



**MANCELONA MIDDLE SCHOOL
PARENT / STUDENT HANDBOOK
2025-2026**

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SCHOOL HOURS
Office hours: 7:30-4:00
Middle School doors open: 7:55AM
Breakfast begins: 8:00AM

Mancelona Middle School

STRONG KIDS, STRONG EDUCATION!

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MISSION STATEMENT

Mancelona Middle School is a caring and respectful learning community which holds high expectations for all to achieve their personal best. Through our dedicated system of support, we are creating lifelong learners who will have a positive impact on the world.

BELIEFS

1. The primary function of education is teaching and learning through thinking.
2. Each student can learn and achieve regardless of previous academic performance, family background, socio-economic status, race or gender.
3. The school experience contributes positively to each student's intellectual, social, behavioral, physical, and emotional development.
4. Effective communication and participation are necessary among members of the school and community in order to achieve the middle school mission.
5. Administrators, teachers, and support staff make a key difference in the quality of education each student receives.
6. Family involvement enhances the quality of education and learning programs for our students.
7. There is a positive correlation between student academic achievement and staff expectations.
8. A quality educational program depends upon the selection of the materials and continual professional development.
9. Time for collaborative long-range planning, curriculum development and collegial discussions is essential to quality education.
10. School board policies and decisions are essential in guiding the middle school mission and planning.

STATEMENT OF VISION

1. We are the stewards of education within an outstanding school district, which includes all staff.
2. We primarily serve the students in fifth through eighth grade, as well as the community of Mancelona Public Schools through a quality, research-based education program.
3. Our primary reason for existence is to improve the quality of instruction offered to our students.
4. We believe in emphasizing a solid foundation of academic focus in an atmosphere of support and concern for each student as a learner with individual academic, social, and emotional needs.
5. We believe in providing facilities and resources that promote the teaching and learning of our whole curriculum.
6. We believe in providing opportunities for students to explore a variety of methodologies for learning.
7. We will help our students reach their highest learning potential.
8. We will provide quality curricular programming for each student.
9. We will live according to our values of excellence, service, and commitment to our students

EDUCATIONAL GOALS

1. To provide a cooperative academic community that facilitates the opportunity to develop the skills necessary for learning, creative thinking, problem solving, leadership, and personal expression..
2. To provide an atmosphere in which the individual is encouraged to respect the dignity and uniqueness of self and others.
3. To encourage classroom situations that provide for the individual differences and capabilities of students.
4. To develop the skills necessary to become self-directed, responsible learners.
5. To foster the ability to make rational decisions and accept the consequences of such actions.
6. To be able to live and work together in a SPIRIT of cooperation.
7. To understand the rights, privileges, responsibilities, and duties of citizenship.
8. To provide a variety of experiences and the opportunity to explore interests within the curricular areas.
9. To present opportunities for the student to participate in a variety of social and extracurricular activities, to explore personal interests, to learn to use leisure time, and to develop a sense of social responsibility and sportsmanship.
10. To develop the capabilities to adjust successfully to an ever-changing society.

MANCELONA PUBLIC SCHOOLS BOARD OF EDUCATION

Mr. Burt Thompson	President
Mrs. Amy Derrer	Vice-President
Mrs. Kim Musselman	Secretary
Mr. Gerald Clark	Treasurer
Mr. Tom Ross	Trustee
Mr. Jim MacQuarrie	Trustee
Ms. Mindy Bisson	Trustee

I. MMS School Day

SCHEDULE

7:55AM- School Doors open

8:20AM- Classes Begin

11:23AM-11:58AM- 5th/6th Grade Lunch
12:02PM-12:21PM- 7th/8th Grade Lunch
3:20PM- School Dismissal

CLASSES

Core Classes

Every Middle School student will be enrolled in four core classes: English Language Arts (ELA), Mathematics, Science, and Social Studies

Rotations

Throughout the school year, students will have at least one class period that they will rotate through classes like physical education, art, band, STEM, and many others.

Before and After School Expectations

Students should not be on the Mancelona Public School grounds before 7:45AM unless the student has a specific school sponsored activity the student must attend. Students need to be off school grounds by 3:25 p.m. unless the student has a specific activity they are attending.

Morning/Breakfast Routines

Students arriving between 7:55 and 8:20am (start of the school day) will have the opportunity to get breakfast from the cafeteria. Students electing to not get breakfast are expected to be in the gym with their respective grades. Students are not permitted to be in the hallways or other parts of the building during this time.

II. Attendance

REPORTING

If a student is to be absent from school, it is the responsibility of the parent to contact the school by 9:30 a.m. This confirms to school personnel that parents are aware of the absence. If the office has not been notified by 9:00 a.m. of the absence, it will be considered unexcused and an

automated call may be generated for any student who is marked absent if notification of absence has not been received.

Students with ten (10) consecutive unexcused absences will be dropped from enrollment.

Students with a health condition that causes repeated absences must provide the office with an explanation of the condition from a registered health care professional. Any consecutive or non-consecutive absence after ten (10) days due to illness will require a healthcare provider's note.

EARLY DISMISSAL/DEPARTURES AND LATE ARRIVALS

Students will only be released to adults listed as an emergency contact.

END OF THE DAY TRANSPORTATION CHANGES

Any end of the day transportation changes (Ex. student getting picked up instead of riding the bus) must be communicated with the MMS office by 2:30pm to ensure information is relayed to the student.

WORK MISSED DUE TO ABSENCE

Work assigned when the student was present in class is expected to be submitted upon the student's return. Makeup work is the responsibility of the student. A student is expected to ask their teachers for the work missed during absences. Students who are absent for an extended period of time have one day per absence to turn in homework assignments.

Otus

Teachers will be utilizing Otus, an online platform. Otus will allow students to access all of the academic material they may have missed while they were absent. Our students are familiar with Otus and access it regularly during school hours. Please contact your child's teacher should you have questions or concerns.

ABSENCE AND TARDY POLICY

Tardy Policy

Students are considered tardy if they are not inside the classroom and seated when the class is scheduled to start. Because excessive tardiness interferes with the educational process, tardiness will count as part of attendance in class, and the following disciplinary procedures will be used:

- Students will be allowed 2 tardies for each class during the quarter. Upon receiving the 3rd (as well as 4th and 5th) tardy in the same class, students will be assigned a lunch reflection and receive 1 General Misconduct point. Sixth and consecutive tardiness may result in more severe consequences or actions.

- Once a student is more than 10 minutes late for a class, the tardy becomes an absence.

Unexcused absences: If the office is NOT notified of an absence, it will be considered an unexcused absence.

Excused absences: If the office is notified by a parent or guardian of an absence, it will be considered excused.

