



Avondale High School

2025-2026

Student/Parent Handbook for Avondale High School

Dear Students,

Welcome to another exciting school year at Avondale High School!! As your principal, I am thrilled to have you as part of our vibrant and diverse community. Whether you're returning or new to our school, I am confident that this year holds great promise and opportunities for each of you.

Our goal at Avondale is to create an environment where you can thrive academically, socially, and personally. We are dedicated to providing you with the resources, support, and encouragement you need to succeed and reach your full potential.

High school is a time of growth, exploration, and discovery. I encourage you to take advantage of the numerous clubs, sports teams, and extracurricular activities we offer. These experiences will not only enhance your education but also help you build lasting friendships and develop important life skills.

Remember, our dedicated teachers and staff are here to guide you every step of the way. Don't hesitate to seek help, ask questions, and get involved in the school community. Your journey here is what you make of it, and we are here to support you in making it a memorable and successful one.

I am looking forward to seeing all the amazing things you will achieve this year. Let's make it a year filled with learning, growth, and wonderful memories.

Welcome to Avondale High School and remember: BEE Intentional, BEE Courageous, and BEE Awesome!

Sincerely,

Mr. Wilson
Principal

The information in this book was the best available at press time. Watch for additional information and changes.



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2880 OLD US HIGHWAY 231 S, LAFAYETTE IN 47909-2414 • 765.471.8883
www.schooldatebooks.com • sdi@schooldatebooks.com

Administration	Email/Phone
Douglas Wilson, Principal	douglas.wilson@avondaleschools.org (248) 537-6199
Patrice Howard, Assistant Principal	patrice.howard@avondaleschools.org (248) 537-6198
Carson Ratliff, Assistant Principal	carson.ratliff@avondaleschools.org (248) 537-6197
Melissa Tuccinni, Athletic Director	melissa.tuccinni@avondaleschools.org (248) 537-6195
Superintendent of Schools	Email/Phone
James Schwarz, Superintendent	james.schwarz@avondaleschools.org (248) 537- 6001
Coleen Brunni, Assistant Superintendent for Curriculum/Instruction	coleen.brunni@avondaleschools.org (248) 537-6009
Steven Siedlarz, Assistant Superintendent for Financial Services	steven.siedlarz@avondaleschools.org (248) 537-6029

Phone Numbers

Main Office	248-537-6100
Attendance Office	248-537-6110
Counseling Office	248-537-6104
AHS Fax	248-537-6105
Athletic Office	248-537-6295
District Offices	248-537-6000

Address

Avondale High School
2800 Waukegan
Auburn Hills, Michigan 48326

School Song

Hail to old Avondale, Cheer them along the way!
Onward to victory,
May we win our game today!
We'll give a cheer
For the Varsity!
Long may they reign supreme!
Shout till the echoes ring,
For the glory of our team!
Rah! Rah! Rah! Rah! Rah!
For the glory of our team!!

School Colors - Purple and Gold

School Mascot- The Yellow Jacket

This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the District Administrator. The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed. If you have questions or would like more information about a specific issue, contact your school principal. This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year.

This handbook summarizes and references 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 student handbook and

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with this handbook and keep it available for you and your parent to use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, contact your principal who you will find listed in the Staff Directory section of the handbook. If

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of June 30, 2024. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2024, the language in the most current policy or administrative guideline prevails.

STUDENT IDENTIFICATION

Name: _____

Address: _____

City: _____ Zip Code: _____

Phone #: _____

Student I.D. #: _____

EMERGENCY CONTACT

Name: _____

Relationship: _____

Telephone (home): _____

Telephone (work): _____

Physician: _____

Telephone: _____

☐ Adopted Approved by the Board of Education

☐ Discipline Code adopted by the Board

1ST SEMESTER CLASS SCHEDULE

Hour	Class	Teacher	Room
1st Hour 7: 22 - 8:12			
2nd Hour 8:17 - 9:07			
3rd Hour 9:12 -10:02			
4th Hour 10:07 - 11:00			
A lunch 11:05 - 11:33			
B lunch 11:33 - 12:03			
C lunch 12:03 - 12:34			
5th Hour 11:05 - 12:34			
6th Hour 12:39 - 1:28			
7th Hour 1:33 - 2:22			

2ND SEMESTER CLASS SCHEDULE

Hour	Class	Teacher	Room
1st Hour 7:22 - 8:12			
2nd Hour 8:17 - 9:07			
3rd Hour 9:12 -10:02			
4th Hour 10:07 - 11:00			
A lunch 11:05 - 11:33			
B lunch 11:33 - 12:03			
C lunch 12:03 - 12:34			
5th Hour 11:05 - 12:34			
6th Hour 12:39 - 1:28			
7th Hour 1:33 - 2:22			

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EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students. The right of a student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be abridged or impaired based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics") or other protected characteristics as well as place of residence within District boundaries, or social or economic background. (See Board Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity)

Any person who believes that they have been discriminated against on the basis of their race, color, national origin, sex (including sexual orientation or gender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, Protected Classes) disability, religion, gender, or national origin, while at school or a school activity, should immediately contact the School District.

Compliance Officer listed below:

Sharon Hyde

Executive Director of Human Resources

2940 Waukegan Street

Auburn Hills, MI 48326

248-537-6038

sharon.hyde@avondaleschools.org

Jamie Brooks

Principal, Grant Graham Elementary

2450 Old Salem Rd.

Auburn Hills, MI 48326

248-537-6899

jamie.brooks@avondaleschools.org

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

OUR MISSION

The Avondale School District will cultivate innovation, foster strong relationships and engage ALL students in real-world experiences to inspire and empower tomorrow's leaders and responsible citizens.

OUR VISION

The Avondale School district, in partnership with the community, prepares ALL students to be lifelong learners and to achieve success in a globalized society.

AVONDALE HIGH SCHOOL STUDENT HANDBOOK ACADEMIC STANDARDS AND REQUIREMENTS

ACCREDITATION

Avondale High School is accredited by AdvancED.

The Avondale School District has many educational programs available to area residents, designed to promote academic, career and personal growth.

The high school day program is specially designed for district residents up to age 19. Students who will be 19 or older on their projected date of graduation will be referred to the Avondale Academy to enroll in a suitable adult high school program. The superintendent or the high school principal may make exceptions to this rule when there are extenuating circumstances.

CREDITS

Students receive .5 credits per class per semester upon successful completion of course work and .125 credits for Academic Center.

Graduation Requirements (Must Occur Between Grades 9-12)

ENGLISH 4 CREDITS

- _____ English 9 OR Honors English 9 (1 Credit)
- _____ English 10 OR Honors English 10 (1 Credit)
- _____ Sem. Of Writing and Sem. Of Literature OR AP English Language and Composition (1 Credit)
- _____ Sem. Of Writing and Sem. Of Literature OR AP English Literatures and Composition (1 Credit)

MATH 4 CREDITS (*one of the following math sequences*)

- _____ Algebra I (1 Credit)
- _____ Geometry (1 Credit)
- _____ Algebra II OR Honors Algebra II (1 Credit)
- _____ Math OR Math Related Elective (1 Credit)
- _____ Geometry (1 Credit)
- _____ Algebra II OR Honors Algebra II (1 Credit)
- _____ Math Elective (1 Credit)
- _____ Math OR Math Related Elective (1 Credit)
- _____ Algebra II OR Honors Algebra (1 Credit)
- _____ Math Elective (1 Credit)
- _____ Math Elective (1 Credit)
- _____ Math OR Math Related Elective OR Dual Enrollment (1 Credit)

SCIENCE 3 CREDITS (*one of the following science sequences*)

- _____ Biology (1 Credit)
- _____ Chemistry or Physics (1 Credit)
- _____ Physics, Chemistry, AP Science Class or science related elective (1 Credit) OR CTE Program Completion (1 Credit)

SOCIAL STUDIES 3 CREDITS

- _____ U.S. History OR Honors U.S. History (1 Credit)
- _____ Civics (.5 Credit) OR AP Government (.5 Credit)
- _____ Economics OR Honors Economics (.5 Credit)
- _____ World History OR AP World History (1 Credit)

HEALTH / PHYSICAL EDUCATION 1 CREDIT

- _____ Health (.5 Credit)
- _____ Physical Education (.5 Credit) OR four completed years of Marching/ Band OR four completed seasons on a high school athletic team. Students that are opting out would need to successfully pass the AHS Physical Fitness Assessment.

VISUAL, PERFORMING OR APPLIED ARTS 1 CREDIT

- _____ Visual, Performing OR Applied Arts (1 Credit)

CAREER AND TECHNICAL EDUCATION 1 CREDIT

- _____ Mind Your Business (1 Credit) or any other AHS CTE course (1 Credit). This includes successfully completing classes at Oakland Schools Technical Center (OSTC).
- _____ PERSONAL FINANCIAL LITERACY 1 CREDIT

*Beginning with the Class of 2027

FOREIGN LANGUAGE 2 CREDITS (*including 8th grade credit*) - *Some colleges/universities may want multiple years during high school*

- _____ French, German, Spanish, or ASL I
 - _____ French, German, Spanish, or ASL II (1 Credit) OR CTE Program completion OR additional Visual, Performing and Applied Arts elective
- All Juniors are required to take the state-mandated Michigan Merit Examination(MME), including the SAT, ACT Workkeys, and M-STEP prior to graduation.

OTHER CONDITIONS

1. Credits earned in elective subjects will be part of an approved sequence of study.
2. A student desiring **independent study** must submit a written application. These applications may be obtained from the counseling office. All applications are reviewed and approved by an Independent Study Review Board in the semester prior to the proposed Independent Study. This board shall consist of a counselor, an administrator, and two teachers.
3. The high school principal will follow the established policies of the State of Michigan for individual students who seek modifications of these requirements.
4. A senior must have successfully completed all the requirements for graduation to take part in commencement.
5. Grade Levels: (Credits Earned): Specifics can be found in AHS Curriculum Guide

Class of 2026	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels	Credits Earned
Ninth Grade	0-4.875 Credits
Tenth Grade	5-10.875 Credits
Eleventh Grade	11-17.875 Credits
Twelve Grade	18+ Credits
Total:	25 Credits

Class of 2027 & Beyond	
Grade Level Designation is determined by credits earned. When students earn enough credits to be promoted, the grade level will be updated in June of that school year.	
Grade Levels	Credits Earned
Ninth Grade	0-5.875 Credits
Tenth Grade	6-12.875 Credits
Eleventh Grade	13-19.875 Credits
Twelve Grade	20+ Credits
Total:	27 Credits

ACADEMIC INTEGRITY POLICY

Honor Code and Pledge

We, the stakeholders of this school, are dedicated to promoting a learning environment based on the foundation of personal integrity. We are also committed to assuring that our students do not demean their character, damage their credibility or jeopardize their futures by engaging in any form of academic dishonesty. Therefore, we present the following Code, which will govern the academic conduct of students and teachers.

I. Forms of Academic Dishonesty

The following acts are strictly forbidden and will result in disciplinary action:

A. Cheating on Assessments. Using or attempting to use unauthorized assistance, material or study aids during an assessment, including but not limited to:

1. Copying from others.
2. Having or using notes, formulas, or other information in an electronic device without explicit teacher review and permission.
3. Using a communication device such as a cell phone, pager, PDA, or electronic translator to send or obtain unauthorized information.
4. Asking another person for improper assistance, including offering money or other benefits.
5. Asking for or accepting money or any other benefit in return for giving another student improper assistance.
6. Providing or receiving information about all or part of an exam, including answers (such as telling someone in a subsequent period what was on your exam, or being told this information).
7. Having or using a "cheat sheet" (i.e., a piece of paper with answers, formulas, information, or notes) that is not specifically authorized by the teacher.
8. Altering a graded assessment and resubmitting it for a better grade.
9. Gaining or providing unauthorized access to assessment materials.

Note: *Simply possessing any prohibited or unauthorized information or device during an assessment whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.*

B. Plagiarism in Papers and Assignments. Using the ideas, data, or language of another without specific or proper acknowledgment, including but not limited to:

1. Giving or getting improper assistance on an assignment meant to be individual work.
2. Including in any assignment turned in for credit any materials not based on your own research and writing. This includes:
 - a. Using the services of another student.
 - b. Copying part or all of another person's paper and submitting it as your own.
3. Making up data for an experiment ("fudging data").

C. Other Forms of Academic Dishonesty

1. Misrepresenting your academic accomplishments, such as by tampering with computer **records**.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or an extension for an assignment.
3. Failing to promptly stop work on an assessment when the time allocated has elapsed.
4. Forging a signature.
5. Facilitating academic dishonesty (i.e., knowingly helping another violates any provision of the Code).

Note: Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

II. Honor Pledge (to be written and signed at the beginning of the year):

I pledge in my honor that I will not give or receive any unauthorized assistance on any assignment or assessment.

When you sign for your student agenda at registration, you are agreeing to and abiding by the **Honor Pledge** for Avondale High School Academic Integrity Policy.

III. Affirmation of the Honor Pledge:

Teachers may require students to write the honor pledge on every assignment and/or assessment; it is also understood that a student's signature on an assignment implies adherence to the academic integrity policy.

ATTENDANCE PROCEDURES

NOTIFICATION OF ABSENCES/TARDIES

The attendance office must be notified when a student will be absent or will be late arrival or need an early dismissal due to illness or an appointment. All absences are to be reported to the attendance office (537-6110). The parent/ guardian should telephone the school between 7:30 a.m. and 9:30 a.m. each day of the student's absence. It is the responsibility of the parent/guardian to contact the school.

Parents must contact the attendance office within 24 hours of a student's absence. If the parent/guardian does not contact the attendance office, the student's absence will be considered as an unexcused absence resulting in a loss of credit for missed work.

SCHOOL CAMPUS

Leaving school property **without** permission is not allowed. Students leaving school property without proper authorization are subject to suspension. No student should be on campus before or after school unless supervised by a teacher or participating in a school sponsored activity. Visitors are not allowed on campus without prior approval from an administrator.

EMERGENCY CLOSING & DELAYS

Emergency closings and delays will be communicated through district or local phone calls and emails. The communications and details will be released to caregivers as soon as decisions and plans are finalized.

LUNCH TIME

Avondale High School operates a **closed campus** during the school day. Students **must remain** in the building during the lunch period. A nutritious, reasonably priced lunch is available in the school cafeteria. A monthly menu is posted at school and on the district website. Students may purchase a complete lunch or bring lunch and purchase milk. Families who cannot afford to buy lunches may be eligible for the federal free or reduced-price meal program. Applications for the program are available by request in the school office. Applications take approximately two weeks to process. Students are not allowed to have commercial food delivered during the school day.

Every student regardless of age, including 18 year old students, must have parent permission to leave school property.

STUDENT RESPONSIBILITY

It is the responsibility of the student to know the number of absences accumulated in his/her attendance record.

GUIDELINES FOR EXCESSIVE EXCUSED & UNEXCUSED ABSENCES

Avondale High School has established guidelines to address the consequences for excessive excused and unexcused absences. These guidelines will take effect when a student accumulates 6 absences in one or more class.* Administrative action may include but is not limited to the following:

- Parent contact by mail or phone
- Parent /administrator conference
- Loss of parking permit
- Youth Assistance referral
- Oakland County Truancy Program referral.

