

Carney-Nadeau Student Handbook 2026-2027
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**Student/Parent Handbook
For the
Carney-Nadeau Public School**

Welcome to the Carney-Nadeau Public School. All the members of the staff are pleased to have you as a student and will do our best to help your experience be as productive and successful as you wish to make it.

Rico Meneghini, Superintendent, Title IX Coordinator/Transportation Supervisor 906-398-3052 ext127

Jenny Corrigan, Assistant Superintendent/Special Education Supervisor/Title IX Coordinator 906-398-3052 ext120

Kelly Janofski, Superintendent's Secretary, 906-398-3052 ex140

Jennifer Wagner, School Secretary 906-398-3052 ex101

Jon Wagner, Maintenance 906-398-3052

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word "parent" in this handbook means a student's natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word "Policy" in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school's educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

School Year 2026-2027

MISSION STATEMENT

Carney-Nadeau Public School is deeply committed to ensuring the continued success of every child and young adult who steps foot in our building. Our primary goal is to equip students with the intellectual and social skills necessary to thrive not only as participants in college classrooms or as members of the professional workforce, but as responsible and contributing citizens in their own communities as well. And just as we are firmly dedicated to helping students attain the brightest possible futures, so, too, are we equally devoted to ensuring that they are safe, happy, comfortable, and secure here in the present. Our staff holds itself to the highest of standards and students here at Carney consistently reap the rewards of all that we strive to offer them.

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Important Information

District Website:

cnps.us

School Facebook Page

<https://www.facebook.com/profile.php?id=100037144996828>

Board Policies

<https://go.boarddocs.com/mi/cnps/Board.nsf/Public?open&id=welcome>

Address

Carney-Nadeau Public School, 151 North U.S. Highway 41, Carney, MI 49812

Contact Information

Main Office: 906-398-3052

Fax: 906-639-2176

Administration

Superintendent/Title IX Coordinator: Rico Meneghini

Assistant Superintendent/Title IX Coordinator: Jenny Corrigan

Special Education Supervisor: Jenny Corrigan

Athletic Director: Paul Polfus

Transportation Director: Rico Meneghini

Principal: Rico Meneghini

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EMERGENCY SCHOOL CLOSING PROCEDURES

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the District will notify students, parents, and the general public about the closure in the following manner:

CNPS will notify all parents/guardians/students/staff first using School Messenger, our mass call-out and texting system. Information pertaining to the cancellation will be delivered in a recorded message sent simultaneously via phone and text to all school stakeholders. This same information will then be posted on our school Facebook page (<https://www.facebook.com/profile.php?id=100037144996828>). We will then notify WLUC-TV6, who posts the cancellation on the "School Closing" portion of their website, as found at: <https://www.uppermichiganssource.com/weather/closings/>. Lastly, we notify the following radio stations of the closing: WYKX (104.7) and the Radio Results Network, which broadcasts news of the closure on 97.1, 106.3, 93.1 and other member stations.

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NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, "Protected Classes"), in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups as required by law.

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies #0145 and #5517. The District's Title IX Policy is attached to this handbook as **Appendix A**.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the formal complaint resolution process described by Policy.

If you or someone you know has been subjected to **sex-based discrimination, harassment, or retaliation**, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Rico Meneghini
906-398-3052, Ext 126
rmeneghini@cnps.k12.mi.us

If you or someone you know has been subjected to **disability-based discrimination, harassment, or retaliation**, you may file a complaint with:

Jenny Corrigan
906-398-3052, Ext 120
jcorrigan@cnps.k12.mi.us

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If you or someone you know has been subjected to **any other type of unlawful discrimination, harassment, or retaliation**, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Rico Meneghini
906-398-3052, Ext 126
rmeneghini@cnps.k12.mi.us

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy #5611.

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SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

Attendance

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, the student or parent must report that absence to the main office (906-398-3052) on or before the day the absence occurs.

Absences are defined as follows:

- a. Excused: Any absence MUST BE documented by a note or phone call from a parent or guardian on or before he/she returns to school.
- b. Unexcused: An absence is unexcused if the student does not provide documentation with a note or phone call from the parent or guardian the morning that he or she returns to school.
- c. Suspended: Any absence resulting from an out- of- school suspension for disciplinary reasons, will prevent a student from participating in any extra-curricular activities on the date of the suspension.

Age of Majority/Eighteen Year Olds

Students who are at least eighteen (18) years old can excuse their own absences or release themselves from school. In the event of the latter, students must check out of the office at the time of self-release. Students to whom this rule applies are reminded that school policy forbids them from entering or operating any vehicle during the school day without prior consent from school administration.

Closed Campus—Except for during the noon hour as it applies to students in grades 6-12, Carney-Nadeau Public School operates as a closed campus, meaning, barring extreme circumstances and express permission from the administration, students may not return for the remainder of the school day once they have exited our campus. This rule holds true even for those students who of the age of majority as indicated in item 3 above.

Penalty of Unexcused Absences

Penalty for unexcused absences—At each teacher's discretion, a student may not have the opportunity to make up quizzes or tests for all unexcused days.

Excused Absences, Make-Up Procedure

- a. Normal make-up time is equal to the time absent.
- b. Students are responsible for seeing teachers to determine what make-up work needs to be completed and handed in.
- b. Extenuating circumstances will be considered relating to make-up work and time allowed.

Exceeding Ten Absences Within a Semester

Beginning on Monday, January 30, 2023, any student absent for more than ten classes in a single semester in one or more classes—be they excused, unexcused, suspensions, accrued tardies or any combination

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thereof—shall be required to address the Board of Carney-Nadeau Public School at its next regularly scheduled meeting. During this address to the Board—which may occur in closed session upon request—a student must submit a plan as to how he/she intends to make up the time beyond ten absences he/she has missed and specify how he/she intends to avoid excessive absences in the future. All time must be made up during the same semester in which the absences have occurred. The plan must be approved by the Board. Failure to address the Board, secure Board approval, or failure to complete the plan during its approved timeline shall result in a loss of credit for all applicable classes for the semester in which the excessive absences occurred.

Note, seniors will be allowed two “college visit” days their senior year that will not count against their ten absences. College visitations should be completed by the month of April, and the student must make the arrangements through the office at least one week prior to the visitation. The student must also provide proof of the college visitation (program, letter from the registrar’s office, etc) on the day of their return to our school.

Skippping School

a. **If you are in school and must leave for any reason, you must first check out in the office.** Failure to do so will result in being marked unexcused for your absence. Also, you must have permission in the form of a note or a phone call from a parent or guardian before leaving the school. You will not be allowed to leave without such permission.

b. Failure to report to class is considered skipping.

c. **Consequences for skipping school:**

- ❖ 1st Offense: One day In School Suspension
- ❖ 2nd Offense: Three days In School Suspension/Meeting with Dean of Students
- ❖ 3rd Offense: Five days In School Suspension
- ❖ 4th Offense: Student must attend a meeting with school disciplinary committee.

Tardiness

- a. Students must be in their assigned rooms when the bell sounds to class. Records will be kept indicating the number of times a student is recorded as tardy in each of his/her classes.
- b. Students arriving less than ten (10) minutes late for class or leaving with less than ten (10) minutes remaining will be considered tardy. Excesses of these times will be considered as absences.
- c. Consequences for excessive tardiness:
- ❖ Four tardies = One In-School suspension
 - ❖ Three (3) tardies = one (1) unexcused absence.

Semester and Final Exams/Exam Exemption

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All students in grades 6-12 are required to take exams in all classes on the scheduled day and time unless an exemption is given from the classroom teacher as follows:

Students in grades 6-12 who earn a **cumulative semester grade of 80% (B-)** or higher in any individual class **and** accumulate **no more than 3 absences** in the same class for the semester will be exempt from taking an exam in that class. Note that 3 tardies equals one absence and even one tardy over 3 absences will prohibit an exemption.

Furthermore, any disciplinary infraction that results in a teacher removing a student from class at any time during an instructional hour will be counted as an absence from class for the purposes of exam exemptions. For example, a student with three absences in a class who has also been removed from a class for one or more times during that semester will be required to take the exam for that class, as his/her "absences" as they relate to exam exemptions exceed the allowable amount.

Any student who has two or fewer absences, and no tardies, in all classes will be exempt from one exam of their choosing.

Absences due to illness

The school will contact parents if a student becomes ill at school and may ask that the parent pick up the student.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Students are expected to:

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day.
- Make up all work that is assigned by teachers for the instructional time that has been missed.
- A student who violates attendance expectations may be subject to discipline and any other applicable consequences.

Attendance at All Sporting Events:

- a. No one should leave the school building once they have arrived. Students who leave may **not** re-enter.
- b. Students are encouraged to cheer at games; however, poor sportsmanship will not be tolerated.
- c. Students attending games are not to block hallways or exits because of Fire Marshall's restrictions. Students will be expected to sit in the bleachers in the Carney-Nadeau fan section.

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- d. All students who ride the bus to games must return on the bus unless parents personally contact the Dean of Students to make other arrangements and only in situations where alternative transportation is absolutely necessary.
- e. Any student suspended for one-half day or more on the day of a sporting event shall not be allowed to participate in, suit up for, or ride the players' bus to said event.
- f. These rules cover both grade school and high school students.

Books and Supplies

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Building Hours

Students will not be allowed into the building before 7:45 a.m. All doors will remain locked until that time. Also, barring participation in an active after-school program or prior approval from a school administrator, no student shall remain in the building after 3:30 p.m. Any student who takes measures to prevent a door from locking—by, say, placing a small rock or any other obstruction in the doorframe or lockset mechanism—or any student who takes pains to enter our building at an unauthorized time or for unauthorized reasons shall be suspended.

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy is attached to this handbook as **Appendix B**.

Cell Phones/Personal Electronic Devices

Students are allowed to bring their devices (cellphones, Smartwatches, tablets) into our building if they so choose, but these devices must be turned off and stored in their lockers prior to the start of class. Locks for student lockers are encouraged, as the school will not be responsible for lost, stolen, or damaged devices. These devices must remain in the lockers for the entirety of the school day and may not be accessed between classes, at lunchtime, or at any point prior to the ringing of the release bell at 3:21 pm.

Staff members will never access the content on a student phone, but anyone found on his/her device without prior permission during the school day will be required to bring his/her phone to our school secretary in the main office prior to the start of the school day. The student may then retrieve it after the final bell has rung and the school day has ended. This process will continue until the following month's regularly scheduled School Board meeting, at which time the student

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may make an in-person request to the Board that the pouch no longer be required. If that request is granted, the student will again be allowed to store the device in his/her locker.

A student who violates the device policy a second time shall be required to follow the procedure specified in paragraph #2 for the remainder of the school year.

Any subsequent offenses shall be addressed by the student to the Board at a special disciplinary hearing.

If we have more than 30 cell phone violations during the 2025-26 school year, we will be purchasing what are known as “Yondr pouches” on a schoolwide basis for all students at the start of the semester immediately following the semester in which the 30th offense occurred. A Yondr pouch—which we will provide-- is a small neoprene bag that locks and unlocks using a special device we will have available by all our exits at the beginning and end of each school day. Students will lock their phones in the pouch at the start of the school day and will unlock them after the final release bell has rung. Once locked in the pouch, the cell phone is inaccessible to student use until the bag is unlocked—though the bagged phone will remain with the student. We do not foresee this being a necessary step for us to take, but in the event that it does occur, all parents will be sent a letter well in advance in which all policies and procedures are fully explained.

Students with extenuating medical circumstances—such as a need to access a cellphone to check blood-glucose levels—will be allowed to do so under staff supervision.

These new policies only apply to the regular school day within our building. Students may access their phones at athletic events, dances, and extra-curriculars.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means.
- Copying another person's work or answers.
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade.
- Taking or receiving copies of a test.
- Using or displaying notes, “cheat sheets,” or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Using artificial intelligence to assist or complete an assignment or test.

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- Submitting work or any portion of work completed by another person.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment or class and will be subject to discipline, up to and including expulsion.

Children's Protective Services Investigations

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Classroom Behavior

Teachers may establish classroom conduct rules that students must follow.

Class Activities

1. A class activity sheet must be filled out one week prior to a scheduled activity, signed by the class advisor(s), and given to the Dean of Students. At least one teacher, preferably the advisor(s) has to chaperone or supervise each activity or the activity will be canceled.
2. The treasurer of each class, club, or organization is responsible to keep up-to-date records of all monetary transactions that occur within that group's proceedings with the approval of the president of the class or organization. The class advisors are required to check, bi-yearly (January & May) the financial book of the organization and make sure that all procedures are updated and in order.
3. Each club must sign up in the office before any fundraising activity.
4. Class Christmas parties shall be held on the last school day preceding Christmas break during 6th and 7th hours. Students in grades 6-12 shall not participate in an organized, class-wide gift exchange.
5. Each club or group is restricted to sponsoring/holding one (1) bake sale per school year.
6. Spirit Week games may be held twice a year. They must be held on Friday during the 6th and 7th hours of class. All dates for Spirit Week games must be approved by the Dean of Students a minimum of 10 school days in advance.

Communicable Diseases

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

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Copy Machine

The copy machines within our building are for official school business only. Personal copies can be made for a student during lunch break with adult consent at a cost of \$0.10 per sheet. Students may make copies in the library only.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

Dances

Rules for High-School Dances

1. All high school dances will be held on Friday or Saturday Evening
2. Time: 7:00 - 11:00
3. All guests who are not students of Carney-Nadeau must be approved by the Dean of Students a minimum of 5 days prior to the day of the dance. No guest over the age of 19 will be approved.
4. All Student Handbook rules apply to after-school activities.
5. If you leave, you may not re-enter.

Rules for Junior-High Dances

1. All junior high school dances will be held on Friday or Saturday Evening
2. Time: 6:00 - 9:00
3. 6th thru 8th grade students of Carney-Nadeau only.
4. All student handbook rules apply to after school activities.
5. If you leave, you may not re-enter.

Dress Code

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

Tops must have straps or sleeves and must cover the student's entire torso from armpit to armpit. Pants, shorts, and skirts must have an inseam at least 4 inches in length. Clothing may not display material that:

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- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;
- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains “fighting words”;
- Constitutes a true threat of violence;
- Demonstrates hate group association/affiliation or uses hate speech targeting groups based on their membership in a protected class; or
- Displays nipples, genitals, or buttocks.

