



LANSING SCHOOL DISTRICT STUDENT AND FAMILY **HANDBOOK**

2024-25 School Year



With four high schools, nineteen middle years/elementary schools, and one K-12 online school, the Lansing School District has a school that is just right for everyone!

For more information, visit www.lansingschools.net

K-12 School



High Schools



Eastern



Everett



Lansing Tech



Sexton

Middle Years & Elementaries



Attwood



Averill



Cavanaugh



Cumberland



Dwight Rich



Forest View



Gardner



Gier Park



Kendon



Lewton



Lyons



Mt. Hope



North



Pattengill



Post Oak



Riddle



Sheridan Rd.



Wexford



Willow

VISIT OUR
SCHOOLS!



GET SOCIAL:



Help Your Student **THRIVE**
– Get **ENGAGED!**



Here's what you can do with ParentVUE:

- See up-to-the-minute information including administrative information
- View grades, and assessment scores
- Check attendance and enter certain absences
- Communicate with teachers, and MORE!

www.lansingschools.net/parentvuestudentvue/



Here's what you can do with ParentSquare:

- Receive email, text, or app notifications
- Communicate in your preferred language
- Engage with your school community
- Sign up for parent-teacher conferences
- Send payments, sign forms, and MORE!

www.lansingschools.net/parentsquare





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Board of Education Policy Manual



<https://go.boarddocs.com/mi/lansing/Board.nsf/Public>

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Meet the Executive Team!



Ben Shuldiner
Superintendent



Sergio Keck
Deputy Superintendent
of Special Populations
and Programs



Jessica Benavides
Deputy Superintendent
of Schools



Cordelia Black
Executive Director
Culture and Climate



Kim Adams
Assistant
Superintendent of
Finance and Budget



Kristina Sleight
Chief Operating
Officer

A Message from Executive Team

Dear Students and Families,

Welcome to the Lansing School District! We wish you a fantastic 2024-2025 academic year. On behalf of the administration and staff, we are proud and excited to welcome you. Whether you are a new or returning student, we look forward to a successful year together.

At the Lansing School District, we are dedicated to providing meaningful and challenging learning experiences in an environment that fosters a passion for personal growth and academic achievement. We offer a wide range of academic opportunities and extracurricular activities to enhance your school experience and broaden your horizons. Success in school and beyond is a collaborative effort between you, the school staff, and your family. We encourage you to take full advantage of the unique opportunities we provide to help you reach your goals.

This handbook is designed to serve as a reference for district guidelines. We recommend that families review it together. The information in this handbook is also available on our website at www.lansingschools.net.

Best wishes for a great year ahead!

Our Mission

Provide a high-quality education in a culturally safe and nurturing environment that supports all students to live purposeful and fulfilling lives.

Our Vision

A high-performing, inclusive, learning environment where people work together within our culturally diverse community and focus on preparing students for engaged, purposeful citizenship.



Introduction

The Board of Education takes very seriously its responsibility to provide a safe and secure environment for the students and staff entrusted to its care. A respectful atmosphere is critical to the education process. The Board of Education adopted this Student Handbook to provide the standards and structure necessary to foster that safe educational environment in which students can learn as they mature mentally, physically, emotionally, and socially. The following principles were used in developing the Student Handbook:

1. The Handbook provides the order necessary for learning. Lack of order interferes with the focus on education. However, the Handbook should not restrict creativity or the excitement of learning.
2. The Handbook protects student and parent rights while also acknowledging their responsibilities to be good citizens.
3. The Handbook includes guidelines for addressing problem behaviors (see pages 19-22) before they become severe. The Code does not just focus on resolving extreme student misconduct problems.
4. The process is built on mutual teacher-principal-student-parent respect. The process does not compromise individual dignity.
5. Parents are responsible for the conduct of their students and must be involved in solving student problems. Students who have reached the age of 18 may elect to be responsible for their own conduct.
6. All members of the school community, including students, were involved in establishing the Handbook.
7. This Handbook considers the importance of restorative justice principles and practices and Positive Behavior Intervention Supports as a framework for addressing negative behaviors and promoting positive school culture and climate.