Skipping Class: Failure to attend class will result in a student/parent/office staff communication and the student forfeits the opportunity for making up the work/credit during that period and will receive a consequence based on the student code of conduct.

III. Health Information

When to Keep Student at Home

Ill children who come to school compromise the health of their classmates and school population as a whole. Because of this, we ask that you help decrease the spread of illness by adhering to the following:

- Children need to stay home at the beginning of an illness.
- A child should be fever free without medication, for at least 24 hours before returning to school

Examples of signs of illness:

- Vomiting
- Fever of 100.4 or greater
- Diarrhea
- Headaches
- Unusual or unexplained rashes
- Skin eruption
- Unusual flushness
- Sore throat

Emergency Information

Please keep the school posted of all current phone numbers (home and work). If you do not have a phone, it is very important that you give us the phone number of someone who could reach you in case of an accident or if your child becomes ill at school. Please provide more than one phone number. If a telephone number is changed or disconnected, please update your information with the school.

Lice, Nits, and Bed Bugs - Policy 8541

A. Lice and Nits

MMS is a nit-free building. Students with lice and/or Nits will be sent home. The District will notify the student's parent/guardian and provide educational materials on head lice prevention and treatment. The student will be readmitted to school after treatment so long as the parent/guardian transports the student to school and district personnel do not find any live lice/nits on the student. Students are not permitted to ride the bus until this process has been completed.

B. Bed Bugs

If a District official suspects that a student's clothing or belongings contain bed bugs, the school nurse or other District official may visually inspect the student's clothing or belongings. Any bugs found should be removed and collected for identification. If a live bed bug is discovered, the District will notify the student's parent/guardian and provide educational materials on bed bug prevention and treatment.

If a student's clothing or belongings are infested by bed bugs, the student will be excluded from school until the parent/guardian has confirmed that successful treatment has occurred or other remedial steps have been taken to ensure that bed bugs are not brought to school.

If bed bugs are found in a classroom or elsewhere in the school building, the building principal or designee will notify the parents/guardians of all students in the affected school building and will provide information on bed bug prevention and treatment.

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the school's emergency procedures.

The law requires the school to send home a child who is ill. When your child shows signs of illness, it is important for parents to cooperate with their school and pick their children up in a timely manner.

When a student requires prescription or over-the-counter medication at school, the following procedures apply (Policy 5330):

1. The student's parent/guardian must annually submit a written request and consent form as required by the District.
2. All medications must be in the original container.

When a student requires District-administered medication, the following procedures apply:

1. The student's parent/guardian must annually submit a healthcare professional's written instructions that include student name, medication name, medication dosage, and method and time of administration. A parent/guardian must promptly communicate any changes to the healthcare professional's written instructions to the building principal or

designee. A “healthcare professional” means a licensed physician, certified nurse practitioner, or physician assistant.

2. Medication must be administered by a school administrator, teacher, or other appropriately designated school employee in the presence of a second adult, unless the medication is administered by a licensed registered professional nurse employed by the District or there is an emergency that threatens the student’s life or health.
3. District employees may only administer medication to a student according to the written instructions from a healthcare professional.
4. Medication must be stored in a container that identifies the student’s name, medication name, dosage, and frequency of administration. Information must match the healthcare professional’s instructions.
5. Each school must maintain a medication administration log. The log must include the student’s name, the name and dosage of each medication, and the date and time each dose is administered.

IV. ACADEMICS

Admission / Enrolling in the School- Policy 5111

In general, Michigan state law requires students to enroll in the school district in which their parent or legal guardian resides.

The following grading system is used:

Grading Scale

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

*Rounding will occur at the tenth position for .5 and above. For example, 82.5% will become 83%.

Homework- Policy 2330

Homework is intended to facilitate and support student learning of concepts or skills found in the curriculum. Building principals or designees may adopt building- or grade-specific homework guidelines, which will be communicated to students, parents/guardians, and teachers. Teachers may consider a student's homework performance in determining a student's grade

Report Cards- Policy 5420

Mancelona Middle School sends report cards each nine weeks and progress reports at the midpoint of each marking period. Each progress report and report card will show your child's grades as well as important attendance information. Semester grades are used for determining final class grades.

Academic Progress

Parents are highly encouraged to obtain family access to PowerSchool to receive academic progress for their child.

Academic Dishonesty- Policy 5500

Definitions

- **Academic Dishonesty:** Any act that misrepresents a student's knowledge, skills, or effort, or undermines the integrity of the academic process, including but not limited to:
 - a. **Plagiarism:** Using another person's words, ideas, or work (e.g., from texts, websites, peers, or other sources) without proper attribution or citation.
 - b. **Unauthorized AI Use:** Submitting work generated or significantly altered by AI tools (e.g., chatbots, text generators, or other AI platforms) without explicit teacher permission or proper acknowledgment.
 - c. **Cheating:** Copying another student's work, using unauthorized materials during assessments, or providing/receiving unauthorized assistance.
 - d. **Falsification:** Altering grades, answers, or data, or misrepresenting information in academic work.
- **AI Tools:** Software or applications that use artificial intelligence to generate text, solve problems, or produce content, such as chatbots, writing assistants, or problem-solving platforms.

Guidelines for AI Use

The use of AI tools in academic work is permitted only when explicitly authorized by the teacher for a specific assignment. When permitted, students must:

- Cite AI-generated content in accordance with district-approved citation standards (e.g., MLA, APA, or as directed by the teacher).
- Use AI tools as a supportive resource (e.g., for brainstorming or research) rather than to complete assignments in their entirety.

- Ensure submitted work reflects their own understanding and effort. Unauthorized use of AI tools constitutes academic dishonesty and is subject to the consequences outlined in this policy.

Consequences for Academic Dishonesty

Violations of this policy will result in academic and disciplinary consequences.

V. DISCIPLINE POLICY

The School District strives to maintain a safe and effective learning environment for students and the community while fulfilling its obligation to educate all students, including those who exhibit misconduct or behaviors that disrupt safety or educational services. The Board of Education's policies on student misconduct and this Student Code of Conduct aim to achieve this balance. However, these documents do not restrict the School District's legal authority.

This Student Code of Conduct aligns with Michigan law, Board of Education policies, and Administrative Regulations issued by the Superintendent. In case of any inconsistencies, Michigan law takes precedence over both Board policies and Administrative Regulations, and Board policies take precedence over Administrative Regulations.

Student Code of Conduct – Policy 5500

This Student Code of Conduct serves as a guideline and is subject to the discretion of the school administration and the Board of Education.