Students who represent the District at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Driving and Parking Personal Vehicles

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
 2. Students may not drive carelessly or with excessive speed on school grounds.
 3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.
 4. Students may use personal cars to get to and from school if the following stipulations are adhered to:
 - A parental permission form is signed and returned to the office prior to the sixth day that school is in session.
 - The signature page of the “Student Driving Rules and Regulations” Handout is signed and dated by both the student and his/her parent(s) and returned to the office within one week of the first day of school.
 - Student vehicle information sheet must be filled out and returned to the school office within 1 weeks of driving vehicle to school. If a student drives more than one vehicle to school on varying days, student must fill out an information sheet for each vehicle driven.
- Students requesting to enter their vehicles during the school day must first obtain permission from administration and will be charged a tardy for the hour during which the request was made. If a student requests to enter his/her car during the noon lunch period, a tardy will be applied to his/her 4th hour class.
 - All vehicles are to be parked in the student parking area as assigned by the office. Always park within the designated lines.
 - Vehicles are to be driven with extreme caution, which is appropriate to a school zone.
 - Students may not enter or exit the school campus via either of the entrances that connect the school to U.S. Highway 41. Students are restricted to entering and exiting campus via the student parking lot only.

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- Students may not drive to or from athletic events without permission from the administration secured a minimum of three days in advance. Such requests are to be made only in the event of an extreme emergency.
- If a student parks in an unauthorized area and refuses to move their vehicle they will be written up for insubordination and their vehicle will be towed.

Emergency Contact Information

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician's name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

Fees

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and noncurricular activities to cover the District's reasonable costs. The District may require students to furnish specialized equipment and clothing required for

participation in extracurricular and noncurricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity's coach or sponsor will provide students with information about the fees charged and the equipment or clothing required.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

First Aid, Illness, or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the

building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease or parasitic infestation may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

Homeless Children and Youth

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless

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children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Adam Cocco, Superintendent
151 North U.S. Highway 41, Carney, MI 49812
906-398-3052
acocco@cnps.k12.mi.us

For detailed information about Homeless Children and Youth, see Board Policy 5111.01

Immunizations

For a student entering the District for the first time or entering 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy #5320 and state law.

Law Enforcement Interviews

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy #5540. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

Limited English Proficiency

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

Locker Use

Lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

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

A. Student lockers and desks are school property and remain at all times under the control of the school district. Students are expected, however, to assume full responsibility for the security of their lockers and desks.

B. Students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. School authorities for any reason, may conduct periodic general inspections of lockers and desks without notice, without student consent and without a search warrant.

C. A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. A student's person and/or personal effects (e.g.: purse, book bag, athletic bag) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

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

Medication

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy #5330.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policy #5330.01. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's

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needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

Noon Period

Students in grades 7-12 are not allowed in the elementary hallways at noon. During this time, high school students are to stay in the prescribed hallway, the gymnasium, or the library when it is open for study.

Students are not allowed in the tech lab, which will remain locked during noon recess. Throwing objects back and forth in the hallways is not permitted. Students must not sit on the floors of the hallway.

Parties

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

Protection of Pupil Rights

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as [Appendix C](#).

Public Display of Affection

Students may not engage in public display of affection that are disruptive to the school environment or distracting to others.

Rights of Custodial and Non-Custodial Parents

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting

a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

Search and Seizure

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials

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discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement.

Student Education Records

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy #8330 for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

Right to Request Explanation or Interpretation

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

Right to Request Amendment of Education Records

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy #8330.

Directory Information

The District designates the following information as directory information:

- A. a student's name;
- B. address (except for students participating in the address confidentiality program act);
- C. telephone number;
- D. date and place of birth;
- E. major field of study;
- F. participation in officially recognized activities and sports;
- G. dates of attendance;
- H. date of graduation;
- I. awards received;

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- J. honor rolls;
- K. scholarships;
- L. telephone numbers for inclusion in school or PTO directories;
- M. school photographs or videos of students participating in school activities, events, or programs.

School officials may disclose “directory information” without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student’s directory information for 1 or more of the uses for which the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as **Appendix D**. This form allows the parent or eligible student to elect not to have the student’s directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student’s directory information for any of the uses selected on the form.

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as **Appendix E** before they may use or access District technology resources. Students who violate the District’s Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

Transportation Services

School Vehicle Rules

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.

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8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.]

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

School Vehicle Misconduct Consequences

Students who violate the school vehicle rules will be referred to the building principal for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and Board Policy.

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

Video Surveillance and Photographs

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Board Policy, applicable law, or a District employee.

Withdrawal From School

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Students who are transferring from the District must submit written notice to the building principal at least 1 week before the withdrawal.

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SECTION II: ACADEMICS

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via online via Powerschool.

To register for access to Powerschool, please contact the School Secretary in our main office at 906-398-3052.

Grading System

1. The standard system of (BELOW) is used:

A =100-94% A- =93-90% B+ =89-87% B =86-84% B- =83-80%
C+ =79-77 C =76-74% C- =73-70% D+ =69-67% D =66-64% D- =63-60%
F =59-0%

2. Semester grades will be final and will be recorded on the permanent records.

3. Grade points for high school work will be assigned for the purpose of determining rank in class as follows:

A = 4.0	A- =3.7	B+ =3.3	B = 3.0
B- = 2.7	C+ =2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7	F = 0.0

4. In general, the grade "C" will be maintained as indicating average work.

5. The element of conduct may, and should be, taken into account by the teacher in determining a grade.

6. The rank in class for all graduating pupils will be computed on the basis of seven semesters of high school work.

7. Teachers will provide a detailed account of how Quarter & Exam Grades will be used to calculate semester grades. These will be provided to students in the class syllabus on the first day of class.

Honor Roll

1. The honor roll will be determined after each grading period.

2. There will be **high honors** and **honors** honor roll.

a. The high honors requirement is that a student must have achieved a 3.5 or higher G.P.A

b. The honors requirement is that a student must have achieved a G.P.A. of 3.0 to 3.49.

3. Grades in nonacademic subjects, such as teacher assistant, will not be used in averaging grades for the honor roll.

4. Students must be enrolled in at least five (5) academic subjects in order to be considered for an honor roll.

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Report Cards

1. A new report card will be given to each of the students at the end of each grading period; as such report cards do not have to be returned.
2. An “incomplete” granted to a student by a teacher must be removed within six weeks of the date the incomplete was granted, or the incomplete becomes a failure.

Academic Letter Criteria

1. To receive an academic letter, a student must meet one of the following:
2. Be listed on the nine-week honor roll in each of the first three grading periods.
3. Achieve at least a 3.5 grade point average in a composite of his/her academic classes during the first three grading periods.

Class Ranking

1. To be considered for class ranking, honors, etc., students must receive a minimum of two (2) semesters of credit while in attendance at Carney-Nadeau Public School, excluding the final semester of their senior year.
2. Correspondence courses will not be considered for class ranking but will be accepted for school credit. They will be entered on a pass/fail basis.

Graduation Ceremonies

1. All seniors who are participating in the graduation ceremonies may be reviewed by the building administrator and denied permission to participate in the ceremonies. Factors that will influence the decision of the administrator can include, but is not limited to, student behavior, academic standing and the safety of the other students and school community.
2. In order to participate in graduation ceremonies graduates are required to dress appropriately. Graduates must wear long pants or a dress/skirt with a collared or appropriate dress shirt/blouse. Sneakers & Athletic shoes are not considered appropriate footwear for participating graduates. The administration reserves the right to deny any graduate the ability to participate in graduation ceremonies if they are not dressed or behaving appropriately.

Granting Credit for High School Work

1. The student's work and behavior must be of such quality as to merit the awarding of passing grades.
2. An Incomplete must be removed through proper work within six weeks of the date the incomplete was granted, or the incomplete will become a failure.
3. Twenty-six (26) units of credits are required for students expected to graduate in the 2024-2025 school year.

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4.No credit will be given for athletic participation.

5.In accordance with standards stipulated by the Michigan Merit Curriculum, the following units of credit will be required of students for a high school diploma;

English	4 credits
Math	4 credits
Biology or other Science	3 credits
Geography/U.S. History, Civics, Econ	3 credits
World History/Geography	
Visual/Performing or Applied Arts	1 credit
Physical and Health education	1 credit
Foreign Language	2 credits

Semester and Final Exam/Exam Exemption

All students in grades 6-12 are required to take exams in all classes on the scheduled day and time unless an exemption is given from the classroom teacher as follows:

Students in grades 6-12 who earn a **cumulative semester grade of 80% (B-)** or higher in any individual class **and** accumulate **no more than 3 absences** in the same class for the semester will be exempt from taking an exam in that class. Note that 3 tardies equals one absence and even one tardy over 3 absences will prohibit an exemption.

Furthermore, any disciplinary infraction that results in a teacher removing a student from class at any time during an instructional hour will be counted as an absence from class for the purposes of exam exemptions. For example, a student with three absences in a class who has also been removed from a class for one or more times during that semester will be required to take the exam for that class, as his/her "absences" as they relate to exam exemptions exceed the allowable amount.

Any student who has two or fewer absences, and no tardies, in all classes will be exempt from one exam of their choosing.

Drops and Adds of HS/JH Classes

The dropping and/or adding of classes at the high school or junior-high levels must be done within two (2) weeks of the beginning of a semester. A student must have the class change slip signed by both applicable teachers and an administrator. No exceptions

Dual Enrollment

Students in grades 9 and above may be eligible to dually enroll in college classes to obtain high school and college credit. Please contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment.

Homework

Classroom teachers may assign homework. Parents who have questions about homework or concerns about class work should contact their student's teacher.

Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

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Personal Curriculum

For some students, it may be appropriate to modify the Michigan Merit Curriculum through implementation of a personal curriculum. All students who have completed 9th grade are entitled to a personal curriculum, and the District will implement a personal curriculum for a student if requested by a parent or by the student if the student is age 18 or older. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. The District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma.

To request a personal curriculum, please contact Superintendent Adam Cocco at 906-398-3052 or acocco@cnps.k12.mi.us.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy #s 2231 and 5460.

Placement

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact Special Education Supervisor Jenny Corrigan at 906-398-3052 or jcorrigan@cnps.k12.mi.us.

Testing Out

A student may test out of high school classes and earn credit. Students interested in testing out of a class should make arrangements with their assigned counselor.

Work Permits

Information about work permits is available at the school's main office as located at 151 N. U.S. Hwy 41, Carney, MI 49812.

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SECTION III: STUDENT CLUBS, ACTIVITIES, AND ATHLETICS

Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

For the 2025-2026 school year, the District offers the following student clubs, activities, and athletics:

High School Football
High-School Basketball-Boys/Girls
Junior-High Basketball- Girls Boys
Volleyball
Junior-High Volleyball
High School Track-Boys/Girls
Junior High Track-Boys/Girls
High School Cross Country- Boys/Girls
Junior High Cross Country-Boys/Girls
High School Golf- Boys/Girls-
High School Softball-Girls
Cheerleading
Robotics
High School Quiz Bowl
Junior High Quiz Bowl
Future Farmers of America
Healthy Youth Coalition
C-Club

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Extracurricular Activities

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

Student athletes are also subject to the Athletic Code of Conduct (see **Appendix F**) and any applicable team rules.

For more information, see Policy# 2433.

Student-Initiated Non-Curricular Clubs

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Students may voluntarily form clubs that are not directly related to the school curriculum to promote activities unrelated to curriculum. Membership in a student-initiated, non-curricular club must be open to all interested

and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

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Discipline Generally

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

Forms of School Discipline & Applicable Due Process

Saturday School

The building administrator may require a student to attend Saturday School. Students follow strict rules and must work on assignments the entire time, except for short breaks. Students who do not follow Saturday School rules will be removed and will face further disciplinary action.

In-School Suspension

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

Snap Suspension - Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- intentionally disrupted the class, subject, or activity;
- jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that

the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

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Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the 7 factors provided in the Student Code of Conduct before suspending a student.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

A parent or student may appeal the Superintendent's or designee's decision to the Board. The appeal must be submitted to the Board within 3 calendar days of the decision. The Board will hear the appeal at its next regularly scheduled meeting. The Board's decision is final. The student's suspension will run while the appeal is pending.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension

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or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate consequence. The Board will consider the 7 factors noted in the Student Code of Conduct before suspending or expelling a student. The Board's decision is final.

Student Code of Conduct

This Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and 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 will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

Prohibited Conduct	Potential Consequence(s)
Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.	• Restorative Practices • Parent Notification

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	• Suspension or Expulsion
Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Other Weapons and Look-Alike Weapons Possession: an object that is not a "dangerous weapon," including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Use of an Object as a Weapon: any object used to threaten or harm another, regardless of whether injury results.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Arson: purposefully, intentionally, or maliciously setting a fire on school property.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Expulsion up to 180 school days • Police Referral

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Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.	• Restorative Practices • Credit Loss or Grade Reduction • Parent Notification • Suspension or Expulsion
Discrimination, Harassment (including Sexual Harassment), and Bullying: violating Board Policy addressing anti-discrimination, anti-harassment, and anti-bullying.	• Restorative Practices • Parent Notification • Suspension or Expulsion
Criminal Sexual Conduct: commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.	• Restorative Practices • Parent Notification • Suspension or Permanent Expulsion • Police Referral
Fighting, Inciting Violence, Filming a Fight or Assault, Distributing or Publishing a Fight or Assault Video	• Restorative Practices • Parent Notification • Suspension or Expulsion

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Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral
Misuse of District Technology: violating the District's acceptable use policies and agreement.	• Restorative Practices • Parent Notification • Suspension or Expulsion • Police Referral

Appendix A: Title IX, Anti-Harassment Policy

2264 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES

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This policy pertains to sex discrimination, including sex-based harassment, which occurs on or after August 1, 2024. Allegations of sex-based harassment, that occur on or before July 31, 2024, shall be addressed pursuant to Policy 2266 and AG 2266. Throughout this policy, unless expressly stated otherwise, reference to “Title IX” includes and incorporates the 2024 Title IX regulations (also known as the “2024 Final Rule”). The Title IX regulations are found at 34 CFR Part 106. References solely to Title IX (20 U.S.C. §§ 1681 – 1688) are denoted as “Title IX (Statute).” In this policy, unless the context otherwise requires, words importing the singular include the plural and vice versa.

NONDISCRIMINATION

Overview:

The Board of Education of the Carney-Nadeau Public School District (hereinafter referred to as “the Board” or “the District”) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment.

Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

The Board is committed to maintaining an education and work environment that is free from sex discrimination (including sex-based harassment), responding promptly and effectively when it has knowledge of conduct that reasonably may constitute sex discrimination, and addressing sex discrimination in its education program or activity. Persons who commit sex-based harassment are subject to the full range of disciplinary sanctions set forth in this policy. The Board will provide persons who have experienced sex-based harassment ongoing remedies as reasonably necessary to restore or preserve access to the District’s education program or activity.