This Handbook complies with all relevant Michigan Department of Education policies as well as state and federal statutes regarding the disciplining of general education/special education students. The Handbook does not diminish the due process rights under federal or state law of students who have been determined to be eligible for special education programs and services or reasonable accommodation for their disabilities.

The Superintendent of Schools shall have ultimate responsibility for administering this Handbook in a consistent, fair, and reasonable manner throughout the Lansing School District.

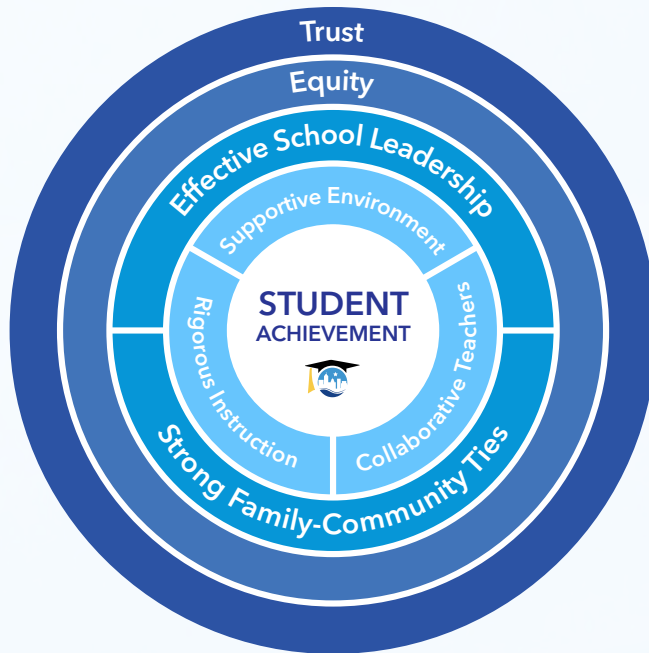
Throughout this Handbook, the Term:

- **Parent** shall be interpreted to include "parent or legal guardian."
- **Principal** shall be interpreted to include "the principal or designee."
- **Teacher** shall be interpreted to include "teacher, school substitute, or long-term substitute."


K-12 Students

In order to maintain a positive school climate for learning, a Uniform Discipline Code with Levels of Misconduct and Disciplinary Action has been developed. The principal shall notify parent(s)/guardian(s) of any suspension before it occurs. Suspended students shall be assigned homework during the period of suspension for completion and submission to the classroom teacher on the day of readmission. Note: the district reserves the right to recommend more severe discipline based on the nature of the violation

It is necessary for students and Parent(s)/Guardian(s) to understand that deviations from expected behavior may result in disciplinary action. Disciplinary action in Levels I through V shall occur in response to student misbehavior as the administrator recommends. The Principal (or designee) is responsible for recommending all disciplinary action, including In-school and Out-of-school/program Suspension. In each situation, the question of whether or not an act of misconduct occurred that warrants disciplinary action shall be determined administratively, by a school administrator or a hearing officer.



The Framework for Great Schools will:

-  Allow the district to develop a holistic, research-based approach to school support and accountability that recognizes and celebrates what schools do every day. Our approach honors the fact that students are more than just a test score.
-  Provide tailored support to schools and foster professional learning communities. Hold schools and the school system accountable for the shared goal of building capacity to drive student achievement.
-  Replace the spirit of competition with one of collaboration and establish a common language for improvement.
-  Bring together the strengths of schools and their communities to support students throughout the school day and beyond.
-  Advance educational attainment by preparing every Lansing public school graduate to compete in the 21st-century workplace.

Framework for Great Schools

Trust

Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Equity

Everyone works toward addressing inequities in our schools and outcomes. Students and families from marginalized communities feel included, respected, and able to achieve our shared goals for students.

Effective School Leadership

Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties

School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Rigorous Instruction

Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical-thinking skills.

Supportive Environment

The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers

Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Adapted from the New York City Department of Education Framework for Great Schools, derived from research by the University of Chicago Consortium on School Research.