Restorative Practices and Disciplinary Considerations – Policy 5610

As required or permitted by Michigan law, the administration will consider restorative practices as an alternative or complement to suspension or expulsion. The disciplinary consequences outlined in this handbook do not limit the District's authority to impose more or less severe measures based on the specific circumstances of each case and the following factors:

1. The student's age
2. The student's prior disciplinary record
3. Whether the student has a disability
4. The severity of the behavior
5. Whether the behavior created a safety risk
6. Whether restorative practices are appropriate to address the behavior
7. Whether a less severe intervention would effectively address the behavior

This handbook does not restrict the District's authority to discipline a student for inappropriate conduct at school, even if the behavior is not explicitly listed in this section. Based on the specific circumstances, additional athletic or extracurricular sanctions may be applied, consistent with the relevant handbook or rules. Additionally, a student who engages in a prohibited act which violates law may be referred to the appropriate legal authority.

Prohibited Acts

Unless otherwise specified, the penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on a number of factors, including: the severity of the conduct; the impact of the conduct on the school and surrounding community; applicable Board of Education policies; and state and federal laws.

Alcohol, Marijuana, and Chemical Substances

A student shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under any degree of influence (legal intoxication not required) of any alcoholic beverages, marijuana, or other intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

Arson

A student shall not burn or attempt to burn any tangible property or intentionally set a fire on school property or cause or attempt to cause an explosion on school property

Bullying and Hazing

Students are prohibited from engaging in conduct, whether written, verbal, or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing. The Board of Education has adopted a policy on bullying as a part of Policy 5207 and a policy on hazing as part of Policy 5203. "Hazing," for the purpose of this Student Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

Coercion, Extortion, and Blackmail

A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

Criminal Acts

A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

Criminal Sexual Conduct

Description -- A student shall not commit criminal sexual conduct, as defined by MCL 750.520b-e and g. Penalty -- Administrative intervention to permanent expulsion, in accordance with MCL 380.1311.

Discriminatory Harassment A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats, or insults, etc.) as outlined in Board Policy 0145.

Disruption of School

A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall the student engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction. While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.

- Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;
- Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;
- Preventing, attempting to prevent, or interfering with the convening or continued functioning of any class, activity, meeting, or assembly;
- Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety, and welfare of others on school property or at a school sponsored activity.

Damage of Property or Theft/Possession

A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person.

Dangerous Weapons

A student shall not possess a dangerous weapon in a weapon free school zone.

Dress

A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others or disruptive to the educational process.

Drugs, Narcotic Drugs, and Counterfeit Substances

A student shall not manufacture, sell, possess, use, deliver, transfer, or be under the influence (legal intoxication not required) of any drug, narcotic drug, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance, or a controlled substance analogue intended for human consumption. A student shall not sell, deliver, or transfer, or attempt to sell, deliver, or transfer any prescription or non-prescription drug, medicine, vitamin, or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies, etc.), nor shall a student use or possess these substances for an improper purpose. A student shall not sell or represent a legal substance as an illegal or controlled substance or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

Electronic Communication Devices and Laser Pointers

Districtwide, students are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, offices, and other locations where students and staff have a reasonable expectation of privacy. Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration. Students are expected to use good judgment when using or possessing active electronic communication devices while participating in extracurricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or hallways.

Failure to Comply with Directions of School Personnel

A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers, or persons acting as a chaperone or in a supervisory capacity.

Failure to Cooperate

A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this Student Code of Conduct, other codes of conduct, and/or building rules. No student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse a personal search, to testify, or otherwise cooperate with School District personnel in any disciplinary proceeding.

False Alarms

A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report.

False Allegations

A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

Falsification of Records

A student shall not use the name of another person or falsify times, dates, grades, addresses, or other data on School District forms or records. A student shall not provide false, misleading, or inaccurate statements or information on School District forms or records.

Fighting, Assault, and Battery on Another Person

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to a school employee, (including substitute and student teachers), student, volunteer, chaperone, or other person (e.g., fighting).

Fireworks, Explosives, and Chemical Substances

A student shall not possess, handle, or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person.

Improper Communications

A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers, or visitors to the school building. The prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

Indecency

A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety

Lookalike Weapons

A student shall not possess, handle, or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

Misconduct Prior to Enrollment

An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was: (a) a resident of another district; (b) enrolled in another school; (c) outside of school hours; or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

Personal Protection Devices

A student shall not possess, handle, or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

Trespassing, Loitering

A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

Smoking/Tobacco/Vape

A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in the student's possession or under the student's control, tobacco in any form. This includes electronic cigarettes, vaporizers, or any other device that simulates smoking any type of product, regardless whether they are manufactured, distributed, marketed, or sold under any product name or descriptor. Students in possession of any such items will be referred to local law enforcement. Students in possession will also be required to complete screening/counseling in order to return to school.

Suspended Student on School Property or Attending School Activities

A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator. A student, while suspended, shall not participate in, or attend any school related activity, function, or event, held on or off school property, without the prior permission of a building administrator. In the event that a suspended student violates the terms of the suspension, the student will be required to re-serve the suspension period for each instance in which a violation occurred.

Violation of Acceptable Use Policy

A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

Violations of Building's Rules and Regulations

A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

Weapons and Dangerous Instruments

A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, blackjack, baton, martial arts device, paintball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

Classroom Insubordination and Disorderly Conduct

This is an example of one common procedure for most insubordination and disorderly conduct:

1st offense - Redirection of desired behavior by teacher

2nd offense - A warning by the teacher

3rd offense - Referral to administration by the teacher

4th offense - Parents contacted by the teacher and/or RTP coordinator.

Police Investigations & Arrests- Policy 5540

The School District cooperates with local police authorities in the interest of the welfare of all citizens and the school community. Parents will be notified if police arrest or wish to question their student in school. The timing of parental notification will depend on the circumstances, taken as a whole.

Due Process- Policy 5611

The District will provide students due process to the extent required by state and federal law before a student is suspended or expelled. All District administrators must respect student due process rights. If a District administrator determines that an emergency exists that requires the immediate removal of a student from school, the administrator may contact the student's parent/guardian or local law enforcement or take other measures to have the student safely removed from school. The administrator must, as soon as practicable thereafter, follow the procedures outlined in this Policy.

A. Building Administrator– 10 or Fewer School Days

Before suspending a student for 10 or fewer school days, an administrator must:

1. provide the student verbal notice of the offense the student is suspected to have committed, and;
2. provide the student an informal opportunity to 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.

B. Superintendent or Designee– 11 to 59 School Days

Before suspending a student for more than 10 school days but less than 60 school days, the Superintendent or designee must provide the parent/guardian 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.

C. Board Suspension or Expulsion- 60+ School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent/guardian 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/guardian or student at least 3 calendar days' notice before the hearing. The parent/guardian 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 or expulsion under either the student code of conduct or this Policy and that suspension or expulsion is the appropriate consequence. The Board's decision is final.

DISCIPLINARY LEVELS

The following behaviors may be grounds for disciplinary action any time the student is under the jurisdiction of the school. Infractions are divided into (5) disciplinary levels. These offenses result in disciplinary action ranging from lunch reflection to suspension/expulsion from school. The following behaviors may be grounds for disciplinary action at any time the student is under the school's jurisdiction. Infractions are divided into five disciplinary levels. These offenses result in disciplinary actions ranging from lunch detention to suspension or expulsion from school.

ADMINISTRATION HAS THE AUTHORITY TO VARY THE ABOVE RULES AND CONSEQUENCES WHEN "SPECIAL CIRCUMSTANCES" EXIST; RESTORATIVE PRACTICES WILL BE CONSIDERED WHEN APPROPRIATE INSTEAD OF ASSIGNING POINTS.

Level 1 (1 point)

- Cell phone violation - 1st offense
- Use of electronic devices (ex. Airpods, smart watches, gaming devices, etc.)
- Disruptive behavior - causing minor disruption
- Dress code violation (or, student will change into dress code compliant behavior)
- Gambling - all forms of gambling are prohibited on school property
- Hall pass misuse/abuse
- Hat/hood - 1st offense
- Horseplay - physical action that could lead to minor injury
- Inappropriate location/Out of Bounds Area
- Inappropriate language/profanity not directed at an individual
- Misuse of materials/supplies/equipment
- Not prepared for class
- Refusal to participate in class
- Possession of classroom accessories that are not permitted - backpacks, bags, coats, and purses
- Public display of affection (PDA) - 1st offense

- Tardy - 3, 4, or 5 tardies in one class per semester
- Unkind behavior toward others

Level 2 (2 points)

- Bullying language/harassment level will increase to possible removal from school, including expulsion, based on the severity of bullying/harassment
- Cell phone violation - 2nd Offense
- Cell phone violation - 3rd Offense or greater
- Disrespectful/rude/discourteous behavior
- Disruptive behavior - causing major disruption
- Horseplay - physical interaction that could lead to major injury
- Leaving class without permission
- Misuse of school property
- Profanity/Vulgarity/Obscenity - inappropriate language, gestures, pictures, etc. (level may be increased based on severity)
- Public display of affection (PDA) - 2nd Offense
- Refusing to follow a reasonable request/directive
- Skipping lunch detention/reflection
- Skipping class - 1st Offense
- Tardy - 6+ tardies in one class per semester

Level 3 (3 points)

- Destruction of school property (level may be increased based on severity)
- Insubordination - defiance of school personnel (level may be increased based on severity)
- Possession or use of a lighter
- Providing false information to administration
- Skipping class - 2nd Offense
- Unlawful use of copyrighted material (level may be increased based on severity)

Level 4 (4 points) Law enforcement may be notified, and students with these offenses may be suspended

- Coercion, extortion, blackmail
- Displaying forms of gang indicia - symbols, graffiti, clothing, etc.
- Disrespect or defiance of school administration
- Failure to cooperate with administration
- False alarms - issuing, by word or act, a false or misleading report of fire or other danger
- Fighting - participating in a physical altercation that does not result in bodily harm
- Instigation - using words or actions that could, or do, lead to physical altercation
- Gross misbehavior or persistent disobedience - conduct that is deliberate or detrimental to the normal function of a program or activity
 - Recurrent use of profane or obscene language
 - Persistent skipping of classes

- Continual disruptive conduct in the classroom, building, or school grounds
- Personally offensive behavior - using language or behavior that reduces the work or dignity of another person in a discriminatory or harmful manner. This includes bullying, cyberbullying, harassment (sexual or other), hazing, or racism.
- Physical assault against another student - participating in a physical confrontation by inflicting or attempting to inflict bodily harm, regardless of the instigator
- Possession of/or use of alcohol, marijuana, dab pen, tobacco, or vape
- Possession or use of a weapon (not otherwise considered a “dangerous weapon” - pocket knives with blades less than three inches in length that do not open with a mechanical device, razor blades, chemical agents (including but not limited to pepper spray, mace, stun gun, electric shock device, etc.)
- Sexual misconduct/harassment
- Theft - stealing or dishonestly acquiring the property of another
- Threats of violence to school personnel
- Trespassing
- Unethical or illegal use of computers, computer networks, or telecommunications
- Vandalism
- Verbal assault - using derogatory or inflammatory language to insult another
- Videotaping, recording, or taking pictures with any electronic device (including cell phones) in areas where cell phones are not permitted (classrooms, bathrooms, locker rooms, etc.)
 - Any recording or photographing of a student during school hours or at a school event, including but not limited to:
 - A student committing an act subject to discipline
 - Without the subject’s permission
 Taking/sharing/posting a video/photo of another student may be considered harassment and may be dealt with under harassment guidelines
- Vulgarity - obscene or vulgar acts by pupils in verbal or written form, pictures, gestures, or caricatures

Legal infractions - all other acts prohibited by law may incur up to 10 days OSS or recommendation for expulsion (based on severity) and parents, as well as law enforcement will be notified

Students who are assigned an ISS or OSS will not be allowed to participate in any after school activities - including practices, games, and dances - on the date(s) of the suspension.

Level 5 (5 points) Law enforcement may be notified, and students with these offenses may be removed from school.

- Arson
- Bomb threat
- Criminal Sexual Conduct
- Distribution/sale of vapes, dab pens, e-cigarette products

- Possession, use, or distribution/sale of illicit drugs, narcotic drugs, and counterfeit substances
- Physical assault against a school employee, volunteer, or contractor
- Possession or use of explosives
- Possession, use, or sale of a dangerous weapon
 - The term “dangerous weapon” means a firearm (any weapon, including a starter gun) which will or is designed or may readily be converted to expel a projective by the action of an explosive; frame or receiver of such weapon; any firearm muffler or firearm silencer; or any destructive device), dirk, dagger, stiletto, ironbar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles.

The consequences for too many “**General Misconduct**” points are:

- A student who accumulates 5 points or fewer will receive the appropriate consequence, which may include detention, with the possibility of suspension.
- Once 5 points have accumulated, a student will meet with their grade level teachers, behavior interventionist, and/or administration in a restorative circle to discuss, develop, and document a plan going forward (Plan #1).
- Once 10 points have accumulated, a student will meet with teachers, behavior interventionist, school social worker, and administrator. The Plan will be revised and documented as Plan #2 (e.g., Check In Check Out or a Behavior Contract).
- Once 15 points have accumulated, a meeting will be convened with the student and at least one parent/guardian, teachers, behavior interventionist, school social worker, and administrator. The Plan will be revised and documented as Plan #3.
- Once 20-24 points have accumulated, a meeting will be convened with at least one parent/ guardian, teachers, the behavior interventionist, social worker, administrator, and the school resource officer.
- At 25+ points, the superintendent will meet with the student, at least one parent/guardian, and administrator. Students may be recommended to an alternative educational setting.

Bullying & Cyber Bullying Policy- Policy 5517

The Mancelona Board of Education believes that a safe and nurturing educational environment in school is necessary for students to learn and achieve high academic standards. Therefore, it is the policy of the school district to provide a safe and nurturing environment for all students. Appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of students, as well as administrators, faculty, staff, visitors, and volunteers

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of unlawful harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of unlawful harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

Definitions

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

Complainant is the individual who alleges, or is alleged, to have been subjected to unlawful harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who has been alleged to have engaged in unlawful harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

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).

Bullying

Bullying rises to the level of unlawful harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and the bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation, or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as:

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

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.

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

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex Education Programs or Activities is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266.

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

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Unwanted physical and/or sexual contact.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities.
- H. Speculations about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

- I. Giving unwelcome personal gifts such as lingerie that suggests the desire for a romantic relationship.
- J. Leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin.
- K. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- L. Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- M. Verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)"):

Ben Tarbutton

Teacher/Athletic Director

231-587-8551

9300 W. Limits, Mancelona Mich. 49659

btarbutton@mancelonaschools.org

Melanie Griffore

Elementary Counselor

231-587-8661

231 W. Limits Road, Mancelona, Mich. 49659

mgriffore@mancelonaschools.org

Student Search and Seizure

School officials may search a student and the student's belongings if they have reasonable suspicion that the search will reveal contraband or evidence of a violation of law, Board Policy, or rule. In rare cases, school officials may conduct a search without reasonable suspicion if there is an imminent threat of physical harm or death.

A reasonable suspicion search must be justified at its inception and reasonable in its scope. A search is justified at its inception when school officials have reasonable grounds to suspect that the search will uncover contraband or evidence of a violation of law, Policy, or rule. A search is reasonable in scope when the measures used are reasonably related to the search objectives and are not excessively intrusive in light of the student's age and sex and the nature of the infraction. School officials are not required to have reasonable suspicion to search lockers or other District property. See Policy 5771.

The building principal or designee will turn over to law enforcement illegal items and dangerous weapons and may store in a secure place any other contraband or evidence seized from a search until a disciplinary hearing.

Dress Code- Policy 5511

Clothing and dress should be appropriate, safe, and should not distract from the educational process. *If you are unsure about an article of clothing or an outfit, bring it to the office to check before wearing it to school.* Personal expression through dress and general attire must be positive, non-violent, and promote educational growth. Students in violation of the dress code will be asked to change or turn the article of clothing inside out when appropriate.

Students shall not dress or wear clothing that:

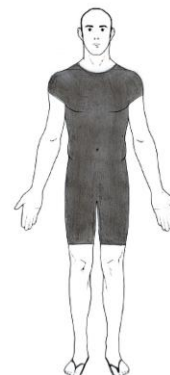
1. Presents a safety or health hazard to either themselves or others.
2. Displays disruptive symbols or slogans that either represent illegal substances or contraband; that depict violence, racism, or hate messages; that are sexually revealing; that are sexually explicit; or that are sexually harassing.
3. Causes excessive wear or damage to school property.
4. Violates community standards.

Students representing the school at an official function or public event may be required to adhere to specific dress requirements.

Examples of clothing and dress that are not appropriate for school are as follows:

- Caps, hats, gloves, hoods, and other headwear must be removed upon entering the building.
- Coats, jackets, shells, parkas, etc., should be removed and stored in lockers during the school day, unless a teacher grants special permission.

- Absolutely no alcohol, tobacco, or drug advertising. No lewd, sexual, or suggestive wording or clothing. For example, "Hooters" shirts are not permitted.
- Shoes (not slippers) must be worn at all times.
- There should be no holes in clothing in any place where shorts would normally cover. Students will be required to change clothes if the location of holes is deemed to be inappropriate by administration or office personnel. All areas of the body shaded in the diagram to the right must be covered at all times.
- Rips and tears that could be considered a safety hazard will not be allowed.
- Sleeveless apparel such as tank tops, cut-off sweatshirts (3 fingers in width for straps), or blouses with exposed midriffs are not acceptable.
- All shorts, pants, skirts, and dresses must extend below the fingertips of the student when standing with arms extended downward or within four (4) inches of the knee.
- No jewelry that is deemed dangerous or disruptive.
- All pants must be worn at the waistline.
- Clothing with metallic rivets/spikes or metallic cleats on shoes are not allowed.
- No sunglasses, unless a medical exception applies for the student's health.
- Extremely tight, revealing, or see-through clothing is not permitted. No undergarments are to be visible.
- Bandanas are not allowed.
- No gang symbols or colors are allowed.
- No disruptive symbols or slogans that depict violence, racism, or hate messages are allowed.



The dress code section above addresses most issues regarding student dress. *The rules above are not intended to be an exhaustive list; they serve as guidelines to help school administration address the dress code effectively, considering the health and safety of every student, the general order of the school system, and the proper functioning of the educational process.* Students are expected to dress in a manner that is neither distracting nor disruptive to the educational process.

Dress code rules apply to all school activities and events. Athletic attire that falls within the aforementioned areas must be suitable for the activity and limited to use in Physical Education classes and athletic facilities. Students whose attire does not meet the dress code stated above will be asked to change their clothes or will be provided with alternate clothing to wear. All dress code provisions will be applied.

Hats/Headwear

Hats are expected to be taken off when entering the building. Hats are not to be worn throughout the school day.

Offenses

1st Offense

Hat/headwear is confiscated and turned over to the office. The hat/headwear will be released to the student at the end of the day.

2nd Offense

Hat/headwear is confiscated and turned over to the office..A parent and/or guardian must pick up the hat or headwear. 1 General Misconduct point will be assigned.

3rd Offense and beyond

Hat/headwear is confiscated and turned over to the office. A parent or guardian must pick up the hat or headwear. 1 General Misconduct point will be assigned. Greater consequences and actions will be considered.

VI. GENERAL SCHOOL INFORMATION

Accidents

All accidents shall be reported to the staff member in charge, and he/she will fill out a written report to keep on file in the middle school office. If/when students require medical attention, contact will be made with the parents/guardians.

Assemblies

Assemblies are an integral part of the school program and the educational experience. They are viewed as an extension of the classroom; therefore, appropriate conduct is expected at all assemblies. Throughout the year, assemblies will be scheduled as circumstances allow.