KEY DEFINITIONS

Words used in this policy shall have those meanings specified herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant means:

a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

Complaint means: an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

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Disciplinary sanctions means: consequences imposed on a respondent following a determination under Title IX that the respondent violated the Board's prohibition on sex discrimination.

Education program or activity refers to: all the District's operations including, but not limited to, in-person and online/remote educational instruction, employment, extracurricular activities, athletics, performances, and community engagement and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off school property/grounds but over which the District asserts disciplinary authority.

Eligible Student means: a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Exculpatory evidence means: evidence that is favorable to a respondent because it helps excuse, justify, or absolve a respondent of alleged wrongdoing and tends to establish a respondent did not engage in sex discrimination.

Inculpatory evidence means: evidence that links a respondent to alleged wrongdoing and tends to establish a respondent engaged in sex discrimination (i.e., has culpability).

Parental status means: the status of a person who, with respect to another person who is under the age of eighteen (18) or who is eighteen (18) or older but is incapable of self-care because of a physical or mental disability, is:

a biological parent;

an adoptive parent;

a foster parent;

a stepparent;

a legal custodian or guardian;

in loco parentis with respect to such a person; or

actively seeking legal custody, guardianship, visitation, or adoption of such a person.

Party means: a complainant or respondent.

Peer retaliation means: retaliation by a student against another student.

Pregnancy or related conditions means:

pregnancy, childbirth, termination of pregnancy, or lactation;

medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or

recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

Relevant means: related to the allegations of sex discrimination under investigation as part of the Board's grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether

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the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means: measures provided, as appropriate, to a complainant or any other person the District identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred.

Respondent means: a person who is alleged to have violated the Board's prohibition on sex discrimination.

Retaliation means: intimidation, threats, coercion, or discrimination against any person by the District, a student, a Board employee, or any other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the 2024 Title IX regulations.

Sex-based harassment prohibited under this policy and the 2024 Title IX regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex – including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity – that is:

Quid pro quo harassment. An employee, agent, or other person authorized by the Board to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

OR

Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

the degree to which the conduct affected the complainant's ability to access the District's education program or activity;

the type, frequency, and duration of the conduct;

the parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

the location of the conduct and the context in which the conduct occurred; and

other sex-based harassment in the District's education program or activity.

OR

Specific offenses.

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Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Dating violence meaning violence committed by a person:

who is or has been in a social relationship of a romantic or intimate nature with the victim; and

where the existence of such a relationship shall be determined based on a consideration of the following factors:

the length of the relationship;

the type of relationship; and

the frequency of interaction between the persons involved in the relationship.

Domestic violence meaning felony or misdemeanor crimes committed by a person who:

is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction in which the District is located, or a person similarly situated to a spouse of the victim;

is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

shares a child in common with the victim; or

commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the applicable jurisdiction.

Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

fear for the person's safety or the safety of others; or

suffer substantial emotional distress.

Student means: a person eligible to enroll in, attend, or participate in an elementary (including preschool) or secondary school in the District and who is enrolled in, attending, or participating in, or is seeking/attempting to enroll in, attend, or participate, in the District's education program or activity.

Student with a disability means: a student who is an individual with a disability as defined under Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), or a child with a disability as defined under the Individuals with Disabilities Education Improvement Act ("IDEA").

Supportive measures means: individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or the District's educational environment; or

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provide support during the Board's grievance procedures or an informal resolution process.

Parental, Family, or Marital Status

The Board will not adopt or apply any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats such student differently on the basis of sex.

Pregnancy or Related Conditions

Students:

The Board prohibits discrimination in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. The Board will permit a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of the District's education program or activity provided the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions. A student who is pregnant or experiencing related conditions shall receive comparable treatment to those with temporary medical conditions.

The District will not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the District's class, program, or extracurricular activity unless:

the certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;

the District requires such certification of all students participating in the class, program, or extracurricular activity; and

the information obtained is not used as a basis for discrimination prohibited by Title IX or this Policy.

District's Responsibilities with Respect to a Student's Pregnancy or Related Conditions

When a Board employee is informed of a student's pregnancy or related conditions by the student or a person who has a legal right to act on behalf of the student, the employee shall promptly provide that person with the Title IX Coordinator's contact information and inform that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the District's education program or activity, unless the employee reasonably believes the Title IX Coordinator has already been notified.

Once a student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions, the Title IX Coordinator shall promptly take the following specific actions to effectively prevent sex discrimination and ensure equal access to the District's education program or activity:

Inform the student and, if applicable, the person who notified the Title IX Coordinator of the District's obligations to:

prohibit sex discrimination under this policy, including sex-based harassment;

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provide the student with the option of reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions;

allow access, on a voluntary basis, to any separate and comparable portion of the District's education program or activity;

allow a voluntary leave of absence;

provide lactation space; and

maintain grievance procedures that provide for the prompt and equitable resolution of complaints of sex discrimination, including sex-based harassment.

Provide the student with voluntary reasonable modifications to the Board's policies, practices, or procedures because of pregnancy or related conditions.

Allow the student to take a voluntary leave of absence from the District's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a Board maintains a leave policy for students that allows a greater period of time than the medically necessary period, the Board shall permit the student to take leave under that policy instead if the student so chooses. When the student returns to the District's education program or activity, the student will be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the leave began.

Provide lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

See Policy 5751 – Parental-Married Status of Students and Administrative Guideline 5751 – Pregnancy.

Employees:

The Board will not adopt or implement any policy, practice, or procedure, or take any employment action, on the basis of sex:

concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or

that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The Board also will not make a pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is a "Miss or Mrs."

Similarly, the Board will treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

If an employee has insufficient leave or accrued employment time to qualify for leave under the Board's leave policy, the Board will treat pregnancy or related conditions as a justification for a voluntary leave of

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absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without a decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The Board will provide reasonable break time for an employee to express breast milk or breastfeed as needed and will provide the employee with access to a lactation space, which must be a space other than a bathroom that is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed. See Board Policy 6700 – Fair Labor Standards Act.

TITLE IX COORDINATOR(S)

The Board designates and authorizes the following individuals to coordinate its efforts to comply with the Board's responsibilities under Title IX:

Rico Meneghini

Superintendent
151 North U.S. Hwy 41

Carney, MI 49812

rmeneghini@cnps.k12.mi.us

906-398-3052

Jenny Corrigan

Assistant Superintendent

151 North U.S. Highway 41

Carney, MI 49812

jcorrigan@cnps.k12.mi.us

906-398-3052

The Board designates Rico Meneghini and Jenny Corrigan as the coordinators who are ultimately responsible for oversight over the Board's compliance with its responsibilities under Title IX.

The Title IX Coordinator may delegate specific duties to one (1) or more designees.

The Title IX Coordinator shall report directly to the Superintendent except when the Superintendent is a party to a complaint (i.e., either the complainant or the respondent). Under such circumstances, the Title IX Coordinator shall report directly to the Board President until the matter in which the Superintendent is a party is concluded.

Questions about this policy, Policy 2266, AG 2264, and AG 2266 should be directed to the Title IX Coordinator.

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The Title IX Coordinator shall monitor the District's education programs and activities for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and take steps reasonably calculated to address such barriers.

Notice of Nondiscrimination

The Superintendent shall provide a notice of nondiscrimination to students, parents, guardians, or other authorized legal representatives of elementary and secondary students; employees; applicants for admission and employment; and all unions and professional organizations holding collective bargaining or professional agreements with the Board. Specifically, the Superintendent shall post the notice of discrimination on the District's website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to the persons listed above, or which are otherwise used in connection with the recruitment of students or employees. See AG 2264 and Form 2264 F1 – Notice and Statement of Nondiscrimination.

GRIEVANCE PROCEDURES

Overview:

The Board adopts the following grievance procedures to provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the District's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX.

These grievance procedures shall be used for all complaints of sex discrimination, including sex-based harassment, involving conduct alleged to have occurred on or after August 1, 2024. These grievance procedures also may be used, at the discretion of the Title IX Coordinator, to investigate, address, and remedy (as necessary) conduct alleged to have occurred before August 1, 2024, that does not involve sex-based harassment, but some other form of sex discrimination prohibited by Title IX (Statute) – e.g., claims of unequal athletic opportunities, admissions discrimination, discrimination in courses or academic programs (i.e., excluding students from certain classes or programs based on their sex), pregnancy discrimination, unequal treatment based on parental, family, or marital status, discrimination in employment (including in hiring, promotion, and compensation), and retaliation. If the Title IX Coordinator elects not to use these grievance procedures to investigate and resolve such claims, the Title IX Coordinator will still need to implement some procedures to assess – in a prompt, effective, and equitable manner – whether Title IX (Statute) was violated, and, if it was, how best to end the sex discrimination in the District's education program or activity, prevent its recurrence, and remedy its effects.

Reports and Formal Complaints of "Sexual Harassment" (as defined in Policy 2266) involving conduct alleged to have occurred prior to August 1, 2024, are subject to the grievance procedures outlined in Policy 2266.

Under all circumstances, the Title IX Coordinator shall offer and coordinate supportive measures, as appropriate, in accordance with this policy and AG 2264, or Policy 2266 and AG 2266, if the Report or Formal Complaint involves "Sexual Harassment" alleged to have occurred prior to August 1, 2024.

If the conduct giving rise to a report or complaint of sex discrimination is alleged to have occurred both before and after August 1, 2024 (i.e., is part of a pattern of sex discrimination), the Title IX Coordinator shall determine, after consulting with the Board's Legal Counsel, whether to use the grievance

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procedures contained in this policy or the grievance procedures contained in Policy 2266. The Title IX Coordinator will notify, in writing, the parties of the determination and the rationale for it. Under no circumstances, however, will a party be denied the due process to which the party is entitled based on the U.S. Department of Education-issued regulations in effect at the time the conduct alleged to violate Title IX (Statute) took place. Nothing herein shall prevent the Title IX Coordinator from using a hybrid grievance procedure that contains aspects of the grievance procedures contained in both this policy and Policy 2266 so that the parties receive all of the due process to which they are entitled.

Complaints:

The following people may make a complaint of sex discrimination – i.e., request that the District investigate and make a determination about whether sex discrimination as prohibited under Title IX occurred:

a “complainant,” which includes:

a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or

a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District’s education program or activity;

a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant;

the District’s Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person who was subjected to the sex-based harassment, or if the Title IX Coordinator initiates a complaint consistent with the requirements of the 2024 Title IX regulations, which are detailed in AG 2264.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

any student or employee of the District; or

any person other than a student or employee who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one (1) complainant or more than one (1) respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements:

The District will treat complainants and respondents equitably.

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All persons involved with implementing the grievance procedures and any other aspects of Policy 2264, including the Title IX Coordinator, the investigator, the decisionmaker, the appeal decisionmaker, and the facilitator of the informal resolution process, shall be free from any conflicts of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

The Title IX Coordinator may serve simultaneously as an investigator and/or a decisionmaker.

If the Title IX Coordinator does not intend to serve as the investigator and decisionmaker in a specific case, the Title IX Coordinator shall designate one (1) or more administrators who are appropriately trained to serve in the role. Likewise, the Title IX Coordinator shall appoint an appeal decisionmaker when an appeal is filed.

In circumstances when the Title IX Coordinator and trained administrators do not have time/capacity to serve, or are prevented due to a conflict of interest, bias, or partiality, or other reasons that impair the Title IX Coordinator and other trained administrators from serving as an investigator and/or decisionmaker in a specific case, the Title IX Coordinator shall, in consultation with and approval of the Superintendent or Board President (as appropriate), secure one (1) or more independent third parties to serve as the investigator and/or decisionmaker. Similarly, the Title IX Coordinator has authority, in consultation with the Superintendent, Board, or Board President (as appropriate), to secure an independent third party to serve as the appeal decisionmaker.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Under ordinary circumstances, the Board expects to complete the major stages of the grievance procedures within the timeframe specified below:

Evaluation – The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within ten (10) days of receiving the complaint.

Investigation – The Title IX Coordinator, or designated investigator, shall ordinarily complete the investigation (i.e., collect relevant evidence that is not otherwise impermissible) within thirty (30) days of the Title IX Coordinator determining the charges require investigation. If, however, the Title IX Coordinator, or designated investigator, determines that the investigation is going to take longer, the Title IX Coordinator will so notify the parties and the Superintendent and will thereafter keep the parties and the Superintendent informed of the status of the matter on a regular basis. Once the Title IX Coordinator, or designated investigator, provides the parties with “access” to either the relevant and not otherwise impermissible evidence and/or an accurate description of the evidence, the parties will have five (5) days to respond to the evidence or the description of the evidence unless the Title IX Coordinator approves a party’s written request for more time. If the Title IX Coordinator approves such a request, both parties will be afforded an equal amount of time to submit their response.

Determination – After the parties either submit responses to the evidence/description of the evidence, or the deadline for submitting such responses expires, the Title IX Coordinator, or designated decisionmaker, will consider the relevant and otherwise not impermissible evidence and issue a determination as to whether sex discrimination occurred. The determination shall be issued within ten (10) days of the deadline for the parties to submit responses to the evidence/description of the evidence unless the Title IX Coordinator approves an extension of time, which must be communicated in writing to the parties.

Appeal – A party filing an appeal of the Title IX Coordinator’s decision to dismiss a complaint, or the Determination, must do so within ten (10) days of receiving the Dismissal or Determination.

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The Title IX Coordinator, or the Superintendent if the Title IX Coordinator is the individual requesting an extension, may approve reasonable extensions of the preceding timeframes on a case-by-case basis for good cause with notice to the parties.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

The Title IX Coordinator, or designated decisionmaker, shall objectively evaluate all evidence that is relevant and not otherwise impermissible — including both inculpatory and exculpatory evidence. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

evidence that is protected under a privilege recognized by Federal or State law;

a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and

evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent shall not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of the Board's grievance procedures, the Title IX Coordinator shall notify the parties of the following:

the Board's Title IX grievance procedures and informal resolution process;

sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);

retaliation is prohibited; and

the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the Title IX Coordinator, or designated investigator, provides the parties with a description of the evidence, any party may request access to the

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relevant and not otherwise impermissible evidence. The Title IX Coordinator will provide the requesting party with the relevant and not otherwise impermissible evidence in a timely manner.

Should the Title IX Coordinator decide, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Title IX Coordinator will provide a supplemental written notice describing the additional allegations to be investigated.