District Calendar

AUGUST

S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

19 - Teachers' First Day
21 - First Day of School
30 - No School

September

02 - Labor Day - No School
27 - PD Day - No School

October

18 - PD Day - No School
31 - Half Day (Elementary)

November

05 - Election Day - No School
25 - PD Day - No School
26-29 - Thanksgiving Break
No School

December

23-31 - Winter Holiday
No School

January

01-03 - Winter Holiday
No School
20 - Martin Luther King Jr. Day
No School
22 -23 - Testing
Half Day (High School)
24 - Planning & Records
Half Day (All Schools)
31 - PD Day - No School

February

14 - No School
17 - Presidents' Day
No School

March

14 - PD Day - No School
21 - No School
24-28 - Spring Break
No School

April

10 - SAT Testing & ACT
WorkKeys
Juniors only A.M.
All HS students P.M.
Full day Elementary
25 - No School

May

09 - PD Day - No School
23 - Planning and Records
Half Day (Elementary)
26 - Memorial Day
No School

June

04-05 - Testing
Half Day (High School)
06 - Last Day of School
Half Day
07 - Commencement

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

S	M	T	W	T	F	S
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FEBRUARY

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23	24	25	26	27	28	

MARCH

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23	24	25	26	27	28	29
30	31					

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- ☆ Teacher's First Day
- First Day of School (K-12, ECSE)
- No School (All)
- Half Day (Elementary)
- Half Day (All)
- Testing Half Day (High Schools)
- Commencement
- Last Day of School

Subscribe to district and school specific calendars at www.lansingschools.net

Title IX Coordinators

Dewayne Burton, *Interim* School & Student-Related Complaints

✉ titleixcoordinator@lansingschools.net
☎ (517)755-2034

Erin Miracle HR & Employee-Related Complaints

✉ erin.miracle@lansingschools.net
☎ (517)755-2010

Title IX concerns can also be mailed to:

✉ Lansing School District
519 West Kalamazoo
Lansing, MI 48933

What is Title IX?

Title IX is a federal law enforced by the U.S. Department of Education and the Department of Labor. The Title IX law was passed by U.S. Congress in 1972, to prohibit sex-based discrimination and requires schools to respond to sex-based discrimination, including sexual harassment.

No person in the United States shall, on the basis of sex, be excluded from participation, or denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

www.michigan.gov/MDE/resources/title-ix

Definition of Sexual Harassment

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.

Title IX

Title IX Grievance Process

1

Reports and Complaints

Employees must promptly convey information suggesting sex discrimination to T9C. Policy requires any employee with information that may reasonably constitute sex discrimination to convey that information to the T9C within one business day. Employee must provide person alleging sex discrimination T9C's contact information and information about how to make a complaint.



Supportive Measures

Supportive measures are designed to restore/preserve equal access. Supportive measures will be provided at no cost, and available before, during, and after formal complaint or if no formal complaint is filed. Examples of supportive measures include no contact directives, deadline extensions, increased supervision or escorts, training/education, academic supports or counseling. Schools may not impose discipline against the respondent before completing the grievance process.

3

Formal / Informal Complaint

The claimant (or Title IX Coordinator) can choose to file a formal complaint. This begins the formal grievance process, which includes: investigation, hearing, and appeal. The formal complaint and notice of investigation are issued in writing to the claimant(s) and the individual reported to have engaged in the prohibited conduct (respondent). Before final decision, T9C may offer parties opportunity to informally resolve complaint without full investigation. Informal resolutions may include restricting parties' contacts or that imposes restrictions on respondent's, or participation in programs/services. T9C must still take prompt and effective steps to ensure that sex discrimination is discontinued.



Investigation & Hearing

The Investigation must be "adequate, reliable, and impartial." During the investigation, the claimant(s) and respondent(s) have an opportunity to present all relevant evidence, including witnesses in separate interviews with an investigator. Investigations can be expected to be completed within 90 days. The investigation may be delayed for "good cause" are permitted with notice to parties. "Good Cause" examples: Complexity of investigation, concurrent law enforcement investigation with time-dependent release of evidence, absence of parties or witnesses, need to provide accommodations for party or witness with a disability. At the conclusion of the investigation, both parties will be allowed an equal opportunity to the investigator's report for review. Both parties will have 5 days to access and respond. In most instances, a hearing (a virtual proceeding) is then convened by a decision maker, which may be different from the investigator.