Backpacks/Bags

All backpacks/bags/cases are expected to be placed in the assigned locker. No backpacks, cases, or large bags of any type may be carried to/from classes or to the cafeteria during the school day. Small purses may be carried but may not exceed a size which would allow textbooks and other large items to fit into. All materials such as coats, bags, books, blankets, and extra clothing are required to be in the locker issued to each student. Backpacks may be allowed if a student's needs support such an accommodation (for example, a student is using crutches).

Bikes, skateboards, electric vehicles, etc.

Skateboards are prohibited on the bus. Additionally, riding skateboards, bicycles, electric or motorized vehicles, and similar items is not permitted on sidewalks, school grounds, or in the vicinity of buses.

Bus Rules

Students are required to be present at the designated bus stop when the bus arrives. It is important to adhere to the specific bus rules displayed on the bus. Upon arriving at school, students must stay on school grounds at all times.

Cell Phones and Personal Electronic Devices

Students may use their cell phones or other electronic devices (ex. AirPods, smart watches, gaming devices, etc.) before school and during lunch and recess time. Administrative and office personnel are authorized to permit a student to possess and use a cellular phone or other personal electronic device (PED) under highly unusual circumstances, such as medical necessity. Requests for an exception based on medical necessity or other exceptional circumstances must be submitted by the parent or guardian to the Principal and require written approval. Use of the device during the school day shall be restricted to the approved exceptional circumstances described in the parent's request. Failure to follow the cell phone guidelines, such as disrupting the classroom, using a cell phone in prohibited areas, or failing to shut off a cell phone as requested by school personnel, will result in the confiscation of the phone.

The disciplinary consequences for cell phone issues are as follows:

Offenses

1st Offense

The phone or electronic device is confiscated and turned over to the office. The phone will be released to the student at the end of the day.

2nd Offense

The phone or electronic device is confiscated and turned over to the office. A parent and/or guardian must pick up the phone at the end of the day. General misconduct points will be assigned.

Repeated Offenses

With repeated offenses, additional consequences for insubordination could result in more serious disciplinary consequences, including suspension. The school will not be responsible for loss, theft, or damage to any personal property, including cell phones or electronic devices.

Cell phones are not to be used to record other students or adult staff without their consent. Unauthorized recordings and/or sharing videos with others (including social media) may be viewed as bullying and/or malicious use of technology, which have significant consequences attached to them.

Communication with Parents: School Messenger, E-mails, etc.

In the event of school closings, schedule changes, and other important information that needs to be communicated to families, we will use School Messenger. You can receive one or all of the following: Voice, text messaging, and emails that let you know of important information. Use our online service to set up your School Messenger account.

Additionally, report cards will be sent via email to parents/guardians. Please contact the Middle School Office with any e-mail or contact information changes.

Social Worker/Counselor

The middle school has a full-time Social Worker/Counselor to serve the needs of the students and/or parents. Our Social Worker/Counselor can help with a variety of problems, emotional support, student decision-making, etc. MMS parents/guardians are strongly encouraged to sign the consent form for their student to be able to meet with Social Worker/Counselor. Our Social Worker/Counselor is a valuable resource for students.

Distribution of Non-School Materials- Policy 9700

Students will not be allowed to post or distribute written or illustrative materials in the school or on school property without first obtaining permission from the administration. Solicitation is not allowed by anyone except for approved school sponsored groups.

Field Trip Guidelines- Policy 2340

Students are scheduled to attend field trips throughout the school year that are of educational and/or incentive based. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline. Some trips may be used strictly as incentives. Permission slips are required. Attending field trips is a privilege and participation is dependent on a student's behavior and citizenship. If your student will not be attending the trip, they are not allowed to be in school on trip day. Please make alternate arrangements to keep them home. All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Less than a 2.00GPA;
- Behavioral or safety concerns;
- 15 behavior points or more;
- Denial of permission from administration;
- Other reasons as determined by the school.

Food, Candy, Beverages, etc.

Students are not allowed to consume these items in class unless there is a special event in their classroom that has been approved by the teacher and principal. Opened beverage containers of any type are not allowed in lockers or hallways. Factory sealed containers of pop, juice, water, etc. may be stored in lockers as long as they have not been opened and are to be completely consumed in the cafeteria or disposed of once opened. Only water is allowed in classrooms. Energy drinks of any type are NOT allowed in school.

Guidance Services

Guidance services are available for every student. These services include assistance with educational planning, interpretation of test scores, occupational and career planning, and social/emotional/personal issues or concerns

Hall Passes

No student is to appear in the hall during class time without a hall pass by the teacher who is responsible for that student. A student may not leave the building without obtaining office approval and signing out at the office. Failure to do so may be considered a “skip”. Abuse of pass privileges may result in loss of those privileges.

Face Painting/Costumes (Halloween, etc.)

Face painting is not allowed in school except on spirit/activity days. Students are not allowed to wear costumes to school to celebrate Halloween or any other event. We will have spirit weeks, dances, etc. where dress-up is encouraged.

Lockers

Lockers will be assigned to students. Only school locks are permitted for use. Students may rent a school lock for \$5.00, and the money will be returned when the lock is returned.

MTSS at Mancelona Middle School

At Mancelona Middle School, we provide research-based instruction in all academic areas and teach students our behavioral expectations: Mancy Pride – We are Respectful, Responsible, and Engaged Learners. Students engaging in the expected behaviors receive regular acknowledgement of their appropriate behavior through our school-wide Positive Behavioral Interventions and Supports (PBIS) system. All of these efforts are recognized as Tier I supports because they are presented to all students.

When students require additional support, they are provided with research-based interventions tailored to meet their specific needs. These interventions, referred to as Tier II interventions, may include reading and math interventions, referrals to the school counselor, the school social worker, the Communities in Schools liaison, or the Mancelona Wellness Center, as well as behavioral supports such as re-teaching behavioral expectations, Check-in/Check-out, or a

behavioral contract. Our school is a Title I school, so students who struggle academically may receive support through these services. When students enter a Tier II intervention, additional, more frequent progress monitoring is used to determine whether the intervention is effective. If a student requires support that is more intensive or individualized than the Tier II supports available, they will transition to Tier III. These supports typically increase the amount of time required and the types and amount of data collected. These interventions usually include specific, intensive academic interventions or behavior intervention plans based on functional behavior assessments. If Tier III supports are needed that require specialized instruction, special education eligibility may be considered.

Parent/Teacher Conferences

Parent/Teacher Conferences are scheduled for the first and third marking periods, providing parents with the opportunity to discuss their child's progress with all of their teachers. Details about these conferences will be distributed throughout the school year.

Furthermore, if needed, additional parent/teacher conferences can be arranged at any time during the year by reaching out to the relevant teacher(s) or building administrator.

PowerSchool

Both parents and students can access PowerSchool through the Mancelona Public Schools website. PowerSchool allows you to view your child's current grades, check for any missing or late assignments, and review attendance records. If you encounter any issues accessing this site, please reach out to the office for assistance.

Retention Policy and Process- Policy 5411

Students who fail half of their core classes are subject to possible retention.

Safety Drills-- Fire, Lockdown, and Tornado- Policy 3402

Safety drills will be conducted at times determined by the school board. Students must remain silent and follow the instructions of school officials during these emergency drills. Each school is required to carry out at least five (5) fire drills, two (2) tornado drills, and three (3) lockdown drills throughout the school year. Additional drills may be scheduled at the discretion of the administration. Please note that drills will occur without prior warning to students.

Steps to Resolve Concerns

The Board policy establishes a clear hierarchy for addressing concerns. If you have an issue, please start by discussing it with the staff member directly involved. If further action is necessary, follow this order:

1. Teacher

2. School Principal or Principal's Designee
3. Superintendent or Superintendent's Designee
4. Board of Education

School personnel are committed to ensuring that complaints are resolved quickly and fairly. It is essential to report any issues as soon as they arise to facilitate an accurate resolution. Remember, unresolved issues are challenging to address if not reported promptly.

Technology Acceptable Use Agreement

Terms and conditions must be followed and signed by students, parents, and teachers responsible for setting up and using a Google account through Mancelona Public Schools. Violation of the agreement may result in any or all of the following penalties: loss of computer privileges, major disciplinary consequences, and payment for damages, including the cost of servicing equipment damaged by misuse and violation of this agreement.

Restricted Materials

Disruptive or dangerous items, as identified by the principal, are strictly prohibited in the school environment. This includes, but is not limited to, laser pointers, chains, stink bombs, and fireworks. Additionally, electronic toys, games, music players, and similar devices are not permitted in classrooms. Any actions that disrupt the learning environment will result in disciplinary measures. Please note that the school is not liable for any lost or stolen belongings.

Valuables

Students are advised to refrain from bringing valuable items to school. Items like jewelry, high-end clothing, and electronic devices can attract theft and extortion. The school is unable to ensure their safety and will not be held responsible for any loss or damage to personal valuables.

Visitors- Policy 9150

All visitors, including parents and siblings, must enter through the main entrance and proceed directly to the main office. Upon arrival, visitors should clearly identify themselves and state their purpose for being on campus. It is mandatory to sign in, providing your name, date and time of arrival, as well as the classroom or location you intend to visit. Approved visitors will receive a tag indicating their guest status, which should be worn visibly on the outer clothing.

Visitors are expected to move quietly to their designated location. Before leaving the school, all visitors must return to the main office to sign out. While on school property, all visitors are required to follow school rules. Any visitor who does not conduct themselves appropriately will be asked to leave and may face legal repercussions for trespassing or disruptive behavior.

Volunteers- Policy 4120

All volunteers at the school are required to complete the "Volunteer Background Check" (accessible in the school office) and obtain approval from the school principal prior to offering assistance. Teachers seeking parent volunteers will communicate their needs directly to parents. For opportunities to volunteer across the school, please reach out to the building principal. Additionally, all volunteers must check in and out at the main office and obtain a visitor badge before proceeding to their designated areas.

Course Descriptions

ELA

ELA5 English Language/ Reading 5

Students will explore a variety of genres and participate in various reading, listening, and work production activities in order to improve their skills in the areas of reading, writing, and grammar and spelling.

ELA6 English Language/Reading 6

This course focuses on reading, writing, speaking/listening, and language skills. Students read a variety of literary, expository, and argumentative texts and practice identifying and analyzing claims, reasoning and evidence, and author's craft. Writing and language skills are developed throughout the year with text-dependent analysis, expository, narratives, and argumentative writing tasks.

EN07 English 7

This course focuses on reading, writing, speaking/listening, and language skills. Students read a variety of literary, expository, and argumentative texts and practice identifying and analyzing claims, reasoning and evidence, and author's craft. Writing and language skills are developed throughout the year with text-based narrative, expository, and argumentative writing tasks.

EN08 English 8

This course focuses on the foundations of close and critical reading, as well as the foundations of writing. Students will read and analyze a variety of texts and genres, including novels such as *The Outsiders*, *The Devil's Arithmetic*, and *The Giver*. Students will also build upon grammar, language usage, and writing mechanics through narrative, argumentative, and research writing units.

ELA6 6th Grade Resource Room English Language/Reading

This resource room class follows the Common Core Standards for sixth grade. Most lessons are modified or adjusted in some form. We focus on reading and writing standards.

ELA5 5th Grade Resource Room English Language/Reading

This resource room class follows the Common Core Standards for fifth grade. Most lessons are modified or adjusted in some form based on an individual's Individualized Education Program (IEP). We focus on reading and writing standards.

RI57 Reading Intervention 5

This course offers tiered literacy support, with a primary focus on decoding, reading fluency, comprehension, and writing. Intensive reading supports may include Phonics for Reading,

Corrective Reading, 6 Minute Solutions Primary, SRA Reading Labs, and Common Core Reading Coach. Strategic reading supports may include REWARDS Intermediate, REWARDS Writing, Reading Success, and Common Core Reading Coach. Advanced reading supports may include Common Core Reading Coach, Writing Companion, and Literature Circles with novel studies.

Science

SCI05 5th Grade Science

This course explores our Universe and its great wonders. We learn about Earth's systems, including the Great Lakes Basin. Living systems, their structures, and the transfer of energy within various ecosystems and their elements are examined. The basic structures and properties of matter, mixtures, and solutions are investigated in this course.

SCI06 6th Grade Science

Populations and Ecosystems (organisms, habitats, energy transfer through an ecosystem, and biomes) Earth History (sedimentary rocks, igneous rocks, metamorphic rocks, interpreting rock layers and fossils to estimate the age of the earth) Gravity and Kinetic Energy (velocity, acceleration, acceleration of gravity, Newton's Laws)

SC107 7th Grade Science

Chemistry (Periodic Table of Elements, Substances, Chemical Formulas), Diversity of Life (Microscopes, Living/non-living organisms, Cells & Cell Structure, Plants) Human Body Systems (Body Systems Interactions, Nervous System)

SCI08 8th Grade Science

Waves (Compression Waves, Transverse Waves, Properties of Waves, Sound Waves), Water and Weather (Extreme Weather, Meteorology, Predictions, Density, Climate, Air Flow, Weather Maps).

Math

MA05 5th Grade Math

The students will be instructed and given practice in basic mathematical operations and problem-solving strategies in the areas of addition, subtraction, multiplication, and division of whole numbers, decimals, fractions, ratios, and proportion, and geometry.