Dismissal of a Complaint:

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

the District is unable to identify the respondent after taking reasonable steps to do so;

the respondent is not participating in the District's education program or activity and is not employed by the Board;

the complainant voluntarily withdraws any or all the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or

the District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the Title IX Coordinator will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Title IX Coordinator will promptly notify, in writing, the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also simultaneously notify, in writing, the respondent of the dismissal and the basis for the dismissal.

The Title IX Coordinator will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the Title IX Coordinator will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

procedural irregularity that would change the outcome;

new evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the Title IX Coordinator will:

notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;

implement appeal procedures equally for the parties;

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ensure that the appeal decisionmaker did not take part in an investigation of the allegations or dismissal of the complaint;

ensure that the appeal decisionmaker has been trained consistent with the 2024 Title IX regulations (see AG 2264);

provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and

notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the Title IX Coordinator will, at a minimum:

offer supportive measures to the complainant as appropriate;

if the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and

take other prompt and effective steps, as appropriate, to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Informal Resolution Process:

In lieu of resolving a complaint through the Board's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District will not offer an informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Adding Allegations and/or Consolidating Complaints:

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the original Notice of Allegations provided or that are included in a complaint that is consolidated, the Title IX Coordinator will notify the parties of the additional allegations.

Investigation:

The District will provide for an adequate, reliable, and impartial investigation of complaints.

The burden is on the District — not on the parties — to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The Title IX Coordinator, or the designated investigator and/or decisionmaker, will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

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The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

the District will provide the parties with an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence;

If the Title IX Coordinator, or designated investigator, provides a description of the evidence, the Title IX Coordinator, or designated investigator, will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

the District will provide a reasonable opportunity to the parties to respond to the evidence or the accurate description of the evidence; and

the District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

As part of the Investigation, the investigator may include in the investigator's notes/file the investigator's opinion about each party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and decisionmaker are two (2) separate individuals, the decisionmaker will have an opportunity to question the parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one (1) or more allegations of sex discrimination.

If the investigator and the decisionmaker are the same person, the decisionmaker will have an opportunity to question the parties and witnesses in individual meetings as part of the investigation.

Before concluding the Investigation, the investigator may allow each party to propose/submit, in writing, relevant questions that the party wants asked of any party or witness and the investigator will review any questions submitted by the parties and ask those questions of the specific party or witness that the investigator determines – in the investigator's sole discretion – may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The investigator's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

After the parties have an opportunity to review the relevant and not otherwise impermissible evidence, or an accurate description of this evidence, the decisionmaker may allow each party to propose/submit in writing relevant questions that the party wants asked of any party or witness and the decisionmaker will review any relevant and not otherwise impermissible questions submitted by the parties and ask those questions of the specific party or witness that the decisionmaker determines – in the decisionmaker's sole discretion – may lead to probative evidence that will assist the decisionmaker in determining whether sex discrimination occurred. The decisionmaker's decision to ask or not ask a specific question proposed by a party is not subject to review. Any questions asked must be relevant and not otherwise impermissible.

Determination of Whether Sex Discrimination Occurred:

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Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the Title IX Coordinator or designated decisionmaker will:

Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. This standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker, applying the applicable standard, is not persuaded by the relevant and not otherwise impermissible evidence that sex discrimination occurred, regardless of the quantity of the evidence, the decisionmaker will not determine that sex discrimination occurred.

Notify the parties, in writing, of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:

coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;

coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.

Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and

Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

The complainant may not challenge the ultimate disciplinary sanction/consequence that is imposed.

If a party appeals the decisionmaker's determination, the Title IX Coordinator will:

notify the parties of any appeal;

implement appeal procedures equally for the parties;

designate an appeal decisionmaker, who will be a person who did not conduct the Investigation or render the Determination, and is appropriately trained, as set forth in AG 2264:

the Title IX Coordinator will designate the Superintendent to be the appeal decisionmaker, provided the Superintendent has not been otherwise involved in the grievance procedures (i.e., did not serve as the investigator, decisionmaker, or informal resolution process facilitator) and is appropriately trained;

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in designating an appeal decisionmaker, the Title IX Coordinator will work with the Board to identify and appoint an independent third party to serve as the appeal decisionmaker – this individual shall be considered to be the Board's designee and will submit the appeal decision to the Board who will promptly adopt it as written and forward it to the Title IX Coordinator who will send it simultaneously to the parties;

provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the decisionmaker's determination;

provide the appeal decisionmaker with the relevant and not otherwise impermissible evidence along with the accurate description of the relevant evidence (if one was prepared and shared with the parties), any responses the parties submitted to the investigator related to the evidence and/or the description of the evidence (if one was prepared), and the decisionmaker's determination; and

notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

Parties Provided a Reasonable and Equal Opportunity to Make a Statement in Support of, or Challenging, the Determination

When a party files an appeal, the party must set forth the reason for the appeal, and the other party will have ten (10) days to provide the appeal decisionmaker with a statement in support of their position. Once the decisionmaker receives the statement (or the deadline for filing such a statement expires), the appeal decisionmaker will have ten (10) days to issue a decision on the appeal.

No new or additional evidence may be submitted during the appeal process.

The appeal decisionmaker shall determine the outcome of the appeal based on the appeal decisionmaker's independent review of the record (i.e., the relevant and not otherwise impermissible evidence, the feedback the parties provided to the investigator and/or decisionmaker based on their review of the relevant evidence and any description of the relevant evidence that was prepared and shared with the parties, and the decisionmaker's written determination) and the appeal decisionmaker's application of the law and Board policy to the facts in the record. The appeal decisionmaker must give due deference and due weight to the decisionmaker's factual findings and credibility determinations and should not overturn them unless non-testimonial extrinsic evidence in the record justifies a contrary conclusion or unless the record read in its entirety compels a contrary conclusion. Generally, the appeal decisionmaker is expected to uphold the decisionmaker's determination unless the appeal decisionmaker determines the decisionmaker's determination is unlawful, unreasonable, or against the manifest weight of the evidence. Every reasonable presumption must be made in favor of the decisionmaker's determination.

The appeal decisionmaker shall notify the Title IX Coordinator, in writing, of the result of the appeal and the rationale for the outcome. The Title IX Coordinator will then simultaneously notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale for the outcome.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the Board's grievance procedures or during the informal resolution process. For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of

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support measures does not require the District, Board employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

The Title IX Coordinator shall determine appropriate supportive measures on a case-by-case basis. Supportive measures may vary depending on what the Title IX Coordinator deems to be reasonably available. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; school/campus escort services; increased security and monitoring of certain areas of the campus (including school buildings and facilities); restrictions on contact between the parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; training and education programs related to sex-based harassment; and other similar measures.

Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties and/or the District's educational environment or to provide support during the Board's grievance procedures or the informal resolution process.

The District will not impose such measures for punitive or disciplinary reasons.

The Title IX Coordinator may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures, or at the conclusion of the informal resolution process, or the District may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the Title IX Coordinator's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have the authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures as set forth in the Key Definitions section of this policy.

A party may seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the District's education program or activity, or as otherwise permitted pursuant to the 2024 Title IX regulations.

If the complainant or respondent is an elementary or secondary student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one (1) or more members, as appropriate, of the student's Section 504 team, if any, to determine how to comply with the requirements of the IDEA and/or Section 504, in the implementation of supportive measures.

The Superintendent may place an employee respondent on administrative leave from employment responsibilities during the pendency of the Board's grievance procedures.

Disciplinary Sanctions and Remedies:

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Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include:

For Students

Informal Discipline

writing assignments;

changing of seating or location;

pre-school, lunchtime, and after-school detention;

in-school discipline;

Saturday school.

Formal Discipline

suspension of bus riding/transportation privileges;

removal from co-curricular and/or extracurricular activity(ies), including athletics;

emergency removal;

suspension for up to ten (10) school days;

expulsion for up to eighty (80) school days or the number of school days remaining in a semester, whichever is greater;

expulsion for up to one (1) year;

permanent exclusion; and

any other sanction authorized by the Student Code of Conduct.

For Employees

oral or written warning;

written reprimands;

required counseling;

required training or education;

demotion;

suspension with pay;

suspension without pay;

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termination and any other sanction authorized by any applicable Board Policy, Employee/Administrator Handbook, and/or collective bargaining agreement.

The District may also provide remedies which may include disciplinary sanctions/consequences. The Title IX Coordinator will notify the Superintendent of the recommended remedies, so an authorized administrator can consider the recommendation and implement appropriate remedies in compliance with applicable due process procedures, whether statutory or contractual.

With respect to student respondents, the Title IX Coordinator will notify the Superintendent of the recommended remedies (including disciplinary sanctions/consequences), so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5600 – Student Discipline, Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Emergency Removal, Suspension, Expulsion, and Permanent Exclusion of Students, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. Discipline of a student respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972 ("Section 504"), and their respective implementing regulations.

Discipline of an employee will be implemented in accordance with Federal and State law, Board policy, and applicable provisions of any relevant collective bargaining agreement.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including initiating a disciplinary process against a person for a code of conduct violation that does not involve sex discrimination but arises out of the same facts and circumstances as a complaint or information reported about possible sex discrimination, for the purpose of interfering with the exercise of any right or privilege secured by Title IX constitutes retaliation. Peer retaliation is also prohibited. Retaliation against a person for making a complaint or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures set forth above. The District shall initiate its grievance procedures upon receiving any complaint alleging retaliation.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination that sex discrimination occurred, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a complaint of sex discrimination, any complainant, any individual who has been reported to be the perpetrator of sex

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discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the complainant's and respondent's receipt of the information to which they are entitled related to the investigation and determination of whether sex discrimination occurred).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a respondent be found to have committed sex discrimination based on expressive conduct that is protected by the First Amendment.

Training

All employees, investigators, decisionmakers, facilitators of the informal resolution process, the Title IX Coordinator(s) and designees, and other persons who are responsible for implementing the Board's grievance procedures or have the authority to modify or terminate supportive measures shall receive training related to their duties under Title IX and this Policy. The training shall be provided promptly upon hiring or change of position that alters their duties under Title IX or this policy, and annually thereafter. The training shall not rely on sex stereotypes.

Training materials must be made available for inspection upon request by members of the public.

Recordkeeping

The District shall maintain for a period of seven (7) calendar years the following records:

for each complaint of sex discrimination, records documenting the informal resolution process and/or the grievance procedures followed and the resulting outcome;

for each notification that the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including notifications under 34 C.F.R. § 106.44(c)(1) or (2), records documenting the actions the District took to meet its obligations under 34 C.F.R. §106.44; and

all materials used to provide the required training.

Outside Appointments, Dual Appointments, and Delegations

The Board retains discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy including, but not limited to, Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, or facilitator of the informal resolution process.

The Board also retains discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process.

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The Superintendent may delegate functions assigned to a specific Board employee under this policy including, but not limited to, the functions assigned to the Title IX Coordinator, investigator, decisionmaker, appeal decisionmaker, and facilitator of the informal resolution process to any suitably qualified individual and such delegation may be rescinded by the Superintendent at any time.

Discretion in Application

The Board retains discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific complainant and/or respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains the discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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Appendix B: Anti-Bullying Policy

5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

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

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

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

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

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

Notification

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

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

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

Reporting

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

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

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

Implementation

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

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Procedure

Any student who believes s/he has 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.

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

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

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

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

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within ten (10) school days after a report or complaint is made.

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

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

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

Non-Retaliation/False Reports

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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.

Prevention/Training/Restorative Practices

The District shall provide, and all administrators, school employees, contracted employees and volunteers who have significant contact with students shall undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

The District will utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

- A. are initiated by the victim;
- B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");
- D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

Definitions

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

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

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

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held 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:

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- 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 (3). 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 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.

Appendix C: Protection of Pupil Rights Notice Form

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The Board of Education respects the privacy rights of parents and their children. No student shall be required as a part of the school program or the District's curriculum, without prior written consent of the student, (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

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

The Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

To ensure the rights of parents, the Board direct building and program administrators to:

- A. Notify parents of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parents to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students.
- B. Allow the parent the option of excluding their student from the activity.
- C. Report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students.
- D. Treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

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The Superintendent is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

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8330 - STUDENT RECORDS

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard student's privacy and restrict access to student's personally identifiable information.

If the parent or legal guardian of a student provides the District with notice that s/he/they have received a participation card issued by the attorney general under the address confidentiality program act, the District shall not disclose the confidential address of the student, regardless of any other provision of this policy. The Superintendent, or his or her designee, shall develop a process to ensure that a student's participation in the address confidentiality program act is appropriately noted to avoid disclosure of this information to any person or entity.

Student personally identifiable information (PII) includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board of Education is responsible for maintaining records of all students attending schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees. The Board hereby authorizes the collection of the following student records, in addition to the membership record required by law:

- A. observations and ratings of individual students by professional staff members acting within their sphere of competency
- B. samples of student work
- C. information obtained from professionally acceptable standard instruments of measurement such as:
 - 1. interest inventories and aptitude tests,
 - 2. vocational preference inventories,
 - 3. achievement tests,
 - 4. standardized intelligence tests,
- D. authenticated information provided by a parent or eligible student concerning achievements and other school activities which the parent or student wants to make a part of the record
- E. verified reports of serious or recurrent behavior patterns
- F. rank in class and academic honors earned
- G. psychological tests
- H. attendance records
- I. health records

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J. custodial arrangements

In all cases, permitted, narrative information in student records shall be objectively based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, and designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law. The term parents include legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term eligible student refers to a student who is eighteen (18) years of age or older or a student of any age who is enrolled in a postsecondary institution.

In situations in which a student has both a custodial and a noncustodial parent, both shall have access to the student's educational records unless stipulated otherwise by court order. In the case of eligible students, parents will be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); and a person serving on the Board. The Board further designates the following individuals and entities as school officials for the purpose of FERPA:

- A. persons or companies with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, or medical consultant);
- B. contractors, consultants, volunteers, or other parties to whom the Board has outsourced a service or function otherwise performed by the Board employees (e.g. a therapist, authorized information technology (IT) staff, and approved online educational service providers).

The above-identified outside parties must (a) perform institutional services or functions for which the Board would otherwise use its employees, (b) be under the direct control of the Board with respect to the use and maintenance of education records, and (c) be subject to the requirements of 34 C.F.R. 99.33(a) governing the use and re-disclosure of PII from education records.

Finally, a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) is also considered a school official for purposes of FERPA provided s/he meets the above-referenced criteria applicable to other outside parties.