5

Final Decision

Both the claimant(s) and respondent(s) have an opportunity to submit an appeal to the decision maker within 5 business days of the final decision. Within 5 days of receiving the responses, the appeals officer will issue their decision to the claimant(s) and respondent(s). If an appeal is not submitted, the decision maker's decision is final.



2



4

5

ABUSE AND ASSAULT

State of Michigan Sexual Assault Hotline

855-VOICES4; (855-864-2374)

or Text (866)238-1454

and TTY (517)381-8470

Sparrow Sexual Assault Nurse Examiner (SANE)

(517)364-3931

End Violent Encounters (EVE)

(517)372-5572

The Firecracker Foundation

517-742-7224

National Domestic Violence Hotline

1(800)799-7233

COUNSELING SERVICES

Carefree Medical and Behavioral

(517)887-5922

Community Mental Health

(517)346-8318

Child and Family Charities

(517)882-4000

Ele's Place for Grieving Children

(517)482-1315

CRISIS AND SUICIDE PREVENTION

Community Mental Health/ES

(517)346-8460

crisistextline.org

Text HOME to 741741

The Trevor Project LGBTQIA+

1(866)488-7386 or

Text START to 678678

suicidepreventionlifeline.org

Call 988

or Chat Online

DRUG AND ALCOHOL ABUSE

Al-anon and Alateen

(517)484-1977

or visit www.al-anon.org

Cristo Rey Counseling Services

(517)372-4700

Child and Family Charities

(517)882-4000

SAMHSA Referral for Services

1(800)662-4357

HEALTH SERVICES

Carefree Dental Clinic

1100 W. Saginaw St. Suite 6A

(517)272-5053

Central Michigan Information

All Community Resources

211

Planned Parenthood

Frاندor

(517)351-0550

Carefree Medical Clinic

1100 W. Saginaw St. Suite 5

(517)887-5922

Ingham County Health Department

5303 South Cedar Street

(517)887-4311 or visit hd.ingham.org

Willow Health Center

306 W. Willow Street

(517)702-3500

RUNAWAY/HOMELESS SERVICES

Gateway Youth Services

1(877)833-3689

National Runaway Safeline

1(800)786-2929 or chat online at 1800runaway.org

Expectations

The Lansing School District Board of Education expects students to behave in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

School Citizenship Rules

This handbook seeks to ensure that the following citizenship rules are followed:

1. Students will attend school every day, be on time, and prepared to learn
2. Students will demonstrate common courtesy, friendliness, and respect to other students and adults
3. Students will act in a manner that reflects pride in themselves, their family, and in their school
4. Students will respect the ideas, beliefs, and cultures of other people with an open mind and polite attention
5. Students will use appropriate and respectful language or gestures when addressing other students and adults
6. Students will be cooperative, attentive and supportive in class and in the halls
7. Students will help to maintain a school environment that is safe, friendly and productive
8. Students will identify themselves to school personnel upon request

Vaccines Required for School Entry in Michigan

	All Kindergarteners and 4-6 year old transfer students	All 7th Graders and 7-18 year old transfer students
Diphtheria, Tetanus, Pertussis (DTP, DTaP, Tdap)	4 doses DTP or DTaP 1 dose must be at or after 4 years of age	4 doses of diptheria and tetanus or 3 doses if 1st dose given at or after 1 year of age 1 dose Tdap at 11 years of age or older upon entry into 7th grade or higher
Polio	4 doses (3 if dose 3 was given at or after 4 years of age)	
Measles, Mumps, Rubella (MMR)*	2 doses at or after 12 months of age	
Hepatitis B*	3 doses	
Meningococcal Conjugate (MenACWY)	None	1 dose at 11 years of age or older upon entry into 7th grade or higher
Varicella (Chickenpox)*	2 doses at or after 12 months of age, current lab immunity, or history of varicella disease	

*If the child has not received these vaccines, documented immunity is required.

Source: www.michigan.gov/-/media/Project/Websites/mdhhs/Folder2/Folder18/Folder1/Folder118/School_Req_for_Parents.pdf?rev=ce1a8f1ee9454802858071afe83dd2a0

Equal Education Opportunity

It is the policy of this District to provide an equal education opportunity for all students.