MA06 6th Grade Math

Core Connections, Course 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory high school mathematics course. Students in Core Connections, Course 1, use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. Under the guidance of a teacher, students learn in collaboration with others, sharing information, expertise, and ideas. The course helps students develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

MA07 7th Grade Math

This course is designed to prepare students for the successful completion of higher-level high school mathematics courses. The primary focus of study throughout the 7th-grade year is based on the Common Core Curriculum Standards. Students will be focusing on expanding their understanding of the real number system by learning about integer operations and continuing to practice with fractional, decimal, and percentage values. Basic algebraic concepts, such as understanding proportional relationships, solving simple equations, and working with inequalities, will also be emphasized. Geometry concepts will be expanded from previous years to cover perimeter, area, surface area, and volume of 2- and 3-dimensional shapes. A statistical unit of study will focus on probability and the representation of data in various graphs.

MA08 8th Grade Math

This course is designed to prepare students for the successful completion of higher-level high school mathematics courses. The primary focus of study throughout the 8th-grade year is based on the Common Core Curriculum Standards. Students will begin by reviewing basic algebraic concepts, such as the order of operations and integers, which will then lead into a study of the rational and irrational number systems. The course of study increases in difficulty as students pursue learning about more in-depth pre-algebra concepts such as equations, systems of equations, and linear functions. Students are also introduced to introductory geometry concepts, focusing on the Pythagorean Theorem, translations, angle measurements, and the volume of three-dimensional shapes. An introduction to statistics is also a main focus of study this year.

MA06 5th and 6th Grade Resource Room Math

The resource room class follows the fifth and sixth grade Common Core Standards. Most lessons are modified or adjusted in some form that follows each individual's IEP plan. We use the iReady math program for math computational and application instruction.

MA78 7th and 8th Grade Resource Room Math

The 7th and 8th grade resource room helps fill the gaps in math. We cover many of the big idea concepts from the 7th and 8th grade math curricula at a more “personalized” rate. Learning targets are based on the student's IEP

Social Studies

SS05 5th Grade Social Studies

American History, beginning with the Indigenous people up through the writing of the Constitution and Bill of Rights. Civics and Economics is also included.

SS6 6th Grade World History

Students will review the tools and mental constructs used by historians and geographers. They will develop an understanding of World History, Eras 1 – 4. Geography, civics/ government, and economics content are integrated throughout the year

SS7 7th Grade World Geography

Students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics, government, and economics content are integrated throughout the year.

SS8 8th Grade History

An in-depth look at early America, spanning from the Revolutionary War through Reconstruction.

Electives

5th Grade Middle School Art

This 9 Week class explores advanced art techniques and creative expression. Students will experiment with various media (drawing, painting, sculpture, and digital art) while studying influential artists and art movements. Emphasis is placed on developing personal style, art criticism skills, and portfolio pieces. The course encourages self-reflection, collaboration, and presentation of finished work.

6th Grade Middle School Art

This class is a 9-week introductory course of the Elements of Art and the Principles of Design for middle school art students. Students will be introduced to art production, art history, art criticism, and aesthetics. They will experiment with different media and processes from the assigned projects.

FA78 7th and 8th Grade Middle School Art

This class is a semester introductory course of the Elements of Art and the Principles of Design for middle school art students. Students will be introduced to art production, art history, art criticism and aesthetics. They will experiment with different media and processes from the assigned projects.

ACA56 5th and 6th Grade STEM

Students will utilize both hands-on activities and technology to explore Science, Technology, Engineering, and Mathematics (STEM). Students will use creative design and past failures to

make continued improvements. Example projects will include programming, 3D modeling, and engineering.

ACA78 7th and 8th Grade STEM

Students will utilize both hands-on activities and technology to explore Science, Technology, Engineering, and Mathematics (STEM). They will build on prior knowledge and past experiences in the learning process. Students will use creative design and past failures to make continued improvements. Example projects will include programming, 3D modeling, and engineering.

PE56 5th and 6th Grade Physical Education

This course allows students the opportunity to learn and practice the components of fitness through a variety of fitness activities.

PE78 7th and 8th Grade Physical Education

This course allows students the opportunity to learn and practice the components of fitness through a variety of fitness activities.

BEGINNER BAND 5th Grade

Students will learn and develop basic music reading and performing skills on their selected instrument. Basic ensemble skills will begin to grow, and students will participate in various performing opportunities.

INTERMEDIATE BAND 6th Grade

Students will reinforce basic music reading and performing skills on their selected instrument. Major and minor scales, as well as more complex rhythms, will be introduced. More complex ensemble skills will be developed.

ADVANCED BAND 7th, and 8th Grade

Students will reinforce basic music reading and performing skills on their selected instrument. Major and minor scales, as well as more complex rhythms, will be introduced. Developing complex ensemble skills will help prepare them for high school band.

5th Grade Electives

Introduction to Electricity

Students will learn about electricity by first examining static electricity, the build-up of electrical charges on the surface of objects. Students will then investigate the behaviors of electricity by constructing electrical circuits using batteries, light bulbs, and copper wire.

Art History

During this elective, we will explore different artists throughout history, their masterpieces, and motivation for creating their works of art. As we wrap up each artist, students will get to use a

similar medium to create artwork of their own (water color, oil pastels, etc.) This will be an engaging, hands-on exploration of people throughout history.

Applied Mathematics

This elective course transforms a meal-budgeting activity into a project-based exploration of personal finance, where students build a simulated “life” under a fixed budget, practicing decimal operations and decision making.

6th Grade Electives

Financial Literacy & Digital Life

In this engaging quarter-long course, students will build a strong foundation in financial literacy while learning how to navigate the digital world responsibly. Through interactive online units, students will explore the basics of income, expenses, borrowing, and saving—empowering them to make informed financial decisions early in life. They'll also discover how to choose the right savings tools and develop smart money habits for the future. Alongside financial skills, students will practice digital citizenship and wellness, learning how to stay safe, respectful, and balanced in an increasingly connected world.

7th and 8th Grade Electives

Real to Reel: History Through Film

Explore the fascinating real-life events that have led to some of Hollywood's biggest blockbusters. In this class, you will learn the fascinating history behind the onscreen adventures, and you may find that the true story is even more exciting.

Personal Finance & Entrepreneurship

In this dynamic, semester-long course, students will embark on a journey to build essential life skills in personal finance while exploring the exciting world of entrepreneurship. Designed for 7th and 8th graders, the course blends interactive online units with real-world applications. Students will learn how to budget, save, and borrow wisely, plan for life after high school, and discover what it takes to start and manage their own business. Through hands-on projects and guided exploration, students will gain the confidence and knowledge to make smart financial decisions and dream big about their futures.