Legitimate educational interest shall be defined as a direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District or if the record is necessary in order for the school official to perform an administrative, supervisory or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have a legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including any suspension and expulsion action against the student, on request to a school or school district in which a student of this District seeks or intends to enroll upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a public school or school district in which a student in foster care is enrolled. Such records shall be transferred within one (1) school day of the enrolling school's request;

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- C. provide personally-identifiable information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- D. report a crime committed by a child with or without a disability to appropriate authorities and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education records and disciplinary records including any suspension and expulsion action against the student to the authorities and school officials for their consideration;
- E. release de-identified records and information in accordance with Federal regulations;
- F. disclose personally identifiable information from education records, without consent, to organizations conducting studies for, or on behalf of the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than the representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.) Further, the following personally identifiable information will not be disclosed to any entity: a student or his/her family member's social security number(s); religion; political party affiliation; voting history; or biometric information.

This written agreement must include: 1) specification of the purpose, scope, duration of the study, and the information to be disclosed; 2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; 3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and 4) a requirement that the organization destroys all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information (other than social security numbers, religion, political party affiliation, voting record, or biometric information) is allowed under this exception, it is recommended that de-identified information be used whenever possible. This reduces the risk of unauthorized disclosure.

- G. disclose personally identifiable information from education records without consent, to authorized representatives of the Comptroller General, the Attorney General, and the Secretary of Education, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State-supported education program or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

The District will verify that the authorized representative complies with FERPA regulations.

- H. request each person or party requesting access to a student's record to abide by the Federal regulations concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such a shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced,

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unless said record is copyrighted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive an explanation and interpretation of the records.

The Board shall maintain a record of those persons to whom information about a student has been disclosed. Such disclosure records will indicate the student, person viewing the record, information disclosed, date of disclosure and date parental/eligible student consent was obtained (if required).

Upon written request by a student's parent or legal guardian, the District shall disclose to the parent or legal guardian any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records.

If the District provides any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records to any person, agency, or organization, then the District shall disclose to the student's parent or legal guardian upon his/her written request:

- A. the specific information that was disclosed;
- B. the name and contact information of each person, agency, or organization to which the information has been disclosed;
- C. the legitimate reason that the person, agency, or organization had in obtaining the information.

This information shall be provided without charge within thirty (30) days after the District receives the written request and without charge to the parent or legal guardian.

The District is not required to disclose to the parent or legal guardian, even upon written request, any personally identifiable information concerning the student that is collected or created by the District as part of the student's education records and is provided to any person, agency, or organization in any of the following situations:

- A. provision of such information to the Michigan Department of Education or CEPI
- B. provision of such information to the student's parent or legal guardian
- C. provision of such information to its authorizing body or to an educational management organization with which it has a management agreement
- D. provision of such information to or from its intermediate school district or to another intermediate school district providing services to the District or its students pursuant to a written agreement
- E. provision of such information to a person, agency, or organization with written consent from the student's parent or legal guardian or, if the student is at least age eighteen (18), the student
- F. provision of such information to a person, agency, or organization seeking or receiving records in accordance with an order, subpoena, or ex parte order issued by a court of competent jurisdiction
- G. provision of such information as necessary for standardized testing that measures the student's academic progress and achievement
- H. provision of such information that is covered by the opt-out form described above, unless the student's parent or legal guardian or, if the student is at least age eighteen (18) or is an emancipated minor, the student has signed and submitted the opt-out form referenced below

Only directory information regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent; or, if the student is an eligible student, the written consent of the student, except those persons or parties stipulated by the Board policy and administrative guidelines and/or those specified in the law.

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The Board shall be exempt from disclosure directory information, as requested for the purpose of surveys, marketing, or solicitation unless the Board determines that the use is consistent with the educational mission of the Board and beneficial to the affected students. The Board may take steps to ensure that directory information disclosed shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitations. Before disclosing the directory information, the Board may require the requester to execute an affidavit stating that directory information provided shall not be used, rented, or sold for the purpose of surveys, marketing, or solicitation.

DIRECTORY INFORMATION

Each year the Superintendent shall provide a public notice to students and their parents of the District's intent to make available, upon request, certain information known as directory information. The Board designates as student directory information:

- A. a student's name;
- B. address (except for students participating in the address confidentiality program act);
- C. telephone number;
- D. date and place of birth;
- E. major field of study;
- F. participation in officially recognized activities and sports;
- G. dates of attendance;
- H. date of graduation;
- I. awards received;
- J. honor rolls;
- K. scholarships;
- L. telephone numbers for inclusion in school or PTO directories;
- M. school photographs or videos of students participating in school activities, events, or programs.

The Board designates school-assigned e-mail accounts as directory information for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purposes (s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

The Superintendent will also develop a list of uses for which the District commonly would disclose a student's directory information and develop an opt-out form that lists all of the uses or instances and allows a parent or legal guardian to elect not to have his/her child's directory information disclosed for one (1) or more of these uses.

Each student's parent or legal guardian will be provided with the opt-out form within the first thirty (30) days of the school year. The form shall also be provided to a parent or legal guardian at other times upon request.

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If an opt-out form is signed and submitted to the District by a student's parent or legal guardian, the District shall not include the student's directory information in any of the uses that have been opted out of in the opt-out form. A student who is at least age eighteen (18) or is an emancipated minor may act on his/her own behalf with respect to the opt-out form.

Parents and eligible students may also refuse to allow the District to disclose any or all of such directory information upon written notification to the District within ten (10) days after receipt of the District's public notice.

Armed Forces Recruiting

The Board shall provide United States Armed Forces recruiters with at least the same access to the high school campus and to student directory information (names, addresses (except for students participating in the address confidentiality program act), and telephone listings of secondary students) as is provided to other entities offering educational or employment opportunities to those students. Armed forces of the United States means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request to the Board that indicates that the student or the parent or legal guardian does not want the student's directory information to be accessible to official recruiting representatives, then the officials of the school shall not allow that access to the student's directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny the release of directory information.

Public notice shall be given regarding the right to refuse disclosure of any or all directory information including to the armed forces of the United States and the service academies of the armed forces of the United States.

A fee, not to exceed the actual costs incurred by the high school, for copying and mailing student directory information under this section, may be charged to an official recruiting representative.

Directory information received under armed services authorization request shall be used only to provide information to students concerning educational and career opportunities available in the armed forces of the United States or the service academies of the armed forces of the United States. An official recruiting representative who receives student directory information under this section shall not release that information to a person who is not involved in recruiting students for the armed forces of the United States or the service academies of the armed forces of the United States.

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

Requests to the District records officer shall be presented on a standardized form developed by the armed forces of the United States requesting access to a high school campus and a time for the access. Requests should bear the signature of the ranking recruiting officer of the armed service making the request.

Whenever the consent of the parent(s)/eligible student is required for the inspection and/or release of a student's education records or for the release of directory information, either parent may provide such consent unless stipulated otherwise by court order. If the student is under the guardianship of an institution, the Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose directory information on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not sell or otherwise provide to a for-profit business entity any personally identifiable information that is part of a student's education records. This does not apply to any of the following situations:

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- A. providing the information as necessary for standardized testing that measures the student's academic progress and achievement
- B. providing the information as necessary to a person that is providing educational or educational support services to the student under a contract with the District

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town, unless a parent is prohibited from doing so due to a student's participation in the address confidentiality program act), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible students must submit a written request to the building principal at least five (5) workdays before the scheduled date of the activity. The instrument will be provided to the parent within three (3) business days of the principal receiving the request.

The Superintendent shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students from the exclusive purpose of developing, evaluating, or providing educational products or service for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment;
- B. book clubs, magazines, and programs providing access to low-cost literary products;
- C. curriculum and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. the sale by students of products or services to raise funds for school-related or education-related activities; and
- F. student recognition programs.

The Board may establish online access for the parents or the eligible student to the student's confidential academic and attendance record. To authorize such access, the parents or the eligible student must sign a release (see Form 8330 F10). This release shall remind the parents or eligible students that the account and confidential information about the student is only as secure as they keep their account information. Neither the District nor its employees will be held responsible for any breach of this policy by the parent/eligible student or any unauthorized party.

The Superintendent shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the record is inaccurate, misleading, or otherwise in violation of the student's rights;

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- C. consent to disclosures of personally identifiable information contained in the student's education records, except to unauthorized disclosures allowed by the law;
- D. challenge the Board's noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The Superintendent shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this District specifically as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation, or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board of Education delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation, or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board of Education. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

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Name (Printed) _____

Student Date of Birth: _____

NOTICE OF DIRECTORY INFORMATION OPT OUT In accordance with the Federal Educational Rights and Privacy Act of 1974 (FERPA), as amended, a student's education records are maintained as confidential and, except for a limited number of special circumstances listed in that law, will not be released to a third party without the parent/student's prior written consent. The law, however, does allow schools to release student "directory information" without obtaining the prior consent of the parent/student. If you do not want the release of certain types of directory information without your prior consent, you may choose to "opt-out" of this FERPA exception by signing the Form below. Directory information of a student who has opted-out from the release of directory information, in accordance with this policy/procedure for opting out, will remain flagged until the student requests that the flag be removed by completing and submitting a revocation of the opt out to the School.

TO: Carney-Nadeau Public School, I _____ request the withholding of the following personally-identifiable information identified as Directory Information under FERPA. I understand that upon submission of this Form, the information checked cannot be released to third parties without my written consent or unless the School is required by law or permitted under FERPA to release such information without my prior written consent; and that the checked directory information will not otherwise be released from the time the School receives my Form until my optout request is rescinded. I understand that I may not opt out of use of my student ID number because it is necessary identifying information for the School. I further understand that if directory information is released prior to the School receiving my optout request, the School may not be able to stop the disclosure of my directory information. I understand that I may request and challenge how my directory information is used by contacting the School.

____ CHECK HERE TO OPT OUT OF ALL DIRECTORY INFORMATION IDENTIFIED BELOW or CHECK THE INDIVIDUAL BOXES BELOW TO SELECTIVELY OPT OUT OF INFORMATION SHARING

- A. _____ a student's name;
- B. _____ address (except for students participating in the address confidentiality program act);
- C. _____ telephone number;

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- D. _____date and place of birth;
- E. _____major field of study;
- F. _____participation in officially recognized activities and sports;
- G. _____dates of attendance;
- H. _____date of graduation;
- I. _____awards received;
- J. _____honor rolls;
- K. _____scholarships;
- L. _____telephone numbers for inclusion in school or PTO directories;
- M. _____school photographs or videos of students participating in school activities, events, or programs.

Date: _____

Signature: _____

If under 18, a parent or guardian must sign to opt the student out.

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CARNEY-NADEAU PUBLIC SCHOOLS
(Sign & Return)

ACCEPTABLE USE OF ELECTRONIC INFORMATION, SERVICES, AND NETWORKS

A. Purpose

The purpose of this policy is to set forth policies and guidelines for access to Carney-Nadeau technology resources and acceptable use of the Internet.

B. Philosophy

In making decisions regarding access to school district technology resources and to the Internet, Carney-Nadeau considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the Carney-Nadeau technology resources and to the Internet enables users to explore thousands of libraries, databases, bulletin boards, and other resources from around the world. C-N expects that faculty will blend thoughtful use of the school district technology resources and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

C. Limited Educational Purpose

Carney-Nadeau is providing students and employees with access to the school district's technology resources, which includes Internet access. The school district network has limited educational purpose, which includes use of the system for classroom activities, professional or career development, and limited high-quality, self-discovery activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of C-N and district/school policies. Uses, which might be acceptable on a user's private personal account on another system, may not be acceptable on this limited purpose network.

D. Use of System is a Privilege

The use of the school district system and access to use of the Internet is a privilege, not a right. In order to access the system, a user must certify they have read and will comply with the use guidelines and must not have had his or her user privileges withdrawn or terminated within the twelve (12) preceding months for any policy violations. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of school district technology resources or the Internet may result in one or more of the following consequences: suspension or cancellation of use of access privileges; payments for damages and repairs; discipline under other appropriate district/school policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

E. Unacceptable Uses

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1. The following uses of school district technology resources and the Internet or accounts are considered unacceptable (please note that this list is not exhaustive and is at the discretion of school district officials):

a. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.

b. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.

c. Users will not use the school district system to access, review, upload, download, store, print, post, nor distribute materials that use language or images that are inappropriate to the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.

d. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute bullying, harassment or discrimination. This restriction will not apply to access and review of materials within the context approved research conducted under the direct supervision of a teacher for a class assignment.

e. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, nor to bully or harass another person, nor to engage in personal attacks, including prejudicial or discriminatory attacks.

f. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.

g. Users will not use the school district system to vandalize, damage or disable the property of another person or organization; will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading viruses or by any other means; will not tamper with, modify or change school district software, hardware or wiring or take any action to violate or circumvent the school district systems security; and will not use the school district system in such a way as to disrupt the use of the system by other users.

h. Users will not use the school district system to gain unauthorized access to information resources or another person's materials, information or files.

i. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords.

j. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, nor attempt to log in through another person's account, nor use computer accounts, access codes or network identification other than those assigned to the user.

k. Users will not use the school district system to violate copyright laws, or usage licensing agreements, nor otherwise to use another person's property

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without the person's prior approval or proper citation, including downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet or elsewhere.

l. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisements. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

m. Users will not use the school district system to access any material or resources that results in Carney-Nadeau receiving any unauthorized billing.

n. Users will not use excessive data storage or network bandwidth for non-school related purposes. This use includes unauthorized file downloads, Internet radio or video, peer-to-peer file sharing, chat rooms, games, instant messaging, or the transfer of unusually large or numerous files or e-mail messages.

o. Users will not use personal property to gain access to the school district system without proper authorization from a district official.

These principles and guidelines are extended to networks and information technology resources outside of the school district, which are accessed through the district network via the Internet or other means. Networks or information technology resource providers outside of the district may, in turn, impose additional conditions of appropriate use which the user is responsible to observe when using those resources.

2. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A student may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

F. Consistency with Other School Policies

1. Use of the school district systems and use of the Internet shall be consistent with school district policies and the mission of the school district.

G. No Expectation of Privacy

1. By authorizing use of the school district systems, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect no privacy in the contents of personal files on the school district system.

2. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

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3. An individual investigation or search may be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
4. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies conducted through the school district system.

H. Internet Use Agreement

1. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

I. Limitation on School District Liability

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district media or technology equipment, or for delays or changes in or interruptions of service or miss-deliveries or non-deliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

Computer use contract

Parent/ Student Sign & return ASAP

STUDENT SIGNATURE: _____

Grade _____

PARENT SIGNATURE: _____

Date: _____

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Appendix F: Athletic Code of Conduct

Participation in Carney-Nadeau Public School's (the "District") athletics is a privilege, not a right. Student-athletes are students first. When participating in District athletics, student-athletes are District representatives and are held to the highest standards. Accordingly, this Athletic Code of Conduct applies 24 hours a day, 365 days a year. Student-athletes and parents should be familiar with this Athletic Code of Conduct. By participating on any school-sponsored athletic team both student-athletes and parents agree to abide by these terms.

Athletic Director: Mr. Paul Polfus

Phone number: 906-398-3052, ext 116

Email Address: ppolfus@cnps.k12.mi.us

Available Sports

High School Football
High-School Basketball-Boys/Girls
Junior-High Basketball- Girls Boys
Volleyball
Junior-High Volleyball
High School Track-Boys/Girls
Junior High Track-Boys/Girls
High School Cross Country- Boys/Girls
Junior High Cross Country-Boys/Girls
High School Golf- Boys/Girls-
High School Softball-Girls
Cheerleading

Communication Protocol

The District has full faith in its coaches to make decisions that are in the best interest of their teams. If parents have questions or concerns about their student-athletes' sports participation, use the following protocol:

1. Wait 24 hours before contacting the coach.
2. Schedule a time to speak with the coach, either via phone or in-person, at the coach's discretion.
3. If the issue is unresolved, schedule a time to speak with the Athletic Director, either via phone or in-person, at the Athletic Director's discretion.

Concussion Protocol

The District will comply with the concussion protocol identified by MHSAA.

Athletic Code of Conduct

A student-athlete must:

1. Learn and understand the rules and regulations of your sport.

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2. Unless otherwise approved by your coach, if school is in session, attend school for the full day to be eligible to practice or play in an event on the same day.
3. Comply with the law, Board Policy, the Student Code of Conduct, the Athletic Code of Conduct, and all team rules. Failure to comply with this provision may result in suspension or removal from a team.
4. Not possess, use, or consume alcohol, tobacco, cannabis, nicotine (including a vape), or controlled substances (other than those prescribed by a physician for the student-athlete).
5. Not engage in conduct that is unbecoming of student-athletes.
6. Maintain academic eligibility as required by the Michigan High School Athletic Association.
7. Notify your coach or District athletic trainer of any injury or medical condition that may affect your athletic participation.

If a student-athlete violates any provision of the Athletic Code of Conduct, practice, game, team, or complete athletic suspension may result. Any disciplinary consequences will be at the sole discretion of the Athletic Director or designee.

If a student-athlete is suspended or expelled from school, the student-athlete is prohibited from participating in any practice or game during the suspension or expulsion.

RULES FOR ATHLETICS

I. Athletes will not begin practice or compete unless:

- A. A completed MHSAA physical examination card is on file with the athletic Director and is effective for the entire year.
- B. A signed copy of the rules for athletics form is on file in the athletic Director's office.
- C. A student must have passed (D- or above) at least four (4) academic classes (excluding physical education) at the end of the previous marking period to be eligible to participate in a sport the following semester.
- D. The rules pertaining to the Athletic Code shall be in effect for all student-athletes from the first day of the season of the sport in which they are participating until the day after the final athletic event of the season, including tournament games. Should an athlete violate the Athletic code or any rules contained therein while participating in more than one sport, any sanctions that student faces shall be applied to every sport in which he/she is currently participating.
- E. Strictly for purposes of eligibility, the boys' and girls' junior-varsity and varsity basketball seasons will both be considered to begin on November 1 on each school year. The girls' season shall then extend until the day after they have played their last tournament game of the season. Similarly, the boys' season shall extend until the day after they have played their last tournament game of the year. All rules of the Athletic Code contained herein will apply to all male and female junior-varsity and varsity basketball participants for the entirety of these aforementioned time frames.

II. The Athletic Code is divided into three categories: Major, Minor, and Other Offenses. The school may act on violations of this code with or without legal

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action.

III. Major Violations

A. Using tobacco products, consumption of alcoholic beverages, and the use of controlled substances may be illegal, hazardous to a student's health, and/or detrimental to his/her athletic performance. Therefore, any athlete, regardless of his/her age, caught using or admitting to using tobacco products, alcohol or controlled substance, OR IN POSSESSION OF THE SAME, shall be in violation of the athletic code.

B. Being present at establishments or gatherings or in vehicles where alcoholic beverages or controlled substances are present and not under the supervision of an adult(s) over the age of 21 who is/are preventing those students from gaining access to the beverages or controlled substances is a major violation of the athletic code. Students who do not leave immediately will be subject to discipline. That said, due to the difficulties administrators face while investigating these allegations--it is, for example, virtually impossible to determine who knew what and when for these types of violations--consequences shall only be administered when there is a police report, video/photographic evidence, direct confession or other such evidence of a similar weight.

* The school does not need legal action to enforce penalties.

C. Penalties:

1. First Violation: The athlete will be suspended for 1/4 of the entire season, or the remaining regular season events if there is less than 1/4 of the schedule remaining, whichever is greater. The athlete may participate in post-season contests if their 1/4 of the season suspension has been completed. (the suspension will include playoff games if necessary) For example: if the season is 20 games the suspension is for 5 games, if only 3 regular games remain the first 2 play-off games will be used to complete the suspension.

2. Second Violation: The athlete will be suspended for the remainder of season including post-season tournaments or meets.

3. Any major violation will exclude the athlete from being considered for any post-season honors. During periods of temporary suspension from a team, the athlete must attend practices as prescribed by the coach, though he/she may not suit up for games, sit on the bench/sidelines with the team, or ride the players' bus to/from an athletic event. If the violation occurs between the regular season and the post-season contests, the athlete is not eligible for post-season contests. Students simultaneously participating in two sports in one season will have the penalty assigned in BOTH SPORTS.

4. Any student suspended for one-half day or more on the day of a sporting event shall not be allowed to participate in, suit up for, ride the players' bus to or sit on the bench with the rest of his/her team during any athletic event that occurs on any day he/she is suspended for a 1/2 day or more. A player who has been suspended may not participate in any team practice, team scrimmage, team meeting, team function, may not enter the team's locker room during a game, and may not participate in any athletic event of any sort that involves interaction any form with any of his/her teammates at any time at any location on any day for which he/she has been suspended. Any variation from this rule will require written authorization from the Superintendent secured by the coach a minimum of two days prior to the day on which the event in question is set to occur. Additional sanctions may be applied by the student's coach at said coach's discretion as long as these sanctions are uniformly applied to all offenders.

IV. Minor Violations

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A. Athletes shall conduct themselves in and out of school in a manner, which makes them qualified to represent the ideals, principals, and standards of conduct of Carney-Nadeau Public School and the MHSAA. Unacceptable conduct is:

Insubordination and unsportsman-like conduct: Any athlete who is guilty of unsportsman-like behavior (i.e.; profanity, temper tantrums, etc.) or insubordination (failure to follow reasonable requests made by his/her coach or assistants) may be cited for disciplinary action.

B. Penalty:

1. The athlete will be suspended for a minimum of one (1) scheduled contest. The maximum penalty may be suspension for the remainder of the season in extreme circumstances as determined by the coach.

V. Other Violations

A. The athlete will be suspended from interscholastic athletics at any time for possession, receiving, or in any way connected with illegally gained acquiring the property of another or others.

B. Penalty:

1. The penalty will be the same as for minor violations. The athlete must, in addition, make restitution for illegally gained property and for the damage caused to the property of others.

C. Players and fans must ride the bus both to and from events unless parents make other arrangements with the Dean of Students.

VI. Seventh and Eighth Grade Athletes

A. All of the above rules will be applied on the day of the seventh and eighth grades' first basketball, cross-county or track practice until the end of that sport's regular season. This applies to all seventh and eighth grade players, statisticians and managers.

VII. Dismissal for Athletes on Days of Games

A. Home Games: Players will be dismissed at the regular time of 3:19.

B. Away Games: Players will be dismissed early only when an early dismissal time has been worked out between the administration and the coaches.

C. It will be the responsibility of players to be properly informed by their respective coaches of early dismissal.

D. Leaving school early without proper permission will be treated as "skipping school". In cases of skipping, participation in extra-curricular activities are temporarily suspended along with other make-up requirements.

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E. A player may be given permission to leave school early in other circumstances by the office, only when it is absolutely necessary.

VIII. Reporting Procedure

A. Alleged violations of the athletic code shall be reported to the Superintendent, Dean of Students, or Athletic Director, any one of whom (or any combination thereof) may then proceed with an investigation into the matter. This investigation shall include a direct questioning of any student or students either alleged to have been immediately involved or who may be a firsthand witness to same. Any student questioned shall be immediately informed at the onset of the conversation as to the nature of the allegations being made against him/her. The school shall not enact or enforce a disciplinary measure against a student athlete based on hearsay information. Acceptable forms of evidence include but are not limited to, multiple (meaning more than two) eyewitness accounts (secured independently) that offer similar versions as to what was observed, direct confessions from the accused, pictures/videos, and police reports.

IX. Academic Eligibility Rules for Athletic Activities *

A. High School

1. All participants in athletic activities (players, managers, and cheerleaders) must obtain a grade of a C- or above in all subjects during the time they are participating.
2. If a student has a grade lower than a C- they will remain eligible to play as long as they attend mandatory tutoring session on Monday, Wednesday, and Friday.
3. If a student is failing two or more classes, they must attend tutoring and will not be eligible to play until they are passing 6/7 courses.

X. Attendance

A. In order to participate in an athletic contest, students must be in attendance for at least ½ day (am or pm) on the day of the contest. If the event occurs at a time that precludes the possibility of a student attending at least a half day of school, the student will need to be in attendance for the entire portion of the school day that precedes the contest. Requests to stray from this policy must be made three school days in advance by a parent and approved by the Dean of Students.

B. Students who return to school from an athletic event before the school day has ended must attend all remaining classes for that day.

B. Junior High

1. The quarterly report and grades will be used to determine eligibility.
2. To participate in any extra curricular activity (including those other than sports) a student must have passed (D- or above) at least four (4) academic classes (excluding physical education) at the end of the previous marking period.

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3. If a student did not achieve passing grades in at least four (4) academic classes, that student will be ineligible for one (1) week. After one (1) week the student's academic performance in each class will be reviewed to determine if he/she has improved in order to comply with the criteria to pass at least four (4) classes.

4. Weekly eligibility sheets will be submitted that will indicate all students failing that week. This will allow the administration to assign support to those students in order to attempt to avoid ineligibility. Weekly reports will be available Monday after school and are effective immediately.

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Carney-Nadeau Public School

Junior-High and High-School Course Catalog

2025-26

Section 1: High-School Courses

English Language Arts

English 9 (Required)—English 9 is primarily designed to improve writing, reading, speaking, and listening skills. Students will both interpret and respond to a wide variety of written works, including novels (fiction and non-fiction), essays, films, and short stories. Students will repeatedly be asked to forge connections with the works they read in class to the lives they lead outside of the classroom in the hopes of building their sense of empathy for those whose lives may be vastly different than their own. Grammar, spelling, punctuation, structure, word choice, and pacing will be studied and practiced but never in isolation of a larger context or broader purpose. Students will come to regard the act of writing as a skill they can utilize in life to help them reach their goals and connect with others.

English 10 (Required)--The primary goal of English 10 is to pull back the curtain, so to speak, on the writing process and to show students exactly how effective writing “works”. Through the reading of essays, short stories, articles, plays, and novels, students will learn the ways in which professional authors work to achieve the intended response from their readers. While doing so, we will focus on the components (effective openings, meaningful conclusions, transition sentences, complex sentences, effective word choice, claims, evidence that supports said claims, etc) by which writing succeeds. Students will first study the professional use of these components, and then repeatedly practice utilizing them in their own writing, always with the end goal of leading their readers exactly to where they want them to go. Students will also learn grammatical conventions, but, as opposed to learning them in isolation, these conventions will always be taught within the context of whatever formal paper they are currently writing.

English 11 (Required)--English 11 is primarily an exploration of the literary concept known as "author's purpose," which, here, we will define as the response authors seek to invoke in their audiences. Author's purpose is achieved through detail inclusion, detail omission, critical

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analysis, characterization, word choice, tone, organization, stylistics, voice, and a host of other literary techniques. Students will study the ways in which authors realize their intended purposes and then utilize these same techniques in their own writing to achieve the desired response from their own readers. In doing so, they will read articles, essays, short stories, novels and plays, and, as appropriate, watch films. The overwhelming majority of their grade in this class will stem from the quality of the completed formal work they write in response to these texts. Students will learn grammatical conventions, but, as opposed to learning them in isolation, these conventions will always be taught within the context of whatever formal paper they are currently writing.

English 12 (Required)--In English 12, students will first review the many components inherent to the concept of "Author's Purpose," which they studied in great detail in English 11, and they will begin to put those concepts to work within their own writing to achieve their intended purposes. To that end, students will frequently write to an audience that extends well beyond their teacher, be it via cover letters for a job application, scholarship essays, or responses to essay questions on college admission forms. They will also write several papers in which they take a position on a contemporary issue in the hopes of convincing their readers to agree with their stance. These positions will be informed by in-class readings of novels, essays, and short stories, as well as documentaries and the occasional film.

Mathematics

Algebra I (Required)--Algebra 1 topics include recognizing and developing patterns using tables, graphs and equations. In addition, students will explore operations on algebraic expressions and apply mathematical properties to algebraic equations. Students will solve problems using equations, graphs and tables to investigate linear relationships.

Geometry (Required)--In Geometry, students will examine and explore many new mathematical concepts. The foundations of the real number system will be established as we set to work proving various theorems and studying several axioms that make up what we know as the set of real numbers. Three-dimensional analyses of common shapes and figures will be performed as we distinguish between linear, planar and 3-D spaces.

Algebra II (Required)—In Algebra II, introductions to functions, matrices, trigonometry, and probability & statistics are covered in this class along with in-depth studies of linear equalities and functions such as quadratics, polynomials, exponentials and logarithms. Powers, roots, and radicals are explored further as well. The course is a good culmination of high school

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mathematics, but also acts as an excellent platform from which to advance to college level mathematics.

Personal Finance (Required, Senior Level Math Course)--This course will introduce the learner to the basic skills, knowledge, and context of financial decision making. Financing consumption and purchasing decisions are covered, as are insurance, risk management, and building wealth. The costs of using credit will be explored as we study the major financial decisions that most face throughout life; from starting your first savings account, to estate planning and retirement.

Math Interventions 9 (Elective)--Students will have the opportunity to review and further explore previous mathematical concepts including those from Algebra 1; such concepts include but are not limited to recognizing and developing patterns using tables, graphs and equations, operations on algebraic expressions, applying mathematical properties to algebraic equations, problem solving using equations, graphs and tables, investigating linear, quadratic and exponential relationships.