Parent Involvement

As a parent or guardian, your involvement in your child's education can:

1. Help your child achieve a high-quality education
2. Increase your satisfaction with the school
3. Increase teachers' morale

A positive attitude by families and teachers contributes to your child's academic success!

Student and Parent Rights and Responsibilities

1. The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.
2. Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child accomplish his/her educational goals.
3. Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the principal, teacher, or secretary of the school community.
 - i. Adult students (age eighteen [18] or older) must follow all school rules.
 - ii. If residing at home, adult students should include their parents in their educational program.

Parents/Guardians – Get Involved if Able!

Use your voice and stay informed through our parent organizations!

Parent Community Advisory Council (PCAC)



Parents, staff, and community leaders can join to provide important input to district leaders.

Parent University



Sign up for our free workshops designed to establish the best possible outcomes for our students!

PCAC and Parent University meet at
Dr. Halik Center
4200 Wainwright Ave.

Schedules are published online.
Navigate to the Office of School Culture
page or call (517) 755-2800 to learn more.



Rights

1. To be educated in a healthy and safe environment
2. To participate in the educational process in a climate that is free from fear, harassment, intimidation, disruption, and violence
3. To expect that school rules will be enforced in a consistent, fair, and reasonable manner
4. To have access to review the student's cumulative records (Students under 18 may participate in such a conference; those 18 and above may request a conference without their parents being present)
5. To expect that school staff will investigate reports of any infringement upon student and parent rights and respond in a timely manner
6. To make up all work missed due to an absence or suspension
7. To request an educational conference with school personnel
8. To present complaints, incidents, problems, grievances, or petitions to the principal and to receive an initial response within three (3) school days after receipt of same by the principal
9. To receive accommodations for health issues and concerns, especially for students with chronic health conditions (i.e. medications, wellness checks, and interventions)

And Your Responsibilities



Responsibilities

1. To respect self and others, as well as district and community property
2. To respect school rules and participate in discipline proceedings when appropriate
3. To schedule an appointment to review records at a mutually acceptable time
4. To report any violation of student/parent rights to school staff
5. To make up work resulting from an absence or suspension
6. To participate in an educational conference with school personnel
7. To pursue grievances through established procedures
8. To adhere to the guidelines regarding when to keep a sick child at home
9. To provide medication information to the school offices (i.e. the school nurse) including medical documentation of need for accommodations. (It is important that a completed and signed Authorization of Medication at school form for prescription medication or a completed and signed Over the Counter medication form is provided to the school).
10. To provide workable emergency phone numbers and reliable emergency contacts for student emergencies.

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of unlawful harassment, including sexual harassment. The District does not tolerate sexual harassment or other forms of unlawful harassment. This commitment applies to all School District operations, academic and extra-curricular programs, and activities. All students, administrators, teachers, staff and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct that occurs during an academic or extra-curricular activity sponsored by the Board on school property, a school bus, or at another location if such conduct occurs during an event or activity sponsored by the Board.

Any individual wishing to report a violation of the harassment policy should contact: Anti-Harassment Compliance Officers (on page 5).

The Lansing School District, where appropriate, will provide additional support to students reported to be victims of sexual harassment or sexual assault. This support includes (but is not limited to) no-contact orders or changes in student schedules to protect the student. Additionally, the district will offer counseling support, supplemental academic support, and resources to students who have been subjected to or who have engaged in sexual-based harassment and/or to the harasser.

Employees who fail to report suspected harassment to their principal, supervisor, or the District's Compliance Officers will be promptly disciplined. Such discipline may include, if circumstances warrant, suspension or termination of the employee.

Students or employees who retaliate against individuals who report sexual harassment will be promptly disciplined. If circumstances warrant, such discipline may include suspension or expulsion of a student, or suspension or termination of an employee.

Student Well-Being

1. Student safety is a responsibility of the staff. All staff members are required to be familiar with emergency procedures such as fire, lock down, tornado drills, and accident reporting procedures. Should a student be aware of any dangerous situation or accident, he/she must notify any staff person immediately.
2. State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.
3. Students with specific health care needs should deliver a written notice regarding such needs, along with proper documentation provided by a physician, to the school office.

Mandated Reporting of Child Abuse or Neglect

The Lansing School District adