors in which the student must attend in order to take advantage of this opportunity. Parents are also welcome to attend.
- Students can choose the courses they will be taking after meeting with a college advisor and a Beal City Public School advisor.

- Starting in the 7th grade students should average at least 95% daily attendance. Students must have the ability to transport themselves to and from the BCPS campus to the MMC campus and back as needed.
- Starting in 7th grade students should demonstrate good citizenship and should not have any more than four discipline referrals of any kind.

Financial Consideration:

- Tuition is paid per formula as with other dual enrolled students by Beal City Public Schools (up to 15 credits per semester). This does not include summer classes or remedial courses.
- Dual enrollment laws state that the school can charge students the cost of a failed or withdrawn course. Please make sure that you are seeking help if you start to struggle in a course.
- Failed or withdrawn courses can affect future financial aid
- Students are not allowed to withdraw from courses without seeking approval from administration.

Ultimately, this is a family decision and families have to decide what is right for them and their student. Things to consider include: transferability of MMC courses, family financial situation and the possibility of receiving PELL grants and scholarships.

BEAL CITY EARLY COLLEGE

Academic Details

Grades and Credits

- Students must complete Beal City Public School graduation requirements (24 credits)
- Students must choose how you would like the college courses to appear on your High School transcript. One of the following must be chosen prior to enrollment:
 - Both high school and college-this would affect student's high school GPA
 - College credit only-does not affect high school GPA (Appears as Credit on HS transcript)
- All collegiate information is recorded on a college transcript. This includes the actual grade earned in a course when counting it as HS and college credit. A failed or withdrawn course could affect financial aid status in the future and students may be responsible for paying Beal City Public Schools back for the cost of the course.
- In order for a college course to be transferable to another institution of study, students must earn a grade of a "C" or higher. Once a student enrolls into a college course, their college GPA has begun to be calculated.
- The commitment to Early College forfeits valedictorian/salutatorian status of a student's senior class due to the graduation year changing.
- If the college class is being used to meet high school requirements, it must count for high school and college credit.
- Credits taken during the 5th year do not affect your high school GPA
- A grade of "C" or better in college courses is required for most degree programs as well as transferable credit to most collegiate institutions.
- Students who plan to transfer to a different college/university should research which courses will successfully transfer using the Michigan Transfer network at: www.michigantransfernetnetwork.com
- Students should talk with a transfer advisor at MMC as well as the college/university they plan to transfer to assure classes transfer from MMC to their future school.

Success in college classes:

Since college classes do not generally meet officially each day, missing a college class can have a HUGE impact on students' academic performance. Missing a group presentation day or a major laboratory day could have devastating consequences. If a student is ever absent from a college class due to an appointment/event, he/she MUST arrange in advance with the professor. If a student is too ill to attend class, it is his/her responsibility to contact the professor via phone or email. Professors will list their individual policies for attendance in their course syllabus. Failure to attend college classes may result in the loss of credit and/or administrative action leading up to possible removal of your participation in Beal City Early College.

College courses NOT on Beal City's campus operate on MMC's calendar. This includes web-based courses. Students are expected to follow the calendar of whichever courses they are enrolled in. If a student is taking courses on both Beal City's campus and MMC's campus, then both calendars will be in effect.

If Beal City Public Schools has a "snow day," then all college courses on Beal City's campus are also canceled. However, if students have a course on MMC's campus and they have not canceled, then students are expected to attend their course as scheduled.

On the first day of class, students' college professors will pass out his/her syllabus. Students should read the syllabus thoroughly and ask questions if they are unclear about any of the contents. Unlike high school courses where students are reminded multiple times about assignments and due dates, college professors will tell a student it is his/her responsibility to know based upon the information in the syllabus. The course syllabus is the single most important thing your professor will give you.

Be sure to understand the professor's policy on electronic devices in the classroom.

Keep track of your grades-Students should check their academic progress often and seek help if necessary. MMC has services available to all students free of charge.

Students should communicate with the professor regularly.

Student Signature _____ Date _____

Parent Signature _____ Date _____

BEAL CITY EARLY COLLEGE

Parent Commitment

I am fully aware that my student, _____ has now committed to be part of the Beal City Early College. As part of the program, I am aware that my student will not receive their high school diploma until all program requirements have been met. Students can earn an Associate's degree (60 credits) or a certificate that is equivalent. When a student commits to the Early College program, they are committed to a fifth year and forfeit their status as valedictorian/salutatorian or their senior class due to their graduation date change.

I understand that my student is not able to apply for FAFSA and/or receive financial aid while they participate in the Beal City Early College program. We understand by filling out a FAFSA during this time we risk the chance of not receiving future governmental assistance. FAFSA can only be completed after the winter semester of the fifth year.

I have been informed that my student will be getting their college books for free during their 5th year. However, if my student does not return the college book(s) to Beal City Public Schools, we will be required to pay the full cost of the textbooks.

We, the family, are aware that if our student fails or withdraws from a college course, we will be responsible for paying back any and all fees associated with that course. We understand if our financial obligations are not met, our student will not be allowed to enroll in another college class. We are also aware that a grade of a "C" or better must be earned by my student in order for the course to be transferable to another higher learning institution.

Parent Signature

Date

BEAL CITY EARLY COLLEGE

Student Commitment

I am fully aware that I, _____ have now committed to be part of the Beal City Early College. As part of the program, I am aware that I will not receive my high school diploma until all program requirements have been met, including but not limited to: enrollment with Beal City Public School for 5 years, meeting the Beal City Public School graduation requirements, and earning an associate's degree (60 credits) or a certificate that is equivalent. I am aware that I forfeit my status as valedictorian/salutatorian of my senior class due to the change of my graduation year.

I understand that I am not able to apply for FAFSA and/or receive financial aid while I participate in the Beal City Early College program. I understand by filling out a FAFSA during this time brings a risk of not receiving future governmental assistance. FAFSA can only be completed after the winter semester of my fifth year.

I have been informed that I will be getting my college books at no cost during their 5th year. However, if I do not return the college book(s) to Beal City Public Schools, I will be held responsible for repaying the full cost of the textbooks. I am also aware that if I fail or withdraw from a course I will be held responsible for all tuition and fees associated with that course. I understand that I will not be able to register for another college course until all tuition and fees have been paid.

I am aware that a grade of a "C" or better must be earned in a course in order for it to be transferable to another institution of higher learning. I understand the importance of seeking help if I start to struggle in a course.

Lastly, I am aware that it is my responsibility to contact the Beal City Public School counselor/advisor regularly. I also understand I need to be in contact with my MMC advisor regularly. Contact and effective communication should be made promptly in regards to changes in my program of study and/or course schedule, as well as if I start to struggle with any course.

Student Signature

Date

BCPS Designee Signature

Date

Beal City Public Schools Opt-Out Media Release Form

*The Family Educational Rights and Privacy Act (**FERPA**) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.*

STUDENT PHOTOGRAPHS, VIDEOS, PRINTED NAME AND/OR SOUND RECORDINGS OPT-OUT:

A parent/guardian may withhold permission to have a student photographed, videotaped and/ or audiotaped or their name visible on printed materials during school-sponsored activities, learning experiences, and/or media events. As the parent/guardian of the student identified below, I understand that if I opt-out, my student will not be included in pictures taken by school staff, students (for school purposes) or commercial photographers, nor will my student's picture or name be part of a school yearbook, sports team, club, or any other medium. Note: *This does not include videotaping by security cameras in school or on school buses.*

If you do **not** want your student to be photographed, videotaped and/or audiotaped or their name visible on printed material, please check the appropriate box below then sign and return form within the first 10 days of the start of school.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> School Yearbook | <input type="checkbox"/> Aggie Express | <input type="checkbox"/> Honor Roll | <input type="checkbox"/> Daily Announcements |
| <input type="checkbox"/> Band Concert Program | <input type="checkbox"/> School Website | <input type="checkbox"/> Holiday/Spring Program | <input type="checkbox"/> All-State Wall |
| <input type="checkbox"/> Athletic Team Photos | <input type="checkbox"/> Drama Production Program | <input type="checkbox"/> Graduation Program | <input type="checkbox"/> Athletic Program |
| <input type="checkbox"/> Awards Program | <input type="checkbox"/> Graduation Composite Photo | <input type="checkbox"/> School Club Advertising | <input type="checkbox"/> Social Media (Classroom, Facebook, Twitter, etc.) |
| <input type="checkbox"/> Student of the Month | | | |

Student(s) Name(s): _____

Parent/Guardian Signature _____ Date _____

STUDENT HANDBOOK CERTIFICATION

We, _____ and _____
(Parent/Guardian) (Student)

have read the Beal City Student Handbook.

(Parent/Guardian Signature)

(Student Signature)

(Date)

In an effort to move to a more paperless organization, Beal City Schools will no longer be printing handbooks for each student. The handbook will be available in PDF format on our website at www.bealcityschools.net. The handbook will be located under the Resources tab in the Parent Resources section. If you do not have access to the handbook online, you may request a paper copy at the secondary school office.

This form must be signed and returned before the end of the first week of school. Students may not return to school until this form is signed and returned.