When a student accumulates **6 absences** in one or more classes, parents will receive an email and copy of the Guidelines for Excessive Excused and Unexcused Absences, Also, parents may be contacted to address the issue of continued absences and develop a plan for improvement.

When a student accumulates **10 absences** in one or more classes the student will be informed about the possible loss of their parking permit if applicable. A Youth Assistance referral may be submitted as well as an Oakland County Truancy Program referral. *If the student has a history of truancy problems, initial intervention may begin sooner.

TARDY POLICY

A student will be considered tardy if they are not physically present in the room at the end of the tone signaling the beginning of class. **A student who arrives ten or more minutes after the start of class will receive an unexcused absence for that class unless the parent reports the tardiness.** Under the law, chronic tardiness is considered truancy. For this reason and the fact that tardiness disrupts the class, tardiness will be considered a Code of Conduct violation.

On the second unexcused tardy and for every unexcused tardy thereafter, a student will receive either lunch detention or a 60-90 minute after-school detention. First-hour excused tardies will follow the guidelines for excessive excused/ unexcused absences.

EARLY DISMISSAL

In order to facilitate and process your student's ability to leave early and avoid issues, the steps below will need to be followed. Please do not call the Main Office because all **early dismissals will require a recorded message** to be left by a parent/guardian on the partial attendance line. If these steps are not followed, your student will not be able to be released until the end of the day.

1. **Messages need to be left for early dismissal by calling 248-537-6119 at least an hour prior to the pick-up/release time (we are unable to receive calls and process them instantaneously).** Please understand that it is not realistic to expect our staff to process calls when you are not giving us ample time to prepare.
2. Calls that request a pick-up in less than an hour will be processed and completed in a timely manner but will result in a delay in releasing your student.
3. **Messages need to be left on the attendance line prior to 1:30.** Messages after 1:30 will not be processed. In rare instances in the event of an emergency parents/guardians must come to the front door with picture identification to sign out their student.
4. Students need to know that you are calling them out and will be issued a Smartpass from the Main Office that they need to show their teacher in order to be released.

LUNCH DETENTION POLICY

1. Students will pick up lunch and report to the theater lobby to serve detention during their assigned lunch period
2. In order for your lunch detention to be fulfilled students must report during their lunch period by the following times:
A lunch - arrive by 11:10
B lunch arrive by 11:43
C lunch - arrive by 12:13
3. If students are late or do not show up for lunch detention they will be assigned a 60 minute after-school detention.
4. Students will place ALL belongings, including all electronics, on the bench
5. Students will sit upright in their seat at all times (eyes open - no sleeping)
6. Students will remain quiet the entire duration of detention. If you need help raise your hand.
7. Students will clean up after eating your lunch.
8. ALL Electronics need to be put away at all times or they will be confiscated.
9. If these expectations are not followed an Administrator will be notified and further disciplinary action will follow.
10. Continued failure to serve the detention at the scheduled time will result in a referral to the appropriate administrator for disciplinary action.

AFTER-SCHOOL DETENTION POLICY

11. Detention will be held Monday-Friday after school (subject to change).
12. Detention will be held in either the AC (Academic Center) or room B6.
13. All students must sign in and start serving their detention by 2:30 PM.
14. 60-Minute Detention time is 2:30 pm - 3:30 pm, 90-Minute Detention time is 2:30 pm - 4:00 pm.
15. Students will be allowed to leave after they have completed their scheduled time.
16. Students/Caregivers must arrange transportation home.
17. Students **MUST** bring schoolwork for this time (computers will not be available).
18. Students who are late to detention may be required to serve an additional detention and/or are subject to further disciplinary action.
19. Students who fail to attend an assigned detention may be assigned 2 consecutive detentions and/or are subject to further disciplinary action.
20. Continued failure to serve the detention at the scheduled time will result in a referral to the appropriate administrator for disciplinary action.

EXPECTATIONS FOR STUDENTS SERVING DETENTIONS

- Students will not listen to music or have other electronic devices.
- Students will not use cell phones (including text messages) to make or receive calls during their assigned detention.
- Students will not eat or drink.
- Students will not use electrical devices to play games.
- Students will not participate in conversation with other students.
- Students will quietly serve their detention by working independently on homework that they must bring with them.
- A student will not be allowed to sleep or put their head down.
- Any passes used during the detention, such as going to the restroom, going to a locker, etc., will add that amount of time to detention on that day.
- Students will leave the detention site after serving detention

PROCEDURE TO ENFORCE THE TARDY/ABSENT POLICY

1. Teacher will record tardies and absences accurately each and every hour.
2. Teachers will report tardies to the MTSS paraprofessional for detention.
3. On the second tardy and every tardy thereafter, a detention will be assigned (60-90 minutes).
4. Administration will intervene on students who are excessively tardy and disciplinary action will follow, which may include, but are not limited to, detention, In-School Suspension, Out-of-School Suspension, and the removal of extra-curricular activities.

TRUANCY (SKIPPING CLASSES)

A student is truant when they are absent from a class or classes without sufficient explanation. The penalties for truancy will be a zero for all work missed or due and administrative intervention, which may include an out-of-school suspension and/or report to Oakland County's truancy officer.

AHS ATTENDANCE AND CREDIT REVIEW POLICY

This policy ensures that students remain engaged in their learning and reinforces the value of daily attendance. While time in a seat does not equate to learning, ongoing absences hinder access to instruction, collaboration, and feedback which are all critical for academic success. This policy balances the need for flexibility with the expectation that students must demonstrate accountability for learning.

ATTENDANCE THRESHOLD FOR CREDIT REVIEW

- Any student who accumulates 10 or more absences (excused or unexcused) in a single class during a semester will be placed on Attendance Contract for that course.
- When students accumulate five absences in a single class during a semester, the student and parent/guardian will receive a reminder communication regarding attendance expectations.
- Upon reaching the 10th absence, the student and parent/guardian will be notified and sent the contract. This contract will need to be signed and returned to the appropriate Assistant Principal.

LOSS OF CREDIT AND GRADE DESIGNATION

- Students who fail the course outright or who violate the contract will receive an "E" (fail).
- If the student does not meet the terms of the Attendance Contract, they will not be able to receive a grade for the course.
- Students that **do not** meet the terms of the **Attendance Contract** will be able to achieve credit for the class and a resulting mark of a "G" (receive credit) on the transcript through the following:
 - Students must successfully complete the designated comprehensive Content Mastery Assessment for the specific course, which is aligned with the course standards.
 - A score of 3 or higher is required to demonstrate sufficient understanding.

NON-EXEMPT ABSENCES

The following absences do count toward the 10-day threshold:

- Excused absence - any absence where a parent/guardian calls in within 24 hours to state why their student is not attending school that full day or portion of the day. This would include being sick, appointments, personal travel, etc.
- Unexcused absence - any absence that a parent/guardian does not call in within 24 hours.

EXEMPT ABSENCES

The following absences do not count toward the 10-day threshold:

- School-sponsored activities, religious holidays, suspension from school, documented chronic or serious illness, documented bereavement, documented court appearances, other documented circumstances approved by administration.



ATTENDANCE CONTRACT

Student Name: _____

Course/Teacher: _____

Date of 10th Absence: _____

Semester: ☐ Fall ☐ Spring

CONDITIONS TO MAINTAIN CREDIT ELIGIBILITY

I understand that I have exceeded the allowed number of non-exempt absences and am at risk of losing credit for this course. To remain eligible for credit/grade, I agree to the following expectations (parent/guardian and student need to initial before each line):

Continuous Attendance

- _____ I will not have any additional unexcused absences or tardies in this class for the remainder of the semester.
- _____ I understand that all future non-exempt absences must be excused within 24 hours and must be infrequent and occasional. I also understand that repeated or sustained absences will violate this contract or will require a doctor's note.

Positive Conduct

- _____ I will maintain appropriate behavior in class and throughout the school day.
- _____ I will not receive any additional behavior referrals or suspensions for the remainder of the semester.

Commitment to Course Engagement

- _____ I will attend class consistently, participate actively in class activities, and complete all assignments and assessments on time.
- _____ I understand that continued engagement is necessary to demonstrate my commitment to learning.

Student Reflection

- _____ I will write a brief reflection explaining what led to my excessive absences, how those absences have affected my learning, and what steps I will take to improve moving forward.
- _____ I understand this reflection will be reviewed by an administrator as part of the contract process.

We recommend that you schedule a meeting with your administrator to discuss any ongoing attendance issues.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

COMMUNICABLE DISEASE POLICY

The Avondale School District is committed to providing quality educational opportunities to all students in an environment that is safe and conducive to learning. The identification, management and reporting of disease in the public school setting is essential to maintaining a safe environment. In responding to instances of communicable disease, the Avondale Board of Education follows the recommendations, rules and regulations of the Michigan Department of Public Health and the Oakland County Health Department.

If your child is suffering from measles, mumps, chicken pox, head lice, strep throat, conjunctivitis, impetigo, ringworm, COVID-19, or any contagious disease or condition, please call the school office and notify us of the nature of his/her illness. If you are unsure of whether you should send your child to school, contact the Oakland County Health Department or the school. We are required to make weekly reports to the Oakland County Health Department regarding instances of communicable diseases.

PEDICULOSIS (HEAD LICE) POLICY

If a child is suspected of having head lice, the parent must remove the child from school immediately and take him/her to the Health Department or family physician for verification and prescribed treatment. When a parent discovers that their child has head lice, it must be reported to the school as soon as possible.

After a child has been treated with the first application, they must be brought to the office to be checked, with the parent in attendance. If any nits (eggs) are found, the parent will need to take the child home and they will not be readmitted to school until all the nits have been removed. This procedure will be repeated when the second application is complete.

MEASUREMENT OF ACADEMIC GROWTH

INSTRUCTIONAL MATERIALS

Avondale High School instructional materials and activities may be accessed through the following website: avondaleschools.org and click on the curriculum page.

ONLINE CLASSES (21F)

Avondale offers students the opportunity to take online courses to complete their curricular requirements, including the MMC requirements to complete an online learning experience. The state law known as 21f allows for students to take up to two online courses—or more with parent, student, and school leadership agreement—during an academic term. Online courses may be completed in place of traditional courses in the student's regular schedule, either for first time instruction or to recover credit for previously failed courses. Students taking an online course under 21f will be assigned a mentor to help support them in their learning. Students may select online courses from gennet.us under the 21f compliant tab.

Students who are successful online learners tend to have good communication and technology skills, a sense of self-discipline and motivation for learning, a general interest in the course subject matter, and a dedicated place to work on the course and internet access. Parents and students must work with their counselor to find the course options most suitable for their needs and learning preferences.

ACADEMIC HONORS

Honor awards are given at the end of the senior year to students who have earned a 3.25 or distinctions of Cum Laude, Magna Cum Laude, and Summa Cum Laude (based on the non-weighted grade point average GPA). These seniors must have attended Avondale High School for at least one year.

HONORS FOR SENIORS

Summa Cum Laude – A senior who has earned an unweighted grade point average of 3.900 to 4.000 at the end of seven (7) semesters; wears purple, gold, and white honor cords. Special Distinctions are Valedictorian (4.0) and Salutatorian (3.950 – 3.990). Magna Cum Laude – A senior who has earned an unweighted grade point average of 3.750 to 3.899 at the end of seven (7) semesters; wears purple and gold honor cords. Cum Laude – A senior who has earned an unweighted grade point average of 3.500 to 3.749 at the end of seven (7) semesters; wears gold and white honor cords. A senior who has earned an unweighted grade point average of at least a 3.250 at the end of seven (7) semesters is also able to "graduate in gold" and wears one gold honor cord.

FAILURE TO RECEIVE CREDIT

A student will not receive credit under the following circumstances:

1. If a student does not do classwork or homework and/or assessment scores are low.
2. If a student loses excessive percentage points due to truancies or disruptive behavior that causes a grade to drop below a D-.
3. If a student fails to take a required final assessment.
4. If a student fails to adhere to the attendance policy.

GRADE POINT AVERAGE

Grade points are given according to the letter grades earned. These grade point averages are used in the college admissions process and are used for other awards.

Avondale is on the semester system, and credit is awarded at the end of each semester. The final semester grade reflects the level of achievement for the entire semester, including semester assessment grades. Grading is uniform on Standards Based Assessments (SBA) which includes multiple weekly assessments that are entered in PowerSchool during that week and updated regularly.

Formative Assessments- Scores that **do not count** toward overall grade. These are smaller assessments that will be used to check student understanding and provide them feedback. IF put into powerschool to track growth, these will be exempted assignments.

Summative Assessments- Scores that **count** toward students the final grade. These are a final evaluation of their learning at the end of a class and/or unit. These provide a comprehensive picture of their achievement and overall performance. There must be a **minimum of five summative assessments** for each standard that are used to calculate the final average for that standard. Teachers have professional discretion to exempt or replace summative assessments through the semester so the final average accurately represents students learning. All recorded scores that are not exempted will be averaged in a final overall standard score.

The following 4 point scale will be used in all classes to demonstrate proficiency in standards:

Rubric Descriptors for Standards Scores

0 - Limited/No Evidence - 'E' level work: A student whose work falls below the "Engaging" level demonstrates some awareness of the task but provides fragmented or unclear responses that lack coherence. Their attempt shows limited engagement with the skill, failing to sufficiently align with the intended goal or demonstrate the necessary understanding to meet the "Engaging" criteria.

1 - Engaging - 'D' level work: The student demonstrates alignment with the goal by providing incomplete or underdeveloped thoughts that reflect an understanding of the concept or skill. While the student shows an awareness of the task, they require additional support or prompting to clarify and complete their thinking.

2 - Developing - 'C' level work: The student independently demonstrates clear understanding and applies the skill effectively when given an introductory or foundational level prompt.

3 - Understanding - 'B' level work: The student independently demonstrates the skill in a meaningful context, making informed decisions and adjustments while articulating their reasoning with minimal guidance.

4 - Ownership - 'A' level work: The student fully owns the skill, applying it flexibly and effectively in unfamiliar or open-ended situations. They independently assess, refine, and appropriately justify their approach without external guidance.

Overall Standard Score Range

The summative assessment scores (minimum of 5) for each standard will be averaged. This average will equate to a whole number for the Overall Standard Score using the Standard Score Range.

Standard Score Range	Overall Standard Score
4.0 - 3.51	4
3.5 - 2.51	3
2.5 - 1.51	2
1.5 - 1	1
0.99 - 0	0

Overall Grade Point Average Range

The Overall Standard Scores will be averaged together to equate to an Overall Grade Point Average using the range provided. Teachers will enter a final letter grade* based on the Overall Grade Point Average at the end of the semester. *The final letter grade will convert to the GPA scale published in the curriculum guide for transcripts.

Overall Grade Point Average Range	Letter Grade - will be entered only at the end of the semester
4.0 - 3.671	A
3.67 - 3.331	A-
3.33 - 3.01	B+
3.0 - 2.671	B
2.67 - 2.331	B-
2.33 - 2.01	C+
2.0 - 1.671	C
1.67 - 1.331	C-
1.33 - 1.01	D+
1.0	D
0 -.99	E

GRADING SCALE- 21F Classes, OTECH, Dual Enrollment, & Early Middle College

A	(95-100%)	C	(74-76%)
A-	(90-94%)	C-	(70-73%)
B+	(87-89%)	D+	(67-69%)
B	(84-86%)	D	(64-66%)
B-	(80-83%)	D-	(60-63%)
C+	(77-79%)	E	(59% and below)

HOMEWORK

Homework is an integral part of our educational system and is the responsibility of all persons involved in the educational process. It should be an extension of classroom activity; therefore, assignments should be designed to review, reinforce, and enrich the regular classroom work.

INCOMPLETE

When an illness or other valid reason(s) interferes with a student's ability to meet class deadlines, an incomplete can be given rather than a grade. In such cases, students will have the following semester to complete the work and receive a grade. It is the student's responsibility to complete the work within the time period. Not complying with this condition will result in a failing grade. No incomplete will be given without administrative approval.

ABSENCES IN REGARDS TO COURSE WORK

It is each student's responsibility to communicate with teachers upon returning from a brief absence. Teachers will inform the student what is required to demonstrate evidence-based proficiency. If the student is absent because of an extended illness (more than five days), a parent or guardian should contact the teachers and counselor.

PARENTAL INVOLVEMENT IN EDUCATION

Parents can be involved in school activities by:

1. Volunteering at the school
2. Helping their children with homework
3. Attending Meet the Teacher night
4. Attending Parent Teacher Conferences
5. Joining a parent organization
6. Encourage your student to make use of teacher time and tutorial services available.
7. Communicate with teachers, counselors, and/or administration on your student's progress.
8. Review your student's agenda for information on homework and assessments
9. Review classroom syllabus and rubric for Standards-Based Assessments per department

Avondale School District will do the following to build the capacity for strong parental involvement in our schools:

- Help parents understand the state's academic content standards; academic achievement standards; state and local assessments; the requirements of Title I, part A.
- Make available opportunities for parents to monitor their children's progress and work with educators.
- Make available materials and resources for parents to help them work with their children to improve their children's academic achievement
- Educate administrators and staff members on how to reach out to and communicate and work with parents as equal partners.

STAY INFORMED

PARENT-TEACHER CONFERENCES

We intend to keep parents as informed about the progress of their students as possible. Parents should feel free to call or email for a conference with the teacher, counselor, or building administrator at any time students are confronted with problems.

Regularly organized conferences are held in the high school for all parents of high school students. We encourage parents to participate in these conferences for a good, overall picture of their student's progress.

PARENT PORTAL

PowerSchool Parent Portal is a web-based application that provides parents/guardians with direct access to student data via the Internet. Using a confidential PIN (personal identification number) and password, parents/guardians can connect to the school district's student database using a web browser and view their child's data, such as progress reports, attendance records, report cards, transcripts, and more. Parent Portal allows the parent/guardian to view, in one session, data on all enrolled dependents in the district, across multiple school sites. Assignment records are available to secondary schools only.

Username and passwords are distributed in the fall each school year. The username and passwords follow the students through their journey with Avondale School District. To access PowerSchool Parent Portal go to the Avondale District Web page, click on Schools, click on High School, on the side bar menu, click on PowerSchool Parent Portal, the main page will appear.

If you are new to PowerSchool or are experiencing problems click on the Parent Portal button for complete directions.

REPORT CARDS

The school year is divided into four marking periods, approximately ten weeks in length. At the end of each five weeks students receive progress report grades. There are two marking periods per semester. Credit is given at semester with semester grades being the only grades listed on student's transcripts. All academic standing is available for parent review on PowerSchool Parent Portal.

ASSESSMENT OPPORTUNITIES

Avondale High School in conjunction with the State of Michigan will be administering the Michigan Merit Examination (MME). This consists of the following assessments: The Michigan Student Test of Educational Progress (M-STEP), ACT WorkKeys, and the SAT in the spring to all juniors. These tests assist the school in self-assessment, and successful completion may qualify the student for the opportunity to pursue scholarships. State Assessments. All Juniors are required to take the state-mandated Michigan Merit Examination (MME), including the SAT, ACT WorkKeys, and M-STEP prior to graduation. Optional tests are available to students through the guidance office, either on campus or at off-campus test sites. These tests include: PSAT/NMSQT Preliminary Scholastic Aptitude Battery, for Juniors and Seniors; SAT (Scholastic Aptitude Test, college entrance exam for Juniors and Seniors); and ACT (American College Testing for Juniors and Seniors).

TUTORING AND EXTRA HELP

A student who is having difficulty in a class should arrange to meet with the teacher after school. For further assistance, the student should take advantage of the free tutoring service offered by the National Honor Society. This service is available after school in the HUB on Tuesdays and Thursdays, 2:30-3:30 pm.

COUNSELING OFFICE SERVICES

Avondale High School's counseling center is a student service center. Counselors perform a wide variety of professional services for students and faculty. School counselors are professionally trained in guidance and counseling. They share with other faculty, staff, administrators, parents, and the community a responsibility for helping young people become contributing citizens. At Avondale High School, the wellbeing of students and their healthy and positive adjustment to various learning conditions at school are the primary concerns of the counselors.

Services available in the counseling center include personal counseling, parental counseling, career information, college information, graduation requirements, course selection, and scheduling, long-and short-range goals, and the interpretation of test results.

Students must make an appointment. Appointments can be made by scanning the QR code posted outside of the counseling office. Students will receive an email or SmartPass from the counselor of their scheduled appointment which will become their pass out of class.

CHANGING A SCHEDULE

We encourage students and their parents to make course selections thoughtfully and carefully. It is difficult to grant student requests for schedule changes once schedules have been completed. The high school schedule is not built to adapt to extensive changes.

A student's schedule may be adjusted if any of the following conditions exist:

1. A schedule is incomplete.
2. You have already taken a scheduled class.
3. Another class is needed in order to meet graduation requirements.
4. The necessary prerequisite for a class is needed.
5. Approval for a scheduled course has not been approved.
6. The course was successfully completed in summer school.
7. Acceptance in a special program(s).
8. Enrollment in a special program(s).
9. You need to retake a class you failed.

A schedule may **NOT** be adjusted for the following conditions:

1. Teacher preference.
2. Preference for a lunch period.
3. Preference to be with friends in a class.
4. Preference for a different period or semester.
5. Change of mind about taking a course.
6. You want a shorter school day.

HOMEBOUND SERVICES

Students who are unable to attend school for an extended period of time as indicated by a physician are eligible for these services. See the Counseling Office for details.

MICHIGAN MERIT CURRICULUM ALTERNATIVE CREDITS

CREDIT BEFORE HIGH SCHOOL

Avondale High School students may count designated courses taken before high school to satisfy the Michigan Merit Curriculum (MMC) requirements and to earn high school graduation credits.

Courses designated at the Middle School and GATE are those courses in which the course content and course assessments are identical to the high school. Successful completion of these courses at the Middle School and GATE will count toward the MMC requirements and the credits earned will not count as part of the 23-27 credits needed for graduation. Note: All grades (even letter grades) and G/H's will not be calculated into the high school GPA if they were taken prior to the start of the student's 9th grade year. Additionally, students will need to communicate with potential colleges/universities to determine if multiple years of a world language in high school is required/highly recommended for admissions.

TESTING OUT PROCEDURE

Michigan law provides opportunities for high school students to demonstrate content mastery of a particular course by successfully completing and demonstrating proficiency on a single test or series of tests created by the subject area department. "Test out" dates and sign-ups will be published at the end of each school year. Students are required to satisfy the Michigan Merit Curriculum (MMC). This legislation mandates that these students receive high school graduation credit for "testing out" of a course at a level of content mastery determined by the subject area department.

The following are the levels of **content mastery** for "testing out":

- Scores below 77% will not demonstrate proficiency and students will be required to take the course for high school graduation credit.
- Scores 77% or higher will demonstrate content mastery of the course and students will be given both Avondale High School and Michigan Merit Curriculum credit for that course.

PROCEDURES:

The intent of "testing-out" is to provide exceptionally able students options beyond what they might have if required to take courses in which they have already mastered the material.

TESTING-OUT

- Tests are completed by students in August of each school year.
- Online sign-up for "Testing Out" must be completed by the deadline listed on AHS Counseling webpage.
- Teachers will not provide any instruction to prepare students for these tests. Each department will provide a syllabus so that students know what the test will cover and any additional items (demonstrations, research papers, portfolios, etc.) that will be required as part of the comprehensive evaluation. Materials will be made available in the high school Counseling Office; students will be contacted when they can pick up the study materials. Students must return all school materials on the date of the test-out exam.
- The syllabus will include:
 - A list of reading materials
 - Students will be notified as to the exact time and location for the exams.

CONTENT MASTERY/SEMESTER GRADE

The semester grade in a course is determined by the teacher based on evidence-based proficiency by the student. Each of the courses will have a "content mastery" assessment(s). This assessment(s) will cover the entire content of the course. This assessment could be one assignment, such as a written test or a presentation. The "content mastery" could also be a series of assessments throughout the semester. Each department may set its own criteria for "content mastery." First time freshmen who earn a failing grade in a course will need to have scored 90% or better on the "content mastery" assessments in order to earn credit in the course. A student who earns a failing grade in a course, but scores 90% or higher on the "content mastery" assessments will have the failing grade reported on the transcript and have the failing grade count as part of the student's GPA. The student will receive the credit for the course in the form of a "G" grade. This "G" grade will not count as part of the student's GPA. The student who earns a failing grade in the course may only attempt the "content mastery" assessments once.

EXAMPLES:

A student's 20-week grade is failing. The student passes the content mastery assessment(s) and raises the final grade to passing. The student receives the passing grade and the credit.

A student's 20-week grade is failing. The student passes the content mastery assessment(s), but does not raise the grade to passing. The student receives the failing grade. If the student scored 90% or better on the content mastery assessment(s), the student receives credit for the class. The student will receive the credit for the course in the form of a "G" grade. This "G" grade will not count as part of the student's GPA.

A student's 20-week grade is passing. The student fails the content mastery assessment(s). If the student's final grade is passing, the student receives the passing grade and the credit.

A student's 20-week grade is passing. The student fails the content mastery assessment(s). If the student's final grade is failing, the student receives the failing grade and does not receive the credit.

EARLY GRADUATION

Avondale High School is a four-year educational setting. Students are encouraged to avail themselves of the many rich curricular and extracurricular opportunities. However, we acknowledge that there are circumstances whereby a student and his/her parents might request early graduation. If granted, the following guidelines would apply:

GUIDELINES FOR EARLY GRADUATION

- As part of graduation, the student can attend Commencement and the Senior All Night Party.
- The student loses all Athletic Eligibility for High School.
- The student loses the opportunity to participate in all Co-Curricular activities.
- The student's ID is invalid after the first semester.
- The student can only attend high school dances as a guest, if guests are permitted at the dance.
- The student can attend Prom if sponsored as a guest by a current Avondale student.
- The student must pay non-student fees for attending all sporting events.

RECORDS

Student records are confidential. Parents of students under eighteen years old shall have access to their child's records. Students eighteen years or older shall have access to their own records. Review of records should be in the presence of a counselor or school administrator.

1. Other school officials, including teachers, within the district who have a legitimate educational interest.
2. The state superintendent and subordinates, so long as the intended use of the data is consistent with the superintendent's statutory powers and responsibilities.
3. Officials of other primary or secondary school systems in which the students intend to enroll, upon request of that district for the complete student record.
4. Officials of the Department of Social Services investigating an abuse case when, in the judgment of those involved, disclosure to the parent could be a threat to the child's health or safety.

School personnel may not reveal, in any form, to persons other than those listed above, any information contained in school records except:

- (1) with written consent from the student's parent (or the student, if eighteen years old or older) specifying records to be released and to whom they are to be released;
- (2) in compliance with judicial order or orders of administrative agencies where those agencies have the power of subpoena, except in some child abuse cases, parents shall be notified of all such orders.

Parents have the right to review the contents of their child's records. They also have the right to challenge any school record if they believe that it is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. Parents who wish to challenge information in the student's records shall first contact the school principal. If they are not satisfied with the outcome of the hearing with the school principal, they may appeal to the superintendent or designee. In any case, parents may write a rebuttal to information contained in their child's school records. Such rebuttals will become part of the record.

TRANSCRIPTS

We have a new process for requesting your high school transcripts. Students in the class of 2009 and forward will use Parchment to obtain copies of transcripts. Prior to class of 2009 copies of transcripts will cost \$5.00. Please visit www.avondaleschools.org for complete information and instructions on completing your request.

TRANSFER AND WITHDRAWALS

If a student plans to transfer to another school or to withdraw from school, the parent/guardian should contact the counseling office. Books and materials which belong to the school will be returned to the appropriate teachers.

GENERAL INFORMATION/OTHER SERVICES

ACCIDENT INSURANCE

Accident insurance will be available to students early in the school year.

Students who desire student accident insurance may pick up an application form in the Main Office. All families may take advantage of this policy at a nominal cost. The school district does not carry insurance to protect or indemnify students who may be injured while at school or while involved in a school-sponsored activity. If the personal insurance carrier does not provide adequate coverage, then it is suggested that the student insurance mentioned above be purchased.

Those students who participate in varsity sports should sign up with the Michigan High School Athletic Benefit Plan, which will help parents with medical costs, but will not, in most cases, pay the entire cost.

AFTER SCHOOL PROCEDURES

All students are to leave the school property upon completion of the school day unless they have a specific school reason to stay after:

- Club involvement that starts right after school
- Sport involvement that starts right after school
- Pre-arranged tutoring with a teacher
- Drivers' Education (2:30 PM start time)

All practices, club activities, and tutoring must start by 2:30 PM. All students must report to their specific assignment by 2:30 PM and remain there for the duration of the above mentioned activity. Students leaving a club/sport to use the restroom must use the facility closest to the location of their club/sport. Athletes waiting for a practice must report to the field house by 2:30 PM.

All food sales fundraisers must be completed by 2:30 PM.

ASSEMBLIES

Assembly performances are provided for the purpose of instruction and entertainment. When assemblies are in the gym, students will sit in the section assigned to their class. In the auditorium, students will often have a section assigned to their classroom. Assemblies are to be regarded as regular classes. Students who, in a teacher's or administrator's opinion, attempt to be truant will be subject to disciplinary action.

BEEHIVE SCHOOL STORE

Avondale High School has one of the finest school stores in the area to serve its students. The store, which offers T-shirts, sweatshirts, jerseys, jackets, and many other items, is under the direction of a Career Tech Ed Teacher and is run entirely by the students.

CAFETERIA

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price. A reduced-price lunch program is available for students with financial need.

The lunchroom management and fellow students will appreciate cooperation in following the rules below:

1. Students are responsible for the cleanliness on and around the table where they sit.
2. Students are to replace their chairs under their tables when they are finished eating.
3. Students are to deposit all litter in the wastebaskets, and they are encouraged to follow the school's recycling program.
4. It is the responsibility of students to see that no tray or other container is left on their tables or in their area.
5. Students creating a disturbance in the cafeteria will be excluded from the cafeteria.
6. Students who do not follow the cafeteria rules will be subject to disciplinary action.
7. Students are not allowed outside

CHANGE OF ADDRESS AND TELEPHONE NUMBER

In order to assure that proper enrollment procedures are being followed and for the school to communicate efficiently and effectively with parents, it is the responsibility of the student and his/her parent or guardian to notify the Guidance and Attendance staff whenever a family or student acquires a new address, or telephone number, or email address.

COMMERCIAL TRANSPORTATION SERVICES

Avondale School District discourages the use of commercial driving services to transport individual students to and from school unless as a requirement of an Individual Education Plan (IEP) or a provision mandated by the McKinney-Vento Homeless Assistance Act.

FIRE, TORNADO, EVACUATION AND LOCKDOWN DRILLS

Per state requirements, fire, tornado, evacuation and lockdown drills are conducted periodically throughout the school year. Detailed instructions will be provided by the classroom teacher to ensure student safety.

FOOD DELIVERIES

Outside food deliveries during the school day are prohibited, unless previously arranged with administration. This includes parents dropping off food from restaurants.

HALLWAY PROCEDURES

1. No running, shoving, jostling, or horseplay is permitted in the halls. Disruptive behavior will result in disciplinary action.
2. Students must have a pass or signed agenda in order to be in the hallways during class time.
3. If asked, students must identify themselves, show a pass, or follow instructions from any staff member.
4. Students should keep to the right of the halls and not block traffic or stand against the walls as they move through the halls.
5. Students should be considerate of others in the halls and in classes.
6. Personal displays of affection other than holding hands are not allowed on campus.

IMMUNIZATIONS

In order to attend classes, students enrolling in the Avondale Schools must adhere to the guidelines and requirements established by the State of Michigan and have their immunizations up to date.

THE HUB

The library media center is open Monday through Friday, 7:00 a.m. to 3:00 p.m. Resources available to students include: library books, magazines, newspapers, and computers with Internet access. Expectations include respect for others who are working; responsible use of the room and materials; no food or drinks; no surfing, chatting, instant messaging, emailing (other than school assignments) or games. Students are allowed to check out up to 5 materials. **Those with overdue materials and/or fines will not be allowed to check out materials.** Fines are 5 cents per day on all materials. A copy machine is available for student use and copies are 10 cents per page.

LOCKERS

Lockers are provided for the convenience of our students. The Avondale School District will not be liable for loss or theft from any school locker. The student has the responsibility for locker contents. Students are not to share lockers or lock combinations with any other person. **Lockers are school district property and students accordingly have no reasonable expectation of privacy with respect to the locker. All lockers may be inspected at any time by school personnel.**

LOST AND FOUND

Should you lose an article, report the loss to the Main Office immediately; should you find an article that does not belong to you, please turn it in at the Main Office immediately.

LUNCH TIME PROCEDURE

During the lunch hour, students who would like to use that time to meet with a teacher will only be permitted to leave the lunch room/Main Street area with a SmartPass issued from the teacher.

MATERIALS ASSIGNED TO STUDENTS

All school materials, equipment, and textbooks assigned to students become the responsibility of the student. Students who deface, damage, or lose these materials will be fined for the restoration or replacement of damaged materials. Fine letters will be mailed with the registration packets and payment must be made at the time of registration.

MEDICATIONS

Medications shall not be brought to school unless it is essential to the health of the student. The dispensing of prescribed medication by school personnel shall be made in accordance with the following procedures:

- A. Medications to be taken in school must be administered by the principal or his/her designee and in the presence of another adult. Parents must bring the medication to the school office in the original container and file a written statement with Avondale High School.
- B. Medications to be administered regularly each day are not to be given in school unless specifically ordered by a physician.
- C. No employee of the school system who has a moral or religious conviction forbidding the administration of medication to children shall be forced to do so.
- D. All medications brought to the school must be kept in the secured and locked area of the Attendance Office.

INJURY & ILLNESS

All injuries must be reported to a staff member or the office. If a minor injury occurs, the student will be treated and may return to class. If medical attention is required, the office will follow the school's emergency procedures. A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental/caregiver permission.

MONEY AND VALUABLES

Students should not bring unnecessary amounts of money or valuables including electronic devices to school. Gym and hall lockers are not good places to house these items.

School insurance only covers those items owned by Avondale School District and is not responsible for any lost or stolen articles or money. Students bringing in materials to use in the class must have the permission of the instructor. In no case are materials to be left overnight or during vacation periods. Thefts should be reported to an assistant principal or police liaison officer immediately.

AT no time shall the District be responsible for preventing theft, loss, or damage to electronic devices brought onto its property.

POLICE QUESTIONING AND APPREHENSION

The Board of Education adopts a policy of allowing law enforcement agencies to interview students during the school day under the following conditions:

1. The school's responsibility is limited to making a reasonable effort to inform the parent or guardian in advance of the interview. A school official shall inform the student that he/she may request a "friendly adult" to be present during the interview.
2. When an interview outside the school would, in the opinion of the law enforcement agency, not be feasible.
3. The interview and other police-related matters shall be handled with the utmost discretion to avoid unnecessary notoriety and shall be held in the strictest confidence.

Law enforcement officers are empowered by law to arrest persons, including children, upon a lawful warrant, or without a warrant if the officer has reasonable cause to believe that the person, including a child, has committed a felony or a misdemeanor committed in the presence of the officer.

POLICY OF COMPLIANCE WITH FEDERAL LAW POLICY #0040

It shall continue to be the policy of the Avondale School District not to discriminate on the basis of religion, race, national origin, or handicap in the educational programs, activities, or services, and to comply with all requirements and regulations of the U.S. Department of Education.

All Avondale students shall have an equal opportunity to participate in, and benefit from, all academic and extracurricular activities and services.

It shall continue to be the policy of the Avondale School District to make all decisions in a non-discriminatory manner. No decision as to hiring, assignment, promotion, transfer, layoff, termination, or reinstatement shall be made on the basis of religion, race, national origin, or handicap. Equal pay shall be given for the performance of jobs requiring equal skill, effort, or responsibilities.

THE REVISED SCHOOL CODE, MCL 380.1139

Requires that school officials of a public high school provide the same access to pupil directory information to the armed forces of the United States and to service academies of the armed forces of the United States as is provided to other entities offering educational or employment opportunities. If you do not want the District to disclose this information you must notify the Avondale High School principal in writing by October 1st of each year.

POSTERS AND SIGNS

Posters for any type of school activity or announcement must be approved by an administrator. He/she will designate areas where posters may be placed. Commercial or non-school activity posters will not be allowed.

RESTROOMS

Restrooms are to be used only for the purpose for which they are intended. Improper behavior in the restrooms results in disciplinary action. **Students are to use the restroom closest to their classroom.** No loitering in the restrooms is allowed.

RIGHTS OF STUDENTS, TEACHERS, AND ADMINISTRATORS

The Board of Education of the Avondale School District recognizes the following:

1. The primary intent of society in establishing the public schools is to provide an opportunity for learning.
2. The students have full rights of citizenship as delineated in the United States Constitution and its amendments.
3. Citizenship rights must not be abridged, obstructed, or in other ways altered, except in accordance with due process of law.
4. Students have a responsibility to be accountable for their actions.

A primary responsibility of the schools of Michigan and their professional staff shall be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual, and the legal processes whereby necessary changes are brought.

The school is a community and the rules and regulations of a school are the laws of that community. All those enjoying the rights of citizenship in the school community must also accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community.

Recent court decisions have also stated that students have the rights of citizenship as delineated in the United States Constitution and its amendments; these rights may not be abridged, obstructed, or in other ways altered except in accordance with due process of law. The First and Fourteenth Amendments in the Constitution of the United States prohibit states from unduly infringing upon the rights of speech and expression of students.

In order to effectively regulate First Amendment rights, school authorities must show that the failure to regulate would create a material and disruption of school-work and discipline, and/or that the regulation that exists is a reasonable regulation necessary to preserve an environment of learning.

Administrators and teachers also have rights and duties. The teacher is required by law to maintain a suitable environment for learning, and administrators have the responsibility for maintaining and facilitating the educational program.

The teacher has the authority to remove students from class for just cause. Administrators are authorized by statute to suspend students for just cause. The Board of Education has the authority to expel students from school for just cause. The following rules, regulations, and due process procedures statements are designed to protect all members of the educational community in exercise of their rights and duties.

Nothing in this statement of student rights shall be held to limit the due process rights of educators or non-certified school employees, nor their use of the recognized or established district grievance procedure.

ADDITIONAL INFORMATION

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. (Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability). This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the Executive Director of Student Services at 248-537-6015 to inquire about evaluation procedures and programs. (See Board Policy 2460 – Special Education and associated Administrative Guidelines) The District is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE",) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extracurricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extracurricular program offered by the District. Parents should contact the Assistant Superintendent of Curriculum and Instruction at 248-537-6009 to inquire about evaluation procedures and programs offered by the District. (See also Board Policy 2225 – Students with Limited English Proficiency (LEP) and associated Administrative Guidelines.)

OAKLAND TECHNICAL CENTER

Oakland Schools Technical Campus NorthEast offers programs designed to prepare students for entry-level skills in various technical careers. Students spend one-half day at Avondale taking regular subjects, and one-half day at OSTC training in their Career & Tech program. The number of students who may enter is limited, as each high school is allotted a certain number of students. Selection is based on grades, attendance, and teacher recommendation. Most programs are designed as a two-year sequence, and students are selected to attend when they register toward the end of tenth grade.

OSTC offers programs in Biotechnology and Environmental Science (available at NW, SW, and SE) Business, Management, Marketing, & Technology (available at all campuses)

Construction (available NE, SE, NW) Cosmetology (regional program offered at NE)

Culinary Arts & Hospitality (available at all campuses), Engineering & Emerging Technologies (available at all campuses) Health Sciences (available at all campuses)

Transportation Technology (available at all campuses) Visual Imaging Technology (available at NW, SW, SE) If you select P.M. Tech courses, you will be released the last fifteen minutes of your fourth hour class.

Bus transportation to and from the center is provided for juniors and seniors. Graduate students at OSTC must provide their own transportation. Students may apply at the center's main office for permission to drive their own cars.

POLICE LIAISON OFFICER

An Auburn Hills police officer serves as a liaison between the police department and the school district. This officer serves in an advisory capacity and has an office at the high school.

AVONDALE YOUTH ASSISTANCE

(248) 852-3716

Avondale Youth Assistance (AYA) is a non-profit community service organization committed to strengthening youth and families and reducing the incidence of juvenile delinquency, child neglect and abuse through community involvement.

OAKLAND SCHOOLS

Oakland Schools offers a variety of services to all schools in the county including a reading clinic, psychological and psychiatric testing, and consultant services to teachers and students at the school site, a speech clinic, and a hearing clinic.

PRIVATE THERAPY

The social worker and counselors have a list of local clinics in the area that provide counseling services and can assist students and parents with referrals.

SPEECH THERAPIST

The speech therapist works with students who need special instruction designed to alleviate or eliminate speech disorders.

STUDENT PORTRAITS

All students in grades 9-12 are photographed each fall for the yearbook and purposes of a student ID card. There are a variety of packages available for students and parents to purchase. Information regarding student portraits as well as senior portraits will be included in registration packets.

STUDENT SCHOOL-BASED PUBLICATIONS

The Board of Education recognized the right of freedom of expression of students through student publications on matters of personal, social, and educational concern. The limits governing the content of publications include those specified by law, noting reasonable standards of journalistic quality and restrictive conditions deemed to be disruptive of the educational process of the Avondale School District. All publications must be approved by the administration.

TELEPHONES

The school office telephones are business phones and are to be used by the students only in an emergency and with permission. Unauthorized use of the school telephone will result in disciplinary action.

VISITORS

Student visitors are not permitted during the school day, other visitors including alumni must have an appointment. Persons wishing information or a tour of the facilities should contact the main office.

WAHS RADIO STATION

Avondale High School has a student-run radio station (89.5 FM). Students strive to broadcast programs that are of special interest to high school students and the Avondale community.

WORK PERMITS

All work permits are issued from the principal's office. Students should secure an application (Offer of Employment and Request for Working Permit) from the office, have it filled out by their employer, and return the completed form to the office for processing.

While we do issue these permits, we strongly recommend that both parents and students monitor the student's work schedule in relation to their educational progress. It is often difficult to balance both work and school. School should be the top priority.

If a building administrator determines that a student's working hours are negatively influencing a student's grades to the point of possible failure, both parents and student will be notified. If the academic problem continues, the building administrator will revoke the work permit in accordance with section 409.6 of the Michigan General School Laws.

YEARBOOK

Avondale High School journalism students publish an annual yearbook, *The Spectrum*. Students may download an online order form from the high school website to purchase their yearbook. You will also be able to order a yearbook during advertised sales periods during the school year.

STUDENT ACTIVITIES PROGRAMS

ATHLETICS

Athletics at Avondale High school are offered as an extension of the student's total education. The privilege of participation carries with it a great responsibility for the athlete. These responsibilities include commitment to a team, responsibility to practice daily, self-discipline to follow training rules, and the high behavior standards expected of one representing Avondale High School.

We follow the philosophy that an athlete's priorities are: family first, academics second and athletics third. Good planning helps to avoid problems while sticking to these priorities.

Athletic Programs – Boys	Athletic Programs – Girls
Baseball	Basketball
Basketball	Cheerleading
Cross County	Cross County
Football	Golf
Golf	Softball
Hockey	Soccer
Lacrosse	Swimming
Soccer	Tennis
Swimming	Track
Tennis	Volleyball
Track	Lacrosse
Wrestling	Gymnastics

Most of the sports are offered at the junior varsity level as well as the varsity level. Freshman sports are football and basketball, when applicable.

Academic eligibility at Avondale is reinforced with a bi-weekly check of all athletes. An athlete not meeting a teacher's grade standards for two consecutive weeks will be held from competition for one week. The idea that one should be a student first and an athlete second is reinforced.

NCAA CLEARINGHOUSE

NCAA Clearinghouse - Academic-Eligibility Requirements

If you are planning to participate in athletics or receive an athletic scholarship during your first year in college, you must register with the NCAA Clearinghouse during your sophomore year.

Students must earn a minimum grade point average in their core courses and at least 16 academic courses. Only courses which satisfy the NCAA definition of a core course can be used to calculate the NCAA GPA. No special values are allowed for "+" or "-" grades. The chart below shows the minimum core courses that must be included. Approved core courses for Avondale High School students are listed on the web and are posted in the Guidance Office.

DIVISION I	DIVISION II
16 Core Courses Rule 16 Core Courses:	14 Core Courses Rule 14 Core Courses:
4 Years of English	3 Years of English
3 Years of Math (Algebra I or higher	2 Years of Math (Algebra I or higher)
2 Years of Natural or Physical Science (including 1 lab)	2 Years of Natural or Physical Science (including 1 lab)
Extra year or English, Math, or Natural or Physical Science	Additional years of English, Math or Natural Science
Years of Social Science	(3 additional years for Class of 2013 and later)
4 Years of extra core courses from any category above, or Foreign Language, Non-doctrinal Religion or Philosophy	Years of extra core courses from any category above or Foreign Language, Non-doctrinal Religion or Philosophy (4 additional years for 2013 and later)

In addition to GPA requirements, the NCAA also has ACT/SAT test score requirements to determine athletic eligibility. Please consult the NCAA website for this information.

Division III does not use the NCAA Initial-Eligibility Clearinghouse.

Please see your counselor or the athletic director for further information.

DANCES

High school student dances are open to the entire high school student body (grades 9-12) with the exception of Prom. During special occasions, such as Homecoming and Prom dances may be open to a larger segment of the community. All dances will end by 11:00 p.m. or earlier.

Following is a list of rules which, if properly adhered to, will ensure the continued success of student dances.

1. Once a student has paid and enters the building, they choose to stay for the duration of the dance. Once they choose to leave, there is no re-entry.
2. All school rules apply at all school-sponsored activities.
3. As a general rule, all school dances except Prom are held in the cafeteria or the gym.
4. Middle school students will not be allowed into high school dances.
5. Persons who are asked to leave a dance, for any reason, will not be given a refund and they may be barred from future attendance at dances and/or other extra-curricular activities.
6. Attire should be appropriate for the high school dance and must follow the dress code.
7. "Freak" dancing and other conduct that is deemed unacceptable by the administration/chaperones is prohibited.
8. For designated dances that are open to guests, all guest passes must be obtained and completed prior to the dance (during the school day).
9. All students attending must be in the dance within 1 hour of the start of the dance.

FIELD TRIPS AND ACTIVITIES OUTSIDE OF SCHOOL

Field trips must be pre-approved by an administrator.

All off-campus trips and school activities sponsored by the school during school hours as well as activities beyond the regular school day will require parents' signatures on permission slips. If parents have any questions regarding the sponsorship and chaperones for any activity or trip, please call the school. The Avondale School District does not approve nor endorse senior class trips, or student organized skip days. Classroom teachers have the right to prohibit a student who is doing poorly in a class from attending a field trip that would cause the student to miss the class. Students who are failing a required course are automatically ineligible to take part in any field trip that would cause him/her to miss class.

Violations of school rules while engaged in an off-site learning opportunity will result in disciplinary action.

FUNDRAISING

The Board of Education recognizes that fundraising may, on occasion, serve legitimate goals. However, the raising of funds to support class and organization activities (for charity) is not the primary purpose of the educational system and should not be permitted to detract from the students' education. Excessive fund raising in the community by students' is viewed negatively by many citizens and the Board of Education. All fundraising activities carried out by classes, clubs and other school-sponsored organizations must have the approval of the building principal.

Organizations or classes that wish to have fundraising or other events must follow the Project Planning/Fundraising guidelines. The guideline handbook will be available to all sponsors.

All funds earned by classes and other student clubs and organizations are quasi-public funds and as such are subject to control and direction of the Board of Education in the same manner as other district funds. All unobligated funds remaining in the account of a class after graduation, or in the account of a club or organization after it has been inactive, will be transferred to the Student Council fund.

Students who elect to participate in fund-raising projects are personally responsible for any money or merchandise entrusted to them.

GENERAL RULES AND REGULATIONS FOR CLUBS

1. All student clubs must have a sponsor and approval from the Board of Education.
2. All fundraising activities must receive prior approval by the administration.
3. All money is to be deposited daily with the financial secretary.
4. It is suggested that club meetings take place before or after school.
5. If an emergency exists and a meeting is to be held during school hours, prior approval must be received from the principal and a list of students in attendance at the meeting must be submitted to the Attendance Office.
6. All after-school activities will be governed by school rules and regulations.

MARCHING BAND

Avondale Symphonic and Marching Band are instrumental performing ensembles offering students the opportunity to play a variety of music. Because the emphasis in the class is on performance, students must be committed to each other and to the group. In the summer, we recommend that band students attend band camp to prepare for the school year. The ensemble performs at 10-15 events throughout the year, including marching and concert engagements. During the marching season, students are required to participate at home football games, various parades, and competitions. During the concert season, students must perform at band concerts, MSBOA festival(s), graduation, and other school functions. Students may also perform at the Solo and Ensemble Festival and other individual performances.

Due to the large number of performances, each individual should meet the playing standards established by the ensemble.

NATIONAL HONOR SOCIETY

The purpose of the National Honor Society is to create an enthusiasm for scholarship, to stimulate desire to render service, to promote leadership and to recognize character. The Avondale High School chapter is an active chapter created to uphold this purpose.

Students in grades 10 through 12 who have a cumulative grade point average of 3.50 or higher at the end of any school year will be eligible for selection to the National Honor Society the following fall. Selection is determined by the faculty of Avondale High School and it is one of the highest honors that can be awarded to a high school student. It recognizes the total student, one who excels not only in academic activities, but also in school and community activities.

Membership carries with it the responsibility and obligation to continue to set an individual example of high qualities and to create a group which upholds the purpose of the National Honor Society.

Specifically, the total student maintains a high scholastic record while demonstrating the following:

1. Leadership in promoting all school activities, both curricular and extracurricular.
2. Leadership in the classroom learning process.
3. Leadership in organizational work.
4. Leadership in group discussion.
5. The ability to organize a group of peers.
6. The ability to inspire and motivate peers.
7. The ability to direct peers.
8. The willingness to work on committees.
9. An enthusiastic rather than reluctant participation in both curricular and extracurricular activities.
10. A cheerful desire to assist visitors, teachers and peers.
11. Initiative to participate in curricular and extracurricular activities.
12. Enthusiasm for new experiences in curricular and extracurricular activities.

The faculty members select to the National Honor Society those students that demonstrate these qualities, and they honor them as individuals who form the keystone not only of American education, but of American citizenship.

OAKLAND ACTIVITIES ASSOCIATION POLICY

Avondale High School is a member of the Oakland Activities Association (OAA). Please be advised of the following OAA Policy:

The purpose of the OAA is to promote positive inter-school relations through league activities. To this end, recognizing the diversity of the individuals that member schools represent, all participants are expected to demonstrate sensitivity to and tolerance of ethnic, cultural, and racial diversity. Any type of ethnic, racial, or prejudicial slur made in any manner or any act of physical violence is unacceptable and will not be tolerated.

1. No disruptive behavior
2. No open containers
3. No throwing of objects
4. No reentry
5. No air horns, whistles or other noisemakers
6. No taunting
7. Pre-approved signs only
8. Fans from opposing schools stay in designated areas

STUDENT COUNCIL/STUDENT GOVERNMENT

The Student Council is the representative governing body of the school. The mission of this organization is to represent the interests of the student body, to develop leadership skills throughout the school, to help resolve school-wide issues, and to organize student activities, involving as much of the student body, faculty and community as possible.

STUDENT TRAVEL

The Avondale Board of Education approves instructional travel programs where classes or other groups of Avondale students participate in programs which combine instruction with travel for an extended period of time (over 24 hours), on this continent or abroad.

Such programs may include a specific course of study or may place an emphasis upon exposure to foreign cultures or unique environments.

Rules and regulations governing instructional travel programs will be approved by the superintendent and shall cover such items as purpose, planning, bidding procedures, parental approval, chaperones, student and parent orientation, service charges, transportation, housing, and meals

INTRODUCTION TO THE CODE OF CONDUCT

A major component of the educational program at Avondale Schools is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

Expected Behaviors

- Each student shall be expected to:
 - Attend school except for times of emergency or illness;
 - abide by national, State, and local laws as well as the rules of the school;
 - respect the civil rights of others;
 - act courteously to adults and fellow students;
 - be prompt to school and attentive in class;
 - work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
 - complete assigned tasks on time and as directed;
 - help maintain a school environment that is safe, friendly, and productive;
 - act at all times in a manner that reflects pride in self, family, and in the school.

STUDENT DISCIPLINE CODE

The Board of Education has adopted the following Student Discipline Code. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

DISCIPLINARY CONSIDERATIONS

Introduction

An Avondale student is expected to exhibit exemplary behavior at school and at all school-related activities. Behavior that is disruptive to the educational process will be addressed. One of the most important lessons education should teach is self-discipline. Avondale's trained professionals help students develop self-control, character, honesty, and efficiency. Students should do their part in making their school a safe and effective place for learning. Students need to develop self-discipline and accept responsibility for their own behavior.

Classroom Discipline

Effective teaching and learning cannot take place in a disruptive and uncontrolled atmosphere. Teachers, therefore, have both the right and duty to maintain appropriate classroom behavior by imposing classroom discipline apart from, but consistent with, the principles described in this handbook.

Definitions

For the purposes of the Code of Conduct:

- "Suspend" or "Suspension" means a disciplinary removal from school for less than 180 school days.
- "Expel" or "Expulsion" means a disciplinary removal from school for 180 or more school days.
- "Restorative Practices" means practices that emphasize repairing the harm to the victim and the school community caused by a student's misconduct and collaborating to restore the harm to the school community.
- "Weapon-Free School Zone" means school property and a vehicle used by a school to transport students to or from school property do not have weapons.
- "School Property" means a building, playing field, school bus, or property used for school purposes to impart instruction to students or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.
- "Dangerous Weapon" means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocket knife, iron bar, brass knuckles or any device used with intent to do harm.
- "Firearm" means (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler silencer; or (4) any destructive device.
- "Destructive Device" means (1) any explosive, incendiary, or poison gas; (2) any type of weapon by whatever name known will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and (3) any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

RESTORATIVE PRACTICES

Before suspending or expelling any student (except a student who possesses a firearm in a weapon-free school zone), teachers, administrators, and the district must first determine whether restorative practices would better address the student's misconduct in order to minimize out-of-school suspensions and expulsions. Likewise, when suspending or expelling a student, teachers, administrators, and the district administration must consider whether restorative practices should be used in addition to the suspension or expulsion. Restorative practices, which may include a victim-offender conference, should be the first consideration to remediate offenses such as: interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment, and cyberbullying according to Michigan Law (MCL 380.1310c).

A formal restorative conference is one type of restorative practice. Although not mandatory, formal restorative conferences allow the person(s) who caused harm to repair that harm with all those impacted by their actions. A formal restorative conference can be initiated by the person(s) harmed and, if that person is under 15, must be approved by their guardian. The attendees may ask the person(s) who caused the harm to do one or more of the following: (1) apologize; (2) participate in community service, restoration, or counseling; or (3) pay restitution. No person who claims to be the victim of unlawful harassment may be compelled to meet with the alleged perpetrator of the harassment as part of a restorative practice. Other, less formal restorative practices may be utilized to resolve conflict such as: informal circles, affirmative statements, restorative questions, and class circles.

FACTORS TO CONSIDER

Before suspending or expelling a student from a class, subject, or activity, an administrator must first determine whether suspension is warranted based on the following factors:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the behavior;
5. Whether the behavior posed a safety risk;
6. Whether restorative practices are a better option;
7. Whether lesser interventions would address the behavior;
8. Whether the student is homeless or in foster care;
9. Whether the student experiences trauma in their home environment;
10. Whether there is a cultural language barrier impeding their understanding of language nuances.

MANDATORY SUSPENSION OR EXPULSION

It is the policy of the district to comply with the federal Gun-Free Schools Act and sections 1310, 1311, and 1311a of the Revised School Code. Nothing in this section of the Code of Conduct may be construed to limit the principal's or designee's discretion to suspend or expel a student for any offenses that the student code of conduct identifies as possibly resulting in a suspension or expulsion. School administrators recognize that, as explained below, in some circumstances they may choose not to suspend or expel a student.

Possession of a Firearm

If a student possesses a firearm in a weapon-free school zone, the student will be permanently expelled unless the student demonstrates, in a clear and convincing manner, at least one of the following:

- The student was not possessing the instrument or object to use as a weapon or to deliver, either directly or indirectly, to a person to use as a weapon;
- The student did not knowingly possess the weapon;
- The student did not know or have reason to know that the instrument or object constituted a "dangerous weapon;" or
- The student possessed the weapon at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

If the student demonstrates one of the above circumstances in a clear and convincing manner and the student has not been previously suspended or expelled from school, the building administrator will not expel the student unless the building administrator finds that, based on the circumstances, expulsion is warranted.

Possession of a Dangerous Weapon (Other than a Firearm)

If a student possesses a dangerous weapon in a weapon-free school zone, the building administrator will consider whether to permanently expel the student or impose a less severe penalty after first considering the Factors to Consider previously outlined.

Arson

If a student is convicted of, or pleads guilty or no contest to committing arson as defined in section 1311 of the Revised School Code, in a school building or on school grounds, the student may be permanently expelled, or a less severe penalty may be imposed after first considering the Factors to Consider previously outlined.

Criminal Sexual Conduct

If a student is convicted of, or pleads guilty or no contest to committing criminal sexual conduct as defined in section 1311 of the Revised School Code, in a school building or on school grounds, the student may be permanently expelled, or a less severe penalty may be imposed after first considering the Factors to Consider previously outlined.

Bomb Threat or Similar Threat

If a student makes a bomb threat or a threat of violence and the threat is reported to an administrator, the student may be suspended or expelled or a less severe penalty may be imposed after first considering the Factors to Consider previously outlined.

GUIDELINES FOR THE IMPOSITION OF APPROPRIATE DISCIPLINARY STEPS

The charts below, separated by student grade level, prescribes the disciplinary steps to be assigned to each category. This disciplinary step system is designed to provide clearly stated, advance knowledge to all stakeholders of the course of action to be taken in handling disciplinary actions. It is also designed to create consistency in the administration of disciplinary action, provide students an opportunity to modify their behavior, and provide a program that is progressive in nature. The disciplinary steps listed below will be followed in the administration of all disciplinary action. Corrective measures may be tiered per administrative discretion based on previous behavior and the severity of the action for situations not defined within.

DISCIPLINARY STEPS

Step 1: Preliminary Corrective Measures

Whenever possible, school personnel will use corrective measures in assisting students to modify inappropriate behavior prior to the use of the more punitive actions described in later steps. Step 1 Infractions can generally be considered teacher managed behaviors if they occur in the classroom and do not necessarily require administrative intervention.

- Restorative practices
- Verbal or written corrections
- Counseling by school personnel
- Student-teacher conference
- Recommendation for health screening
- Recommendation for Child Study Team/social work
- Referral to non-school service agencies

Reteaching positive expectations

- Assignment of appropriate work details
- Assignment to detention with may be scheduled outside of school hours with teacher supervision
- Loss of extracurricular privileges
- Loss of lunch room privileges
- Temporary removal from class
- Monetary restitution
- Lunch detention

Other alternate interventions (See Behavior Flow Chart on p.7)

Step 2: Administrative Conference with Student and Parent

An administrative conference with student and parent will usually occur subsequent to the preliminary corrective measures described in Step 1 and may include a review of suspension/expulsion procedures. Administrative Conference may occur in the form of a phone conversation, email correspondence, or scheduled face-to-face meeting.

Step 3: In School or Out of School Suspension for One School Day

The duration of this suspension is for one school calendar day. The student is suspended from all classes, school related activities, and transportation for one school calendar day.

Step 4: Suspension for Two-Three School Days

The duration of this suspension is for two to three school calendar days. The student is suspended from all classes, school related activities, and transportation for three school calendar days. Upon return to school, a re-entry meeting will be required with parent/guardian, student, administrator, and other relevant stakeholders.

Step 5: Suspension for Four-Five School Days

The duration of this suspension is for four to five school calendar days. The student is suspended from all classes, school related activities, and transportation for four to five school calendar days. Upon return to school, a re-entry meeting will be required with parent/guardian, student, administrator, and other relevant stakeholders.

Step 6: Suspension for up to Ten School Days

The duration of this suspension is for up to ten school calendar days. The student is suspended from all classes, school related activities, and transportation for ten school calendar days. Upon return to school, a re-entry meeting will be required with parent/guardian, student, administrator, and other relevant stakeholders.