Social Studies

U.S. History 9 (Required)-- This course will be a study of the United States and its history from the post-Civil War era to the present day. Common topics to be covered with be: Reconstruction, Republican Rule, Settling the West, The Rise of Industry, Immigration to America and its Consequences, The Rise of Cities, America as a World Power, The Progressive Movement, World War I and its Aftermath, The Jazz Age, The Great Depression, Roosevelt and the New Deal, Origins and the study of World War II, The Cold War, Postwar America, The New Frontier & The Great Society, The Civil Rights Movement, The Vietnam War, The Nixon Years, The End of the Cold War, The Persian Gulf War, Modern Times and 9/11.

Government/Economics (Required)-- This course is designed with U.S. Government being taught first semester and Introduction to Economics the second. U.S. Government starts with the principles of government, moves through the various government branches and how they affect the decision making of politicians. Texts, primary documents, videos, and worksheets are utilized to reinforce the objectives taught. Students are put into the position of policy makers and thus learn how they have to follow various procedures and the avenues available to them when formulating legislation. During the economics portion of the course students are introduced through general economic principles. They are guided through the process of individual budgeting as opposed to the budgeting process of the nation as a

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whole. Students are also given life related economic issues, and how they affect their life decisions.

World History 11 (Required)-- This course is a comprehensive review of important societies, religions, eras, conflicts, and developments which encompass the world. This world history course is broken down into 5 main units. Ancient Civilizations, the Middle Ages, the Renaissance and Reformation, Age of Revolutions, and World War II to the present.

Current Events—(Elective)-- This course will feature daily news articles from CNN 10 or the Daily Press newspaper. Students will report on an article that is discussed in either of these sources daily. Every 4-6 weeks they will choose an article previously reported on and research it more in depth. We will do projects, such as posters on current news issues. Students will also spend time watching documentaries that pertain to current events in the news, and they will write a short summary of what they viewed each day along with their opinion on the matter.

Criminal Justice—(Elective)--This class will be an introduction to the criminal justice system. We will start by looking at the system's origins and foundations and the rule of law through four separate aspects: sociological root causes of crime, law enforcement, the judicial system, and corrections. The juvenile justice system will also be studied. Throughout this course we will research crimes and write reports as a means to determine their underlying sociological cause and to determine how similar crimes can be prevented in the future. To this end, we will also be analyzing documentaries on specific cases. Periodically, we will be joined by guest speakers who work within the criminal justice system to come in and give an overview of what their jobs entail.

Science

(Note: Beginning in the 2025-26 school year, Biology and Chemistry will be respectively taught at a higher grade level than they have in the past. Whereas Biology had been a required course for 9th graders and Chemistry a required course for 10th, beginning in the 2025-26 school year, Biology will be a required 10th grade class, and Chemistry will be a required class in 11th grade. This transition stems from both the increased rigor of these courses and the fact that many of our transfer students from neighboring schools come to us in 10th grade having not yet taken biology or in 11th grade having not taken Chemistry. To facilitate this change, and in order to avoid any grade levels repeating a course, during the 2024-25 school year Physical Science is being taught at both the 9th and 10th grade levels and is a required course for both classes. Beginning in 2025-26, Physical Science will only be a course required for students in 9th grade. In this manner, no student will have repeated a required science course, and all students will

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have had multiple opportunities to complete the three science courses we require for graduation as well as a fourth, elective science class they may take at their own discretion.)

Biology (Required)—In Biology, students will learn and practice the principles of scientific inquiry as we study Cellular Structure, Function, Energy, and Reproduction; Genetics; and the History of Biological Diversity. This course includes bookwork and hands-on lab activities.

Chemistry (Required)—In Chemistry, students will learn and practice the principles of scientific inquiry as we study Matter and Change, Scientific Measurement, Atomic Structure and the Periodic Table, and Chemical Bonding. This course includes bookwork and hands-on lab activities.

Physical Science (Required)--This course will focus mainly on chemistry concepts. We will learn and practice the principles of scientific inquiry as we study the Atoms, Elements, Chemical Bonding, Chemical Reactions and Equations, Mixtures, Solubility, and Acid Base Solutions. This course includes bookwork and hands-on lab activities.

Science Careers/Yearbook (One Semester Each, 1/2 Credit, Elective)-- This is an elective class to explore the known and lesser known science related careers. As such, the course will focus on the following activities and tasks:

- Research presentations on different science careers
- Writing lab reports
- Guest speakers/Skype a Scientist
- Watch TED Talks/documentaries/podcasts
- Possible field trips such as visiting the DNR, wastewater treatment, hydrodam, science museum etc.

In Yearbook, students will gain, develop, and master skills in one or multiple areas of the yearbook creation process. Whether they're interested in page design or photography, copywriting or marketing, or any other skill required to create a memorable yearbook, students will be able to come to class every day and learn by doing. Outside of developing these individual skills, we're also working towards a single, shared goal: to create the most memorable yearbook **CNPS** has ever seen. Students will also learn filming and film editing skills to produce the weekly CNPS News segment.

Veterinary Science: The Care of Animals

Science | High School

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

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Agricultural Science

(Note: This is a certified Career and Technical Education Program)

Botany (Elective)— Botany class includes the study of structures, functions, and relationships of plants. Students construct explanations and arguments to classify plants into major plant taxa and determine their relationships, adaptations, and change over time. Students investigate and analyze data to explain how plants interact with and depend upon their environment for survival. The final semester also includes the benefits of plants in landscape design, principles of design, agribusiness skills and careers. Students will also engage in leadership and skill development related to the agriscience industry which can be further developed through involvement in the Carney-Nadeau Chapter of the National FFA Organization. All students are encouraged to have an SAE(Supervised Agricultural Experience) project that will often continue throughout the summer. Ex: livestock projects, landscaping, entrepreneur projects and more).

Food Nutrition and Home/Farm Maintenance (Elective)—

Semester I:

Emphasis is on Kitchen and food safety, food prep, individual nutrition needs for health promotion and disease prevention, food sources of nutrients, current nutritional issues and diet analysis for both humans and animals. Also includes U.S. & International Food systems, food security, sustainable agriculture and food safety. careers.(elective, science, or substitute for a language credit) >(this course offered every 3 rd year in rotation with other electives)

Semester II:

This course covers **fundamentals of maintenance and repair of home/farm facilities** A course that introduces basic tool ID, tool safety, home and ag shop safety, residential electrical wiring (safety, permits and installation), introduction to small engines (parts, functions, tools and safety), chainsaw safety and maintenance, and home/farm seasonal/winterizing preparations and more. (this course offered every 3 rd year in rotation with other electives)

Foreign Language

Spanish 11-12 (Required)-- Spanish 1 teaches students introductory vocabulary using written, oral, and practical applications. Students learn to communicate about themselves, their school environment, and describe their likes and dislikes. They focus on day-to-day means of communication as well as learning standard Spanish grammar. Students also take a deep dive into Hispanic and Latin cultures in America and around the world.

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American Sign Language 1A

World Languages | High School

This is the first course in a two-course sequence and focuses on everyday communication in American Sign Language for the Deaf. It introduces students to the basic signs, techniques, and cultural knowledge, which will support the students to start signing beginning level conversational ASL. Each lesson is built upon a familiar topic such as family, self and friends so that students will find meaningful connection to the lessons. Students will be asked to use various media tools including online resources, online dictionaries, a web cam, and the web-based Video Notes tool in Brightspace in order to record their performance in assignment submissions throughout the course. Students will be producing their own signing videos to demonstrate their learning. The goal of this course is to help develop fundamental ASL skills, and to understand Deafness, knowledge, and interest that students will need to advance to the higher levels of ASL courses.

American Sign Language 1B

World Languages | High School

This is the second course in a two-course sequence and focuses on everyday communication in American Sign Language for the Deaf. It continues to introduce students to the basic signs, techniques, and cultural knowledge, which will support the students to start signing beginning level conversational ASL. Topics addressed in the course include information about the Deaf culture, communication problems associated with deaf individuals, and the linguistic heritage of the Deaf community and its influence on our own culture. The online text includes many videos that include role-playing conversations as well as vocabulary. Students will be asked to use various media tools including online resources, online dictionaries, a web cam, and the web-based Video Notes tool in Brightspace in order to record their performance in assignment submissions throughout the course. Students will be producing their own signing videos to demonstrate their learning. The goal of this course is to help develop...

French 1A

World Languages | High School

In French 1A, students will begin their language-learning journey by gaining the skills needed to talk about themselves and the world around them. The theme for the course is Ma vie (My Life). Students will learn to introduce themselves, share some basic personal information, talk about their family and friends, discuss what they like to do for fun, and describe their daily routine at home and school. Throughout the course, students will follow along on the fictional journey of three students learning French, seeing them in school, at home, and in other parts of their daily lives. French 1A is the first semester of a two-semester course. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use, with grammar being learned implicitly through input and meaning-based activities.

French 1B

World Languages | High School

In French 1B, students will continue their language learning journey by exploring the French-speaking world. Students will use the language to learn about the cultural practices and products of France while independently conducting research on another French-speaking location of their choice. Throughout the course, students will follow the fictional journey of three students and their teacher, as they themselves explore and share what they've learned about French-speaking cultures. It's important that students be able to relate to what they are learning about French-speaking cultures, and be able to make comparisons with their own perspectives and experiences. For that reason, in conjunction with the research component, students will learn the vocabulary and structures necessary to be able to talk about their own lives. As they progress through each lesson, students will find a balance between using French to express themselves and understand others. French 1B is the second semester of a...

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German 1A

 World Languages |  High School

German 1A is the first semester of a two-semester course. In German 1A, students will begin their language-learning journey by gaining the skills needed to talk about themselves and their immediate environment. Students will learn to introduce themselves, share some basic personal information, talk about their family and friends, discuss what they like to do for fun, and describe their daily routine at home and school. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is put on German-speaking cultures around the world, with grammar being learned implicitly through input and meaning-based activities. Throughout the 4 Modules, each containing 3 units, students' language learning is guided by Can Do statements which focus on specific language abilities, such as "I can greet others and introduce myself."

German 1B

 World Languages |  High School

German 1B is the second semester of a two-semester course. In German 1B, students will continue their language-learning journey by gaining the skills needed to talk about themselves, their immediate environment, and German-speaking communities. Students will learn to share some basic personal information about topics including healthy eating habits, family traditions, and pop culture preferences. In addition, students will gather information about a German-speaking community and use this information for a presentation. To prepare for this students will gain the skills necessary to discuss culture, geography, and governments. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is put on German-speaking cultures around the world, with grammar being learned implicitly through input and meaning-based activities. Throughout the 4 Modules, each containing 3 units, students' language learning is guided by Can Do statements which...

Spanish 1A

 World Languages |  High School

This is the first semester of a two-semester course sequence. In this course, students will gain the skills to talk about themselves and the world around them. Students will learn to introduce themselves, as well as describe their family and friends, what they like to do for fun, and their daily routines at home and school. Throughout the course, students will meet three fictional characters and some of their Spanish-speaking friends who will share their experiences in school, at home, and in other parts of their daily lives. The class takes a proficiency-based approach, informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use, and grammar is taught implicitly through input and meaning-based activities. Grammar concepts taught include present tense conjugations (with some stem-changers), gustar (and similar verbs), possessive adjectives, adjective agreement, estar + prepositions,...

Spanish 1B

 World Languages |  High School

This is the second semester of a two-semester course. In Spanish 1B, students will continue their language learning journey by exploring the Spanish-speaking world, all while learning the vocabulary and structures to be able to express themselves and talk about their own lives. In every unit, students will make comparisons between products and practices of Spanish-speaking cultures and their own perspectives and experiences. The class takes a proficiency-based approach which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use. Grammar is learned implicitly through input and meaning-based activities. The course will incorporate grammatical concepts including: continuing use of present tense conjugations (including stem-changers), imperatives, indirect/direct object pronouns, and a brief introduction to past tense.

Music/Band/Performing Arts

7-12 Grade Band (Elective)--Through performance in band, students will continue to develop instrument specific techniques, listen to recordings of professional musicians, make musical

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decisions based on knowledge of varying styles and genres, evaluate the quality of musical performances, and learn how to convey a composer's intent to an audience through the use of musical techniques.

The goals of the Carney Nadeau Band Program are:

1. To study, rehearse, and prepare music to the highest level of understanding and excellence so that students can experience the excitement of sharing musical gifts with others through performance.
2. To provide students with an opportunity to be a part of the greater whole – to know that each individual is equally important to the success of the entire group.
3. To learn about ourselves through the journey of studying, preparing, and performing music that will help make us better people.

Music Appreciation (Required)--Music Appreciation is an exploration in the materials and masterworks of great music, from Medieval Chant to Contemporary Popular styles. Students begin by studying the elements of music (pitch, melody, rhythm, harmony, form, etc.) then learn about the instruments of the orchestra and build a comprehensive vocabulary with which to understand and evaluate musical expression. Students will survey Western Civilization musical history, from the Middle Ages through the present time. Students will become aware of musical form, the great works and composers of Classical music, Pop, Rock, and Jazz, and music theater, ultimately becoming a better music listener.

Guitar 1A

Visual & Performing Arts | High School

Have you ever dreamed of playing the guitar? Whether you love music, want to play guitar for your family and friends, or desire to be a music star, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Ariel, will guide you through each step of this journey towards becoming a skilled guitarist and musician. This course can be used as a performing/fine arts credit to meet the art requirement for high school graduation.

Guitar 1B

Visual & Performing Arts | High School

Have you ever dreamed of playing the guitar? Whether you love music, want to play guitar for your family and friends, or desire to be a music star, this course is a great place to start. No prior music experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Student guides, Carlos and Ariel, will guide you through each step of this journey towards becoming a skilled guitarist and musician. This course can be used as a performing/fine arts credit to meet the art requirement for high school graduation.

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Visual Art Comprehension I

Visual & Performing Arts | High School

Building on the educational outcomes of Visual Arts in elementary and middle school education, high school art prepares students for personal development in the arts, the construction of a body of work that may be instrumental in admission to higher education and professional development. The Visual Arts/Comprehensive I course introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

Health/Physical Education

Health/and Physical Education 9 (Required)--Health 9 is a one-semester course that satisfies half of the one credit required for graduation as stipulated by the Michigan Merit Curriculum. Health 9 expands on the foundations learned in Health 7-8, by further exposing students to the Michigan Model of Health curriculum. Within this curriculum, students analyze and discuss basic nutrition, decision making skills, coping mechanisms regarding mental and emotional health, injury prevention, drug awareness, communicable and noncommunicable diseases, and reproductive health. The purpose of this course is to equip students with the knowledge they need to make wise choices concerning their body and wellness. To that end, the Physical Education portion of this curriculum emphasizes healthy living and social-emotional wellness through the promotion of physical activity, strength training and conditioning, and active play. The activities/learning in which students engage are designed to promote their health and wellness here in the present but to promote a mindset that encourages a healthy, active lifestyle and mental wellness in the years to come. Students will also engage in leadership and skill development related to the agriscience industry which can be further developed through involvement in the Carney-Nadeau Chapter of the National FFA Organization. All students are encouraged to have an SAE(Supervised Agricultural Experience) project that will often continue throughout the summer. Ex: livestock projects, landscaping, entrepreneur projects and more).

Technology

Technology 10 (Elective)--This high school technology course provides critical tech knowledge and skills that will make a difference in student learning and life. Lessons are designed to be self-paced, platform-agnostic, aligned with core subjects, and themed to the topics important to high school students. Lessons focus on coding, debate, engineering, financial literacy, Genius Hour, Google Earth, image editing, infographics, Internet searches, math, presentations, Photoshop, robotics, SketchUp, spreadsheets, visual learning, webtools, word processing, writing ebooks, and more.

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The textbook we are using is Technology Curriculum, High School Book 1, by Ask a Tech Teacher. There are three books in the series. All books include three foundational topics that are considered critical to student technology success:

- keyboarding
- digital citizenship
- problem-solving

Vocational Education

(Note: 11th and 12th grade students at CNPS have an opportunity to take a 7th hour class in Welding/Woodworking through a partnership we share with the North Central Area School District, a neighboring school seven miles to our North. The descriptions below originate in the North Central Course Catalog).

WELDING/Woodworking Cabinet making (One Semester Each, ½ Credit Each,

Elective): WELDING offers a curriculum leading to careers in the welding industry. StuWelding and fabricating dents will explore three different welding methods and learn welding and general metal fabrication and metal shop safety. The first area covered will be Oxy-Acetylene welding/cutting. The second method will be TIG welding and the final area will be traditional Arc or (Stick) welding. Students will gain a basic understanding and proficiency level in each of these areas. Small fabrication or repair projects will be allowed as time permits. All safety equipment and supplies are included. Beginning welding is a hands-on class. Students will be practicing and producing welds for self and teacher evaluation. Students are encouraged to give each other feedback as well as helping each other when needed. A shop atmosphere promoting teamwork is one of the goals of this class.

Woodworking and Cabinetmaking is an overview of the field of wood technology. This is an excellent foundation course for a career in woodworking or construction. It is designed to instruct students in the areas of reading project drawings, knowledge of woods and uses, calculations of materials, numerous joinery designs, wood lamination and project procedures. A major emphasis will be placed on shop safety, proper hand and power tool usage and wood processes. This course provides students with an in-depth introduction to the woodshop and the student will gain practical knowledge needed to work on their own projects or continue on with lifelong skills in woodworking and construction. Students will construct various teacher assigned projects as well as the opportunity to create, design and build personal projects of their choice with teacher guidance and close supervision.

Dual Enrollment

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(Note: High School Students at Carney-Nadeau Public School have the opportunity to take online college-level courses for credit through a partnership we share with Bay De Noc Community College. The costs of these courses are paid for by Carney-Nadeau Public School)

The 2024-25 course catalog for dual-enrollment classes is available here:

https://mybay.baycollege.edu/ICS/Community/Default_Page.jnz?portlet=Course_Schedules&screen=Advanced+Course+Search&screenType=next%22%20target=

Section II: Junior-High Courses

English

English 7—English 7 serves as a continuation in the Bookworms Literacy Learning curriculum that students are first exposed to when they enter Kindergarten. Students will read a wide variety of novels—both fiction and non-fiction—in a wide variety of genres as a means to sharpen the comprehension and analytical skills they will be employing to greater effect in high school and beyond. Whole group and partner reads are employed throughout the course and are typically followed by group discussions. Portions of the class have students segmented into groups for tiered interventions and differentiated instruction. Rhetorical devices such as tone, voice, word choice, grammar, punctuation, pacing, structure are repeatedly practiced within the context of major papers

English 8—English 8 serves as a continuation in the Bookworms Literacy Learning curriculum that students are first exposed to when they enter Kindergarten. Students will read a wide variety of novels—both fiction and non-fiction—in a wide variety of genres as a means to sharpen the comprehension and analytical skills they will be employing to greater effect in high school and beyond. Whole group and partner reads are employed throughout the course and are typically followed by group discussions. Portions of the class have students segmented into groups for tiered interventions and differentiated instruction. Rhetorical devices such as tone, voice, word choice, grammar, punctuation, pacing, structure are repeatedly practiced within the context of major papers

Mathematics

Math 7— This is a math class designed to build on and review skills learned prior to 7 th grade, and also to build new skills required for the introduction to Algebra. It goes through the objectives of

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Ratios, proportions, per cents, integers, rational numbers, multiple step equations, on to Geometry and the various parts of figures. The course finishes up with units on probability and statistics. All of the previously mentioned standards are worked on and related to real life situations through word problems and practical applications.

Pre-Algebra 8-- In the course of Pre-Algebra students will explain proportional relationships and use number lines and coordinate planes to reason with integers. Additionally, students will develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. The laws of exponents are studied in order to begin to find solutions to simple exponential equations. This is a perfect “getting ready” course leading to an understanding and mastery of Algebra I in high school.

Science

Science 6-- This is a year long required course for 6th grade students. This course will focus mainly on earth science concepts and will dip into biology to prepare for 7th grade. We will learn and practice the principles of scientific inquiry as we study the Solar System, Earth and Earth Systems, Natural Resources, Classifying Life, and Genetics. This course includes bookwork and hands-on lab activities.

Science 7-- This is a year long required course for 7th grade students. This course will focus mainly on biology concepts. We will learn and practice the principles of scientific inquiry as we study the Classification of Life, Cell Structure and Function, Reproduction in Organisms, Genetics, Biological Change Over Time, and Human and Plant Systems and Reproduction. This course includes bookwork and hands-on lab activities.

Science 8-- This is a year long required course for 8th grade students. This course will focus mainly on physics and chemistry concepts. We will learn and practice the principles of scientific inquiry as we study the Laws of Motion, Energy, States of Matter, Atoms, Elements, and Chemical Bonding. This course includes bookwork and hands-on lab activities.

Social Studies

Social Studies 7— This course provides students with an opportunity to learn the diverse history that has shaped our world, this course investigates the evolution of civilization from the rise of ancient empires through the 21st century. The course helps students form connections between diverse areas of the world using the themes of trade, migration and centers of world power.

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U.S. History 8--History 8 is a course that starts with geography and the ways in which it influences how and (of course) where people live and then transitions to the early exploration and settlement of the Americas. It dives deep into the efforts and struggles by which our nation was forged, and then concludes in 1865 at the start of the Civil War. Lessons are taught in conjunction with a textbook, outside articles, video clips, journaling, and discussion on events that have happened during this period in our nation's history, particularly those that continue to shape our world today.

Agricultural Science

7th & 8th Grade Agriculture, Food and Natural Resources—These are introductory courses regarding where our food comes from, how to be good consumers and an understanding of our natural resources in the Upper Peninsula. Students will learn about common agricultural animals, wildlife, pets, crops, vegetables, other food sources, careers etc. Topics will rotate between odd and even years in order to allow both grade levels to take both courses. Students will also engage in leadership and skill development related to the agriscience industry which can be further developed through involvement in the Carney-Nadeau Chapter of the National FFA Organization.

All students are encouraged to have an SAE(Supervised Agricultural Experience) project that will often continue throughout the summer. Ex: livestock projects, landscaping, entrepreneur projects and more).

Music/Band/Performing Arts

6th Grade Band--The 6th Grade Band is our beginning band program. This instrumental music course is designed as an introduction to the basics of performing on a wind or percussion instrument. Students prepare for and participate in concerts, developing skills specific to the instrument they play. The course includes note reading, basic music vocabulary, and beginning music theory. In addition to listening to, describing, and performing music from a variety of cultures, students demonstrate a knowledge of performance etiquette and work together in an ensemble.

Health/Physical Education

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Health/PE 7—Health/PE 7 is a yearlong course that makes use of the Michigan Model for Health as its core curriculum. As such, this class blends instruction on how to live a healthy, sustainable lifestyle with lessons pertaining to student mental health, positive decision making, and coping with stress/trauma with more hands-on learning in the form of physical activity. The former focuses on the functions of bodily systems, personal healthcare, nutrition, wellness and social-emotional awareness, while the latter pertain more to encouraging an active lifestyle through exercise, games, and competitive sports.

Health/PE 8—This yearlong course utilizes the Michigan Model for Health as its core curriculum and continues to build upon lessons and instruction from Health/PE 7 by diving deeper into the facets of healthy living, social-emotional awareness, and maintaining an active lifestyle. These aspects are not taught in isolation, but are blended throughout each class period in order to provide students with a balance of intellectual learning and physical activity.

SEL/Study Skills

SEL/Study Skills 7-- This junior high-level course is designed to help students build essential skills for both school and personal success. Students will work independently on coursework and participate in activities that focus on mindfulness, understanding emotions, managing time effectively, and thinking critically. Topics such as group dynamics and personal health and wellness are covered in a way that supports teamwork and encourages healthy habits. Through practical lessons and independent practice, students will learn tools to handle academic and personal challenges with confidence, setting a strong foundation for their future studies.

SEL/Study Skills 8-- This junior high-level course is designed to help students build essential skills for both school and personal success. Students will work independently on coursework and participate in activities that focus on mindfulness, understanding emotions, managing time effectively, and thinking critically. Topics such as group dynamics and personal health and wellness are covered in a way that supports teamwork and encourages healthy habits. Through practical lessons and independent practice, students will learn tools to handle academic and personal challenges with confidence, setting a strong foundation for their future studies.

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World Languages

French 1A (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. In French 1A, students will begin their language-learning journey by gaining the skills needed to talk about themselves and the world around them. The theme for the course is Ma vie (My Life). Students will learn to introduce themselves, share some basic personal information, talk about their family and friends, discuss what they like to do for fun, and describe their daily routine at home and school. Throughout the course, students will follow along on the fictional journey of three students learning French, seeing them in school, at home, and in other parts of their daily lives. French 1A is the first semester of a two-semester course. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice...

French 1B (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. In French 1B, students will continue their language learning journey by exploring the French-speaking world. Students will use the language to learn about the cultural practices and products of France while independently conducting research on another French-speaking location of their choice. Throughout the course, students will follow the fictional journey of three students and their teacher, as they explore and share what they've learned about French-speaking cultures. French 1B is the second semester of a two-semester course. The class takes a proficiency-based approach which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use, with grammar being learned implicitly through input and meaning-based activities.

German 1A (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. German 1A is the first semester of a two-semester course. In German 1A, students will begin their language-learning journey by gaining the skills needed to talk about themselves and their immediate environment. Students will learn to introduce themselves, share some basic personal information, talk about their family and friends, discuss what they like to do for fun, and describe their daily routine at home and school. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is put on German-speaking cultures around the world, with grammar being learned implicitly through input and meaning-based activities. Throughout the 4 Modules, each containing 3 units, students' language learning is guided by Can Do statements which...

German 1B (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. German 1B is the second semester of a two-semester course. In German 1B, students will continue their language-learning journey by gaining the skills needed to talk about themselves, their immediate environment, and German-speaking communities. Students will learn to share some basic personal information about topics including healthy eating habits, family traditions, and pop culture preferences. In addition, students will gather information about a German-speaking community and use this information for a presentation. To prepare for this students will gain the skills necessary to discuss culture, geography, and governments. The class takes a proficiency-based approach, which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is put on German-speaking cultures around the world, with grammar being learned implicitly through...

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Spanish 1A (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. This is the first semester of a two-semester course sequence. In this course, students will gain the skills to talk about themselves and the world around them. Students will learn to introduce themselves, as well as describe their family and friends, what they like to do for fun, and their daily routines at home and school. Throughout the course, students will meet three fictional characters and some of their Spanish-speaking friends who will share their experiences in school, at home, and in other parts of their daily lives. The class takes a proficiency-based approach, informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use, and grammar is taught implicitly through input and meaning-based activities....

Spanish 1B (MS Cohort)

 World Languages |  Middle School

This course fulfills 1/2 credit of the world language content standards required for high school graduation under Michigan Merit Curriculum (MMC) guidelines. This is the second semester of a two-semester course. In Spanish 1B, students will continue their language learning journey by exploring the Spanish-speaking world, all while learning the vocabulary and structures to be able to express themselves and talk about their own lives. In every unit, students will make comparisons between products and practices of Spanish-speaking cultures and their own perspectives and experiences. The class takes a proficiency-based approach which is informed by current language acquisition research and the ACTFL performance descriptors for novice language learners. A heavy focus is placed on meaningful language use. Grammar is learned implicitly through input and meaning-based activities. The course will incorporate grammatical concepts including: continuing use of present tense conjugations (including stem-changers), imperatives, indirect/direct object pronouns, and a brief introduction to...

Exploring a World of Languages

 World Languages |  Middle School

In this course, students will experience a variety of world languages especially relevant to those who live in North America. After learning about how languages are acquired and how world languages are connected, students will explore the basics of German (a historical relative of English), Spanish (the 2nd most spoken language in the US and a predominant language in Central/South America), French (an official language of Canada), and ASL (an American dialect of a non-verbal language). The purpose of this course is for students to experience firsthand some of the similarities and differences among four important world languages so that they are ready to make an informed decision about which language they may wish to study to fulfill their Michigan Merit High School Graduation Requirements and so that they feel confident and excited about continuing their language studies. The content and assessments align with the Michigan Merit Curriculum World Languages...

Electives

STEM Tools for the Future (w TinkerCAD)

 Other |  Middle School

You've probably heard of STEM, but what exactly is it? STEM is the process of applying a combination of science, technology, engineering, and math and brainstorming, building, testing, and seeking answers through research. In this course, you'll begin to develop these skills and learn how STEM can shape the future and even solve the world's biggest problems through innovation. Seems pretty cool, right? Let's start digging for answers into this groundbreaking subject!

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Middle School Digital Art and Design

 Visual & Performing Arts |  Middle School

The world is filled with so many different forms of art - including digital art. In this course, you'll explore this special genre of art found in everything from advertising to animation to photography and beyond. Additionally, you'll tap into your creative side to create digital art and make it come alive!