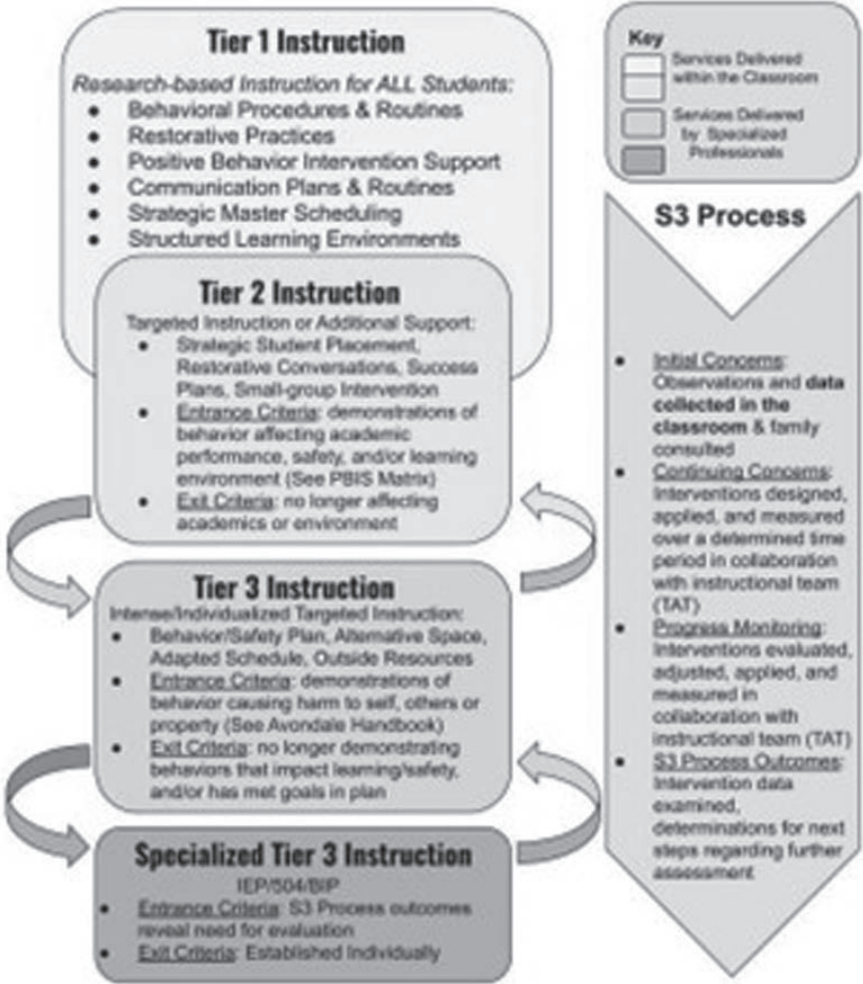
Step 7: Long-Term Suspension

The duration of this suspension is for a definite number of days in excess of 10 school days and up to 179 school days.

Step 8: Expulsion

Expulsion is the removal from school for 180 or more school days.

AVONDALE (MULTI-TIERED SYSTEMS OF SUPPORTS (MTSS) BEHAVIOR FLOW CHART



EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

DISCIPLINARY STEPS: AN OVERVIEW

Each of the behaviors described below may subject the student to disciplinary action.

#	Behavior	Elementary	Middle	High
1	<u>Aiding or abetting the violation of school rules</u>	Step 1-4	Step 1-6	Step 1-7
2	<u>Arson</u>	Step 4-8	Step 4-8	Step 5-8
3	<u>Bullying and Harassment</u>	Step 1-8	Step 2-8	Step 3-8
4	<u>Disregard for property</u>	Step 1-3	Step 1-5	Step 1-8
5	<u>Disruption/violation of the educational process</u>	Step 1-3	Step 1-3	Step 1-4
6	<u>Drug Use or Distribution</u>	Step 4-8	Step 4-8	Step 5-8
7	<u>Explosives</u>	Step 4-8	Step 4-8	Step 6-8
8	<u>Extortion</u>	Step 2-8	Step 2-8	Step 4-8
9	<u>False alarms, false reports, and false threats</u>	Step 1-8	Step 2-8	Step 3-8
10	<u>Falsification of school work, identification, forgery</u>	Step 1-3	Step 1-4	Step 2-8
11	<u>Fighting & Physical Assault</u>	Step 2-8	Step 4-8	Step 5-8
12	<u>Gambling</u>	Step 1-5	Step 1-8	Step 1-8
13	<u>Hazing</u>	Step 1-8	Step 2-8	Step 3-8
14	<u>Inappropriate Behavior</u>	Step 1-8	Step 2-8	Step 3-8
15	<u>Inappropriate Sexual Conduct</u>	Step 1-8	Step 1-8	Step 1-8
16	<u>Insubordination and Incurability</u>	Step 1-8	Step 1-8	Step 1-8
17	<u>Misuse of Technology and Social Media Misuse</u>	Step 2-8	Step 2-8	Step 2-8
18	<u>Physically assaulting a staff member/person associated with the District</u>	Step 2-8	Step 4-8	Step 5-8
19	<u>Possession/Use of a Weapon</u>	Step 4-8	Step 4-8	Step 5-8
20	<u>Skipping Class</u>	Step 1-6	Step 1-6	Step 1-6
21	<u>Student disorder/demonstration</u>	Step 1-3	Step 1-5	Step 1-8
22	<u>Teasing</u>	Step 1-3	Step 1-5	Step 1-5
23	<u>Theft</u>	Step 1-8	Step 2-8	Step 2-8
24	<u>Trespassing/Unauthorized Use of School Property</u>	Step 1-3	Step 2-4	Step 3-8
25	<u>Verbal or written threat toward a staff member/student/person associated with the District</u>	Step 1-4	Step 2-6	Step 3-7

DISCIPLINARY STEPS: DETAILED EXPLANATIONS

1. Aiding or Abetting Violation of School Rules

Elementary	Middle	High
Step 1-4	Step 1-6	Step 1-7

- Any students who are aware of any rule-breaking behavior, including a fight, or knowingly participate with their presence when it occurs, or film it. Students are expected to report fights or rumors of fights to an adult immediately.
- This includes, but is not limited to: reporting knowledge of weapons or threats, instigating, encouraging, or recording a fight, avoiding authorities, collusion/conspiracy/coercion, and interfering with an investigation.

2. Arson

Elementary	Middle	High
Step 4-8	Step 4-8	Step 5-8

- Anything, such as fire, that endangers school property and its occupants. Willful or intentional damage or attempt to damage any real or personal property by fire or incendiary device; intentional setting of a fire in a school building or on school grounds.
- Arson is a felony and will subject the student to expulsion. Police will be contacted.
- Administration may consult with building and/or district security and/or police.

3. Bullying, Harassment, Hate Speech

Elementary	Middle	High
Step 1-8	Step 2-8	Step 3-8

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. The repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but not limited to, actions such as verbal taunts, name- calling and put-downs, including ethnically-based or gender based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior. Administration may consult with building and/or district security personnel.

3a. Bullying is defined as an act which is:

- repeated
- Creates a power imbalance
- Done with the intention to cause harm - physical or emotional

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.

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.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students. Harassment through any means, including electronically transmitted methods (e.g. Internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless handheld device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

3b. Harassment may include, but is not limited to:

- submission to such unwelcome conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, intimidation, or other demeaning comments.

3c. Sexual Harassment, may include, but is not limited to:

- pressure for sexual activity;
- verbal harassment or abuse;
- repeated remarks with sexual or demeaning implications;
- unwelcome touching;
- sexual jokes, posters, cartoons, etc.;
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

3d. Hate Speech:

Hate speech is any form of communication, whether spoken, written, or behavioral, that attacks, threatens, or insults a person or group based on attributes such as race, religion, ethnic origin, sexual orientation, disability, or gender. It often incites violence, discrimination, or hostility against the targeted group. (Reference Title IX Definition)

4. Disregard for Property

Elementary	Middle	High
Step 1-3	Step 1-5	Step 1-8

- Vandalism and disregard for school property, or any property that is not owned by the student.
- This includes, but is not limited to: graffiti and excessive littering.

5. Disruption/Violation of the Educational Process

Elementary	Middle	High
Step 1-3	Step 1-3	Step 1-4

- Any action or manner of dress that interferes with school activities or disrupts the educational process.
- Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.
- This also includes, but is not limited to: being unprepared for class, having inappropriate items in class, leaving class without permission, bringing nuisance items to school, profanity, loitering on school property, disrespect, running in the halls.

6. Drug Possession, Use or Distribution

Elementary	Middle	High
Step 4-8	Step 4-8	Step 5-8

- Prohibited Substances: Includes marijuana, hashish, THC substances (edibles, topicals), other cannabinoids, steroids, all prescription drugs without a valid prescription, tobacco, and alcohol.
- Drug Possession: Possession of drugs, drug paraphernalia, or inappropriate use of medication on school grounds or at school activities is prohibited. This includes marijuana, hashish, THC substances, other cannabinoids, steroids, and all prescription drugs without a valid prescription. Being under the influence of these substances on school grounds or at school activities is also prohibited. Police will be contacted for all violations.
- Over-the-Counter and Prescription Medications: Must be distributed through the main office with a "Permission for Prescribed Medication" form on file.
- Tobacco and Vaping: Possession and use of any form of tobacco or electronic cigarettes are prohibited during school time and at any school activity, on District property, buses, and at any District-related event. Violations may result in suspension or expulsion.
- Drug-Free Zone: Extends 1,000 feet beyond school boundaries, including school activities and transportation. Any possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Violations can lead to suspension, expulsion, and police involvement.
- Performance-Enhancing Substances: Use or sale affects athletic eligibility and extracurricular participation, with banned substances periodically listed by the Department of Community Health.
- General Prohibition: Possession, sale, distribution, or use of drugs, alcohol, marijuana, fake drugs, steroids, inhalants, or look-alike drugs that negatively affect the school environment is prohibited. Many drug offenses are felonies.
- Alcohol Breath Test: May be conducted with reasonable suspicion. Refusal to take the test is considered an admission of alcohol use, leading to disciplinary action

6a. Drug Possession

6b. Drug Use

6c. Drug Distribution

7. Explosives

Elementary	Middle	High
Step 4-8	Step 4-8	Step 6-8

Explosives, fireworks, and chemical-reaction objects, which includes, but is not limited to smoke bombs, pipe bombs, bottle bombs and firecrackers are forbidden and dangerous. Administration may consult with building and/or district security and/or police.

8. Extortion

Elementary	Middle	High
Step 2-8	Step 2-8	Step 4-8

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Administration may consult with building and/or district security and/or police.

9. False Alarms, False Reports, and False Threats

Elementary	Middle	High
Step 1-8	Step 2-8	Step 3-8

- A false emergency alarm, report or threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt.

- Placing 9-1-1 calls; the intentional and malicious placement of a 9-1-1 emergency call from any ground phone or cell phone on school property. Tampering with a fire alarm or other fire fighting equipment or systems; setting off a false fire alarm.
- Any threat (verbal or electronic) by a person for the purpose of exploding, burning, or causing damage to school property, or to harm students or staff. This includes the sharing of electronic information that could result in an act of violence, including making threats on social media. Police will be contacted.
- Any student who knowingly places a false report accusing another student or a staff member of rule violations, misbehavior, or bullying. Reporting rule breaking behavior is important, but false reports should not be used to harass others to create fear as teasing, bullying, or in retaliation.
- Administration may consult with building and/or district security and/or police.

10. Falsification of School Work, Identification, Forgery

Elementary	Middle	High
Step 1-3	Step 1-4	Step 2-8

- This includes, but is not limited to: falsely writing or altering the signature of another individual; unauthorized use of school passes, permits, etc.; stealing an answer key; falsifying times, dates, or other data on school related records or forms for fraudulent purposes.
- This also includes misrepresenting the work of another individual as one's own. Cheating; attempting to improve on one's performance on tests or other schoolwork through the use of unauthorized materials, by copying from another or knowingly providing materials to be used for the purpose of cheating.
- This may also include academic consequences at the discretion of the teacher and administration.

11. Fighting and Physical Assault

Elementary	Middle	High
Step 2-8	Step 4-8	Step 5-8

- **Physical assault** is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."
- Physical assault at school against a student which may or may not cause injury may result in charges being filed and subject the student to expulsion.
- Administration may consult with building and/or district security and/or police.

11a) Fighting

- Any altercation involving the striking of blows or other bodily contact when the student is physically provoked; the event is spontaneous or the outgrowth of prior circumstances or disagreements; planned or pre-arranged or involving gangs or groups of students; in aggression or self-defense; out of anger or retaliation.
- This includes pre-arranged "slap-boxing" or other organized physical altercations.

11b) Physical Assault

- Intentionally causing or attempting to cause physical harm to another through force or violence.
- This includes but is not limited to: unprovoked attacks, re-engaging in a fight after the initial hostilities have ended, and continuing to fight after adults have attempted to intervene.

12. Gambling

Elementary	Middle	High
Step 1-5	Step 1-8	Step 1-8

- Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering.
- Students who bet on an activity in which they are involved may also be banned from that activity.

13. Hazing

Elementary	Middle	High
Step 1-8	Step 2-8	Step 3-8

- The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.
- Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.
- **Hazing:** any type of initiation procedure for any school related activity, which involves conduct such as but not limited to: illegal activity, such as drinking or drugs; physical punishment or infliction of pain; intentional humiliation or embarrassment; dangerous activity; activity likely to cause mental or psychological stress; forced detention or kidnapping; undressing or otherwise exposing initiates.

14. Inappropriate Behavior

Elementary	Middle	High
Step 1-8	Step 2-8	Step 3-8

- Any behavior that harms people or animals, or damages property, is prohibited.
- This includes harsh language, horseplay, and similar actions.
- Administration may consult security as needed.

15. Inappropriate Sexual Conduct

Elementary	Middle	High
Step 1-8	Step 1-8	Step 1-8

- Any conduct that is considered sexual in nature is not appropriate for school.
- This includes but is not limited to: touching, petting, or any other contact that may be considered sexual in nature, inappropriate sexual comments and behavior, sexting, indecent exposure, and possession of pornography.
- Administration may consult with building and/or district security and/or police.

16. Insubordination and Incurigibility

Elementary	Middle	High
Step 1-8	Step 1-8	Step 1-8

- If given a reasonable direction by a staff member, the student is expected to comply.
- This includes, but is not limited to: insubordination, leaving class without permission, work refusal and incurigibility.

17. Misuse of Technology and Social Media Misuse

Elementary	Middle	High
Step 2-8	Step 2-8	Step 2-8

Phone Violation

- **Disruption and Unauthorized Use:** Personal electronic devices may not be used to cause any disruption in the educational process or for unethical or illegal purposes. This includes taking or distributing unauthorized photographs, messages, flyers, or recordings.
- **Inappropriate Content Access:** Personal electronic devices may not be used to access any obscene, threatening, or otherwise inappropriate material via any form of electronic communication.
- **Live Streaming and Social Media:** Live streaming or social media posting during the school day is not allowed and automatically violates the electronic device policy.
- **Responsibility and Liability:** Avondale will not be responsible or liable for the theft, loss, data loss, damage, destruction, misuse, or vandalism of any student's personal electronic device brought onto Avondale property.
- **Instructional Exceptions:** School personnel may allow students to use personal electronic devices for instructional purposes within the confines of a classroom.

17a Filming

- **Unauthorized Photography and Recording:** Taking or distributing unauthorized photographs, messages, flyers, or recordings with personal electronic devices is prohibited.
- **Live Streaming:** Live streaming during the school day is not allowed and violates the electronic device policy.

17b Inappropriate Searches

- **Unauthorized Access:** Unauthorized use of hard drive, network, or program files belonging to the school or the school staff; trespassing into unauthorized areas of any computer system; hacking or vandalism of equipment or systems; installing software to the computer system; deliberately attempting to disrupt the computer system or destroy data by spreading computer viruses, malware, or by any other means.
- **Misuse of Equipment:** Misuse or unauthorized use of computer equipment, including exposing equipment to damage.
- **Tampering and Bypassing Security:** Tampering with computer equipment; intentional acts to bypass installed internet content filters; unauthorized or improper use of computer bulletin boards.
- **Personal Information:** Posting personal contact information about oneself, including one's name, address, telephone, school address, work address, etc.

17c Sexual/Threatening Behavior

- **Private Information Posting:** Posting private information about another person, including their name, address, telephone, school address, work address, picture, etc., with the intent to hurt, intimidate, harass, or embarrass another person, or create a hostile school environment, regardless of where or when the messages were sent.
- **Threatening or Inappropriate Content:** Using personal electronic devices to access any obscene, threatening, or otherwise inappropriate material via any form of electronic communication.
- **Distribution of Unauthorized Materials:** The use of school technology to create, print, and/or distribute unauthorized print materials, including those that have not been approved by the administration.

18. Physically Assaulting a Staff Member/Person Associated with the District

Elementary	Middle	High
Step 1-8	Step 4-8	Step 5-8

- **Physical assault** is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."
- Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed and subject the student to expulsion. This includes causing physical harm to an unintended bystander, such as a member of staff, who is attempting to intervene and stop an act of assault.
- Administration may consult with building and/or district security and/or police.

19. Possession/Use of a weapon

Elementary	Middle	High
Step 4-8	Step 4-8	Step 5-8

A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real 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 and so on. Intentional injury to another can be a felony and/or a cause for civil action. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion. 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 their 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 they bring onto or has in their possession on school property or at a school-related activity any of the following:

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

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. Administration may consult with building and/or district security and/or police.

20. Skipping Class

Elementary	Middle	High
Step 1-6	Step 1-6	Step 1-6

- Failure to attend any or all scheduled classes without legitimate reason including leaving class without proper authorization, skipping any or part of a class period; closed campus violation: once a student arrives on school grounds, and school is in session, they may not leave without permission from school authorities and must check out through the Attendance Office.
- Students may not leave campus for the expressed purpose of obtaining lunch.

21. Student Disorder/Demonstration

Elementary	Middle	High
Step 1-3	Step 1-5	Step 1-8

- Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others.
- Disruption of any school activity will not be allowed. If a student (or students) feels there is a need to organize some form of demonstration, they are encouraged to contact the Principal to discuss the proper way to plan such an activity.

22. Teasing

Elementary	Middle	High
Step 1-3	Step 1-5	Step 1-5

- Teasing in a cruel manner, mocking, drawing pictures or any other action intended to exclude another student with the effect of making them feel excluded.
- Continued teasing may result in a higher consequence and designation of bullying.

23. Theft

Elementary	Middle	High
Step 1-8	Step 2-8	Step 2-8

- When a student is caught stealing school or someone's property, they will be disciplined and may be reported to law enforcement officials.
- Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the parent and Principal. The school is not responsible for personal property.
- This includes but is not limited to: Larceny/Burglary; theft of money, school property, or personal property on school premises and/or theft involving unlawful entry into lockers, desks, cabinets, taking food from the cafeteria without paying, etc. breaking and entering of a school building or portion of a school building for the purpose of committing larceny or a felony.
- Administration may consult with building and/or district security and/or police.

24. Trespassing/Unauthorized Use of School Property

Elementary	Middle	High
Step 1-3	Step 2-4	Step 3-8

- Although schools are public facilities, the law does allow the school to restrict access on school property.
- If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal.
- Students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate.
- Students are expected to obtain permission to use any school property or any private property located on school premises.

25. Verbal or written threat toward a staff member/student/person associated with the District

25a. Threat

Elementary	Middle	High
Step 1-4	Step 2-8	Step 3-8

- Verbal or written assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school related activity will be considered verbal assault.
- Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.
- This includes, but is not limited to: use of profanity toward a staff member or a threat using a fake weapon.
- Administration may consult with building and/or district security and/or police.

25b. Non-credible Threat

Elementary	Middle	High
Step 1-4	Step 2-6	Step 3-7

Definition: Non-Credible Threat

A **non-credible threat** is a statement or action that appears to be intended to cause fear or alarm but is determined to lack the capability or intention to cause actual harm. Non-credible threats often include:

1. **Idle Threats:** Remarks made without serious intent or capability to follow through.
2. **Jokes or Pranks:** Statements made in jest or as a hoax, with no real intention or means to cause harm.
3. **Exaggerations or Hyperbole:** Overstated claims that are not meant to be taken literally and lack the means to be executed.
4. **False Alarms:** Threats that are fabricated or falsely reported with no real basis in fact.

Characteristics of Non-Credible Threats

- **Lack of Intent:** The person making the threat does not have a genuine intention to carry it out.
- **Absence of Means:** The individual does not possess the necessary tools, knowledge, or ability to execute the threat.
- **Contextual Cues:** Often, non-credible threats are accompanied by context indicating they are not serious, such as being made in a joking manner or under circumstances where harm is not possible.
- **Assessment by Authorities:** Authorities, after investigation, determine that the threat lacks credibility and does not pose a real danger.

Examples

- A student says they are going to “blow up the school” as a joke without having any means or real intent to do so.
- Someone posts a threat online claiming they will commit an act of violence, but further investigation reveals they lack any actual plan or means to carry it out.
- A person makes exaggerated claims of harm in anger or frustration, with no feasible way to execute such threats.

Policies for Non-Credible Threats

While non-credible threats may not pose actual danger, they can still have serious consequences, such as causing unnecessary panic, wasting resources, or resulting in disciplinary action for the individual making the threat. Authorities typically investigate all threats to ensure they are non-credible and to maintain public safety. Avondale School District will determine the credibility of a threat using the Avondale Threat Assessment Tool in collaboration with mental health professionals and law enforcement.

VIOLATION OF BUS RULES

The school provides transportation for all students living within the Avondale School District who live farther than 0.5 miles from school. The transportation schedule and routes are available by contacting the transportation department at 248-537-6050 or by going on the Avondale website at avondaleschools.org. Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the transportation office.

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

If a student misbehaves on a bus and their actions are recorded, the recording will be submitted to the principal and may be used as evidence of the misbehavior. Since these recordings are considered part of a student's record, they can be viewed only in accordance with Federal law.

On the Bus:

- Students will be seated as directed by the driver and may be assigned a seat.
- Students need to be seated quickly upon entering the bus.
- Students are expected to sit three in a seat when needed.
- Students are expected to remain in their seats while the bus is moving.
- Students should only bring items aboard the bus that can be held on their lap.
- Items not allowed in school are not allowed on the bus.
- Students are to keep emergency exits clear at all times.
- Students should not use foul language.
- Yelling, loud voices or horseplay is not permitted on the bus.
- Eating or drinking on the bus is not permitted.
- Students should help keep the bus clean by putting all trash in the trash can.
- Students can only get on and off the bus at their designated bus stops.
- Students should remain seated until the bus comes to a complete stop.
- Students are not to be talking on their cell phones while riding the bus.
- Students may not smoke or vape.
- Students must keep their head, hands, and feet inside the bus.
- Students must not vandalize school property.

At the Bus Stop:

- Students are required to be at their designated bus stop 10 minutes before the scheduled pick up time. Students should be ready to load the bus and not waiting in vehicles or their home when the bus arrives.
- Students who are required to cross the road to get on or off a bus shall do so in front of the bus, crossing with the flashing red lights.
- Students are not allowed to ride a different bus or go home with another student without a note and permission from the transportation office.
- Students must be respectful of the surrounding property, such as mailboxes, grass or landscaping at the stop while waiting for the bus. They must leave the bus stop location clean of all litter.

Disciplinary Actions for Bus Behavior:

1. Students violating safety rules or being disruptive/distracting to the driver may receive a verbal warning from the driver or a written conduct report.
2. Conduct reports are given to the Principal of the student for disciplinary action.
3. The third written bus conduct report for minor infractions will result in suspension from the bus.
4. Students in violation of any portion of the Code of Conduct may result in more serious disciplinary action as referenced under the chart on pages 9-10.

POSSESSION OF ELECTRONIC COMMUNICATION DEVICES

High School Policy:

This policy is intended to ensure that personal electronic devices on district and school property do not interfere with the learning, safety, and well-being of students and staff.

For the purposes of this policy, a personal electronic device is any device that emits an audible signal, vibrates, displays any message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing or displaying any type of audio or visual communication, files, or data. This includes, but is not limited to, cellular phones, smartphones, earphones, headphones, camera phones, camera devices, video and audio recording devices, digital recording devices, scanning devices, personal digital assistants (PDAs), iPods, iPads, tablets, computers, radios, pagers, any device that allows the possessor to access the Internet, or any similar device or any accessories to such devices such as earphones and Bluetooth devices.

There is no reason that a student should need to use a cell phone during the regular school day. In any instance requiring an emergency communication with a student, our school will immediately assist the student, a parent, or other responsible adult with that situation by using a school telephone. All classrooms are equipped with a landline.

*This policy does not apply to school-issued PC/ laptop computers. website. The following is a concise summary of the policy and how it applies to our students.

Students may possess or use personal electronic devices on school property, on school buses, or at school-sponsored events according to the following guidelines:

- Before school until the beginning of the school day.
- During a student's lunch period.
- After school as signaled by the last bell.

Personal electronic devices are not to be used in all buildings (classrooms, hallways, media center, administration building, gymnasiums, restrooms and locker rooms) except the cafeteria. Cell phones should be out of sight, on silent or vibrate, or preferably turned off, whenever a student is not in the cafeteria. Exceptions to this policy will be made if a teacher allows it for a particular time period and it does not distract from the educational environment.

If a student is found to be in violation of the Cell Phone Policy, the personal electronic device (cell phone, etc.) will be confiscated by school personnel. Refusal by a student to surrender the device is not an option. Cell phones, etc. confiscated as a result of a first violation may be returned to a parent before/ after school or if time permits during the school day. It is advised that parents make arrangements with administrators to pick up their child's electronic device. Personal electronic devices confiscated as a result of further violations (second infraction-loss of electronic privileges for 30 days) will not be returned until the end of the semester (third infraction), regardless of contracts, monthly payments, difficulty of circumstances, etc. This is according to Avondale Schools Policy.

***Any student that turns in a broken or fake phone will automatically lose electronic device privileges for the remainder of the school year.

The student who possesses a cellular phone or ECD shall assume responsibility for its care. At no time shall the District be responsible for preventing theft, loss, or damage to cell phones or ECDs brought onto its property.

Except as authorized under Board policy, use of ECDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." A student improperly using any device to take or transmit images will face disciplinary action.

*earphones, personal tablets, personal laptops and other personal digital devices are included in the cell phone policy

**if students don't have a backpack or bag, then students will be expected to keep their cell phone in their pocket

Please note: Teachers may use their discretion to implement additional cell-phone/electronic policies as is conducive to learning in their individual classrooms.

STUDENT RIGHTS OF EXPRESSION: DRESS CODE

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, non sponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

Dress and Grooming

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress or accessory) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, they may be removed from the educational setting.

Avondale School District's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- 1) All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- 2) All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- 3) Student dress code enforcement should not result in unnecessary barriers to school attendance.
- 4) School staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- 5) Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.

Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible. Our student dress code is designed to accomplish several goals:

- 1) Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- 2) Allow students to wear clothing of their choice that is comfortable.
- 3) Allow students to wear clothing that expresses their self-identified gender.
- 4) Allow students to wear religious attire without fear of discipline or discrimination.

- 5) Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- 6) Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- 7) Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- 8) Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- 9) Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Avondale School District expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1) **Basic Principle:**

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, cleavage, and nipples are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2) **Students Must Wear*, while following the basic principle of Section 1 above:**

- a) A Shirt (with fabric in the front that covers the cleavage, belly button, back, and on the sides under the arms)AND
- b) Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts), AND
- c) Shoes. *Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire.
- d) Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).

3) **Students May Wear, as long as these items do not violate Section 1 above:**

- a) Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.
- b) Religious headwear
- c) Hoodie sweatshirts (wearing the hood overhead is allowed, but the face and ears must be visible to school staff).
- d) Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- e) Pajamas
- f) Ripped jeans, as long as underwear and buttocks are not exposed.
- g) Tank tops, as long as cleavage is not exposed.
- h) Athletic attire
- i) Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4) Students Cannot Wear:

- a) Violent language or images.
- b) Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia (or any illegal item or activity).
- c) Bullet proof vest, body armor, tactical gear, or facsimile.
- d) Hate speech, profanity, pornography.
- e) Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- f) Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- g) Swimsuits (except as required in class or athletic practice).
- h) Accessories that could be considered dangerous or could be used as a weapon.
- i) Any item that obscures the face or ears (except as a religious observance).

5) Dress Code Enforcement:

- a) To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- i) Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in Sections 1 and 4 above. Students in violation of Section 1 and/ or 4 will be provided four (4) options to be dressed more to code during the school day:
 - (1) Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
 - (2) Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day.
 - (3) If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
 - (4) If options 1-3 do not occur, students will finish the remainder of their school day in a designated location.

***For repeat offenses, the Code of Conduct will be used: Insubordination and Incurability**

- ii) No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.
- iii) School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students than other students.
- iv) Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
 - (1) kneeling or bending over to check attire fit;
 - (2) measuring straps or skirt length;
 - (3) asking students to account for their attire in the classroom or in hallways in front of others;
 - (4) calling out students in spaces, in hallways, or in classrooms about perceived dress code violations in front of others; in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps, since visible waistbands and straps on undergarments are permitted; and,
 - (5) accusing students of "distracting" other students with their clothing.
- v) These dress code guidelines shall apply to any scheduled school day, any school-related event or activity on school grounds (sports practices, theater shows, basketball games, etc.), and Avondale sponsored events within the community, such as graduation and prom.
 - (1) Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Assistant Principal.

Students who are representing Avondale Schools at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

FORMAL DANCE DRESS CODE

Students who are inappropriately dressed at a formal dance, as determined by school personnel, will be directed to wear a white sweater, which will be provided by Avondale High School.

Formal Dress Attire includes:

- No bare midriffs and/or showing of skin.
- No plunging necklines.
- Back of the dress is no lower than mid back.
- Side of dress solid material.
- Slits only to knee length.

GANGS

Gangs which initiate, advocate or promote activities which threaten the safety or well being of persons or which are disruptive to the school environment are not tolerated.

Incidents involving initiations, hazing, intimidations or related activities which are likely to cause harm or personal degradation are prohibited.

Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined. Prohibited gang paraphernalia will be specifically identified and posted by the building principal.

CARE OF PROPERTY

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or their parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

DISCIPLINE POLICIES

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

Two types of discipline are possible, informal and formal.

INFORMAL DISCIPLINE

Informal discipline takes place within the school. It includes:

- Logical consequences
- Change of seating or location
- In-School restrictions
- Student behavior contract
- Loss of privileges
- Personal reflection
- Community service

Students involved in co-curricular and extra-curricular activities such as band and athletics can lose their eligibility for violation of the School rules.

If a student commits a crime while at school or a school-related event, they may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

DISCIPLINE OF STUDENTS WITH DISABILITIES

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

Step 1:

- Student violates District Code of Conduct
- A school investigation of event occurs

Step 2:

- Disciplinary conclusion including a change of placements/not a change of placement

Step 3:

- Manifestation determination review after a single removal for more than 10 school days or an ongoing "pattern of behavior/removal". It is the IEP Team's responsibility to determine the relationship between a disability and the behavior precipitating a disciplinary action.

SUSPENSION HOMEWORK POLICY

A student who is absent from school due to suspension is required to complete all of the schoolwork assigned during suspension. All work is received for credit towards a grade in each class. In the event that an assignment can't be made up due to missed time, credit may be lost for an assignment (ex. lab experiment). The student is solely responsible to get all of the work missed upon returning to school for suspensions of two or fewer days.

CRIMINAL ACTS

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

SAFETY CONCERNS

Students should not use roller blades, bicycles, skateboards, scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

PROFANITY

Any behavior or language, which in the judgment of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste will be subject to disciplinary action.

BULLYING

Bullying Policy 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.

Bullying Policy 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.

Bullying Policy Procedure

Any student who believes they have been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant 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.

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. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Principal (or other administrator as designated) 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.

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.

Bullying Policy 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 the 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 intentionally false reports may result in disciplinary action as indicated above.



Bullying Policy 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, they 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 an individual’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 gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. 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:
 - A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
 - B. 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;
 - C. having an actual and substantial detrimental effect on a student’s physical or mental health; and/or
 - D. 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:
 - A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
 - B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
 - C. 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.

M.C.L. 380.1310B (Matt’s Safe School Law, PA 241 of 2011)

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

FACTORS TO CONSIDER

Before suspending or expelling a student from a class, subject, or activity, an administrator must first determine whether suspension is warranted based on the following factors:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the behavior;
5. Whether the behavior posed a safety risk;
6. Whether restorative practices are a better option;
7. Whether lesser interventions would address the behavior;
8. Whether the student is homeless or in foster care;
9. Whether the student experiences trauma in their home environment;
10. Whether there is a cultural language barrier impeding their understanding of language nuances.

SHORT-TERM SUSPENSION

The Principal may impose a suspension of up to ten (10) days duration, but shall attempt to notify the student's parents or guardians of the suspension by telephone, as well as send a written notification by e-mail or by regular mail. A copy of the notification shall also be sent home with the student, if practical. The written notice shall include the reasons for the suspension, the date(s) of the suspension and the rights to appeal, enclosing this policy with the suspension notice.

1. Preliminary Hearing

No student may be suspended without a hearing unless a clear and present danger exists, or it is otherwise impossible or unreasonably difficult to hold such hearing. In such instances, the necessary notice and hearing shall follow as soon as practicable.

The Principal shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so that the student has a full opportunity to state why they should not be suspended. This preliminary hearing shall be an informal one in which the student is given a chance to respond to the charges and present any witnesses. The student's parents may be informed of the charges and the preliminary hearing if the Principal so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible if an emergency prohibits an immediate hearing.

2. Threat Assessment

If, in the threat assessment team's opinion or required by statute, there is an expression of intent to physically or sexually harm someone, in words, writing or gestures, then a threat assessment screener will be completed. If the screener indicates a full threat assessment is required, then staff will proceed with the full assessment.

3. Sending a Student Home

Unless the student is an immediate threat to the safety of the school, they should remain in school until class is dismissed for the day. If the situation indicates that the student should be removed from the premises, the Principal shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain in the office area until school is dismissed.

The Principal may forgo the previous provision in the event of mass violations of school rules or where it is not possible to keep the student(s) on school grounds and restore order or protect people on school property. In such an emergency situation, the Principal shall contact the Superintendent.

4. Responsibility for School Work

- a. For an in-school restriction, credit will be given for all classroom assignments that can be completed during the in-school restriction or as homework.
- b. Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school.

5. Appeal

Suspension of more than one (1) school day but not more than ten (10) school days may be appealed in writing to the Principal within two (2) school days of the parents' receipt of the written suspension notice. The written appeal must contain the reason(s) that the suspension is being appealed.

- a. The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of the student or of others.
- b. Upon review, the Principal may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not be limited to, a meeting with the parents if, in the Principal's opinion, this is appropriate.
- c. The Principal will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written request. The Principal's decision shall be considered final if the suspension is 8 days or less in length.
- d. If the suspension is 8-10 days in length, the decision of the Principal may be appealed in writing to the Superintendent within two (2) school days of the parents' receipt of the decision. The Superintendent will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
- e. The Superintendent's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (Policy 5611) by the Superintendent. In such cases, the appeal shall be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

LONG-TERM SUSPENSION OR EXPULSION FROM SCHOOL

The following factors will be considered prior to suspending or expelling a student for physically assaulting another student or an employee, volunteer or contractor at school; gross misdemeanor or persistent disobedience; criminal sexual conduct against another student enrolled in the District; possession of a weapon (other than a firearm) in a weapon free school zone; arson or criminal sexual conduct in a school building or on school grounds; pleading to, being convicted of or adjudicated of criminal sexual conduct against another student enrolled in the District; verbally assaulting (as defined in policy) an employee, volunteer or contractor at school; or making a bomb or similar threat directed at the school property or a school event:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student has a disability;
4. The seriousness of the behavior;
5. Whether the behavior posed a safety risk;
6. Whether restorative practices are a better option;
7. Whether lesser interventions would address the behavior;
8. Whether the student is homeless or in foster care;
9. Whether the student experiences trauma in their home environment;
10. Whether there is a cultural language barrier impeding their understanding of language nuances.

Threat Assessment

If there is an expression of intent to physically or sexually harm someone, in words, writing or gestures, then a threat assessment screener will be completed. If the screener indicates a full threat assessment is required, then staff will proceed with the full assessment.

If, in the threat assessment team's opinion or required by statute, the alleged infraction warrants a long-term suspension or expulsion, they shall refer the case to the Superintendent and submit the following documentation.

1. the rule(s) alleged to have been violated
2. the charges against the student
3. approximate date of the violation
4. recommendation(s) for long-term suspension or expulsion

5. copy of suspension
6. chronology of disciplinary/corrective actions and witness statements

Upon request, the Principal shall also submit:

1. transcript of grades
2. attendance records
3. letter to parents
4. statements from professional staff regarding student's efforts, attitudes, or particular problems
5. statement from counselor regarding help to student, attempts at remediation or correction, etc.
6. memo requesting a Board hearing

The Assistant Superintendent for Curriculum (Hearing Officer) shall review the documents for accuracy and completeness and schedule a hearing with the Board.

Notice of Hearing

The notice must be provided to the student and the student's parent and shall contain:

1. the rule(s) alleged to have been violated;
2. the charges against the student;
3. approximate date of the violation;
4. the time and place for the hearing;
5. a statement of the student's and parents' prehearing rights:
 - a. to review written statements about the alleged misconduct,
 - b. to review the student's records, and
 - c. to request a delay in the hearing of up to five (5) school days;
6. the length of time the administration is recommending the student be denied enrollment;
7. a statement of the student's hearing rights to:
 - a. counsel;
 - b. a translator;
 - c. appear in their own behalf and for parents or guardians to appear;
 - d. produce witnesses and present evidence on their behalf;
 - e. confront and to cross-examine anyone who may have evidence against him/her;
 - f. a transcript of the hearing upon student's or parent's request, and Board/hearing officer approval.
 - g. Cost of the transcript may be the responsibility of the student/parent.

The Board of Education and Superintendent must conduct the hearing in compliance with the Open Meetings Act. The parents may appeal the recommendation of long-term suspension or expulsion to the Board, by appearing in a scheduled closed session of the Board during the hearing proceedings. The parents shall state in the hearing the reasons they think the prior decision-making and recommendations may not be justified and provide any extenuating circumstances they wish the Board to consider. The Board will conduct a hearing, examining evidence, and details of the investigation, garner testimony and any extenuating circumstances from the student and caregivers, as well as review the 10 factors for consideration when suspending or expelling and respond with its decision in an open public session of the Board following the hearing at the same meeting of the Board.

Notice of expulsion will be sent to the Juvenile Division of the Probate Court for students at ages six (6) through fifteen (15). The court should be informed that the Board has expelled the student and provided the reason for expulsion.

Notice may be sent to the Juvenile Division of the Probate Court for students, ages sixteen (16) and seventeen (17), where the District believes that the court should review the circumstances surrounding the expulsion. The District may provide a copy of the public record to the court.

EMERGENCY REMOVAL

A student may be removed or excluded from a classroom or a school when they pose a continuing danger to persons or property or represent an on-going threat of disrupting the educational process taking place in the classroom or the school premises. Such removal must be for a period of less than twenty-four (24) hours without being subject to suspension and expulsion procedures.

If a member of the school faculty removes a student, under their supervision, from a classroom or activity, they must submit to the Principal written reasons for the removal the day the removal occurs.

A hearing must be held by the Principal in accordance with the suspension or expulsion requirements depending on the probable outcome of the hearing. The person who caused, ordered, or requested the removal should be present.

Written notice must be provided to the student and the parent as soon as practicable prior to the hearing. If the probable outcome of the hearing is suspension, the hearing procedures applicable to a suspension must be applied. If the probable outcome is expulsion of the student, the hearing procedures applicable to an expulsion must be followed.

TEACHER INITIATED SUSPENSION

A teacher may suspend a student from class, subject, or activity for up to one (1) full school day for certain conduct as specified in the Code of Conduct. The teacher shall immediately send the student to the Principal and specify the reason for the suspension as specified in the Student Code of Conduct. As soon as possible after the suspension, the teacher shall schedule a parent-teacher conference regarding the suspension. If feasible, the counselor and/or social worker shall attend the conference. The Principal may attend upon request of the teacher or parent. The student shall not be returned to the class, subject, or activity that school day without the consent of both the teacher and the Principal.

DISABLED STUDENTS

In accordance with Board Policy 5605, a student in Special Education must be referred to the I.E.P. and those disabled under 504 must be referred to the Assistant Superintendent for Student Services to determine if the behavior is related to the disability. Its decision will determine the appropriate next steps.

STUDENT'S RECORD

A record of a student's suspension or expulsion is to be made a part of their permanent record until they leave the school and released in accordance with AG 8330 - Student Records. Days of absence shall be noted in the student's permanent attendance record as an authorized absence because of suspension or expulsion.

WAIVER

It is the student's prerogative to waive their right to a formal hearing. This waiver is to be in writing and signed by both student and parents or guardian. The signatures should be witnessed. Additionally, the student can constructively waive the hearing by simply not availing himself/herself of the opportunity for it, but such waiver cannot be construed before the passage of a considerable period of time, since it operates to close off the student's rights.



OTHER CONSIDERATIONS

LOSS OF EXTRACURRICULAR PRIVILEGES

- Building administrators may suspend students from participating in, or being present at, extracurricular activities.
- Coaches and sponsors of extracurricular activities shall have the authority to determine whether a student may participate in said activities, but only on the basis of predetermined rules which have received proper administrative approval.
- Professional staff members present at any extracurricular activity have full authority to require a student to leave such activity when the student's behavior violates established school rules. A report of said student's misconduct and of the action taken will be made to the appropriate school administrator at the earliest opportunity, and no later than the beginning of the next subsequent school day.

CORPORAL PUNISHMENT

In light of evidence that the application of physical pain for the purpose of punishing misconduct negatively affects the learning process, Michigan has enacted legislation to prohibit the use of corporal punishment in all its local and intermediate school districts. This legislation defines corporal punishment as the act of deliberately inflicting pain by any means upon the whole or any part of a student body as a penalty or punishment for offensive behavior. It further provides that any person who is employed by, or engaged as a volunteer or contractor of, a local or intermediate school board shall not threaten to inflict, or cause to be inflicted corporal punishment upon any student.

Though the above does not preclude the use of reasonable force within the scope of a school employee's responsibilities to protect students, employees or others from immediate physical harm, or to take possession of dangerous objects or to protect school property - such actions must be clearly required by the circumstances.

Generally, the preliminary corrective measures suggested earlier in this document are to be employed, along with such other steps as might assist students to understand their school related problems, and to learn successful methods for resolving them.

CRIMINAL ACTS AND POLICE-SCHOOL RELATIONS

Certain acts of school misconduct are also violations of existing law, and are subject to legal procedures in addition to school disciplinary action. Law enforcement agencies will therefore be notified in such cases when deemed advisable by the administrator for protection of the student, other persons, or public or private property. Such notifications, along with the circumstances surrounding them, will be recorded

in the school office, and the parents/guardians of the students involved will be notified as soon as possible. Police may enter the schools upon the request of school officials, when they have evidence of the commission of a crime, or if they have warrants for arrest or search. Police are requested to advise an administrator of their presence in a building, and whenever possible, to provide advance notification of a proposed visit. Police questioning of students while in school will take place in private and in the presence of an administrator and/or the parents/guardians of the students involved. School officials will notify the parents/guardians of minor students of any such questioning or proposed questioning, preferably so as to permit their presence.

STUDENT RIGHTS

Students have the right to assemble, circulate petitions, and otherwise express their personal opinions orally or in writing. The exercise of these rights must be such that they do not violate existing law, disrupt usual school activities, endanger health or safety, or otherwise interfere with the rights of other individuals. Communications which are obscene, defamatory, or express racial, ethnic, religious, or sexual discrimination are prohibited. Regulations which are consistent with the above standards will be made available to students and parents at the beginning of each school year.

NONDISCRIMINATION CLAUSE

Avondale School District does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic in its programs and activities, including employment opportunities. A representative person has been designated to handle inquiries regarding the non-discrimination policies at the Administrative Office of Avondale School District.

SEARCH AND SEIZURE

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

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

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

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

Review of such information may be done by the District with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the District retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor. A student's refusal to permit such access may be grounds for disciplinary action.

TITLE IX SEXUAL HARASSMENT

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individuals.
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

- I. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- J. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

NOTE: Sexual conduct/relationships with students by District employees or any other adult member of the School District community is prohibited, and any teacher, administrator, coach, or other school authority who engages in sexual conduct with a student may also be guilty of the criminal charge of "sexual battery." The issue of consent is irrelevant in regard to such criminal charge and/or with respect to the application of this policy to District employees or other adult members of the School District community.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, they should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a hearing if the student believes they have been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

YOUR MENTAL HEALTH

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Avondale Schools and the State of Michigan offer services to assist you with addressing these and other concerns you may be experiencing. If you find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: <https://www.michigan.gov/ok2say/resources>

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PARENT/GUARDIAN RESPONSIBILITIES AND PARTNERSHIP

At Avondale Schools, we recognize that meaningful family engagement is essential for student success. We value our families as partners in maintaining a safe, supportive, and inclusive learning environment. Parents/guardians are expected to:

- Support the implementation of the Student Code of Conduct and review it with their child.
- Maintain communication with school staff and respond to behavior concerns in a timely and respectful manner.
- Participate in re-entry meetings following suspensions of 2 or more days.
- Collaborate with staff in the development and monitoring of behavior or academic support plans when appropriate.
- Reinforce school expectations at home to help students learn from mistakes and take ownership of their behavior.

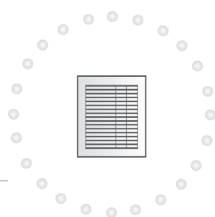
In accordance with Federal civil rights laws, Avondale School District does discriminate not based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity indorsed or funded by Avondale School District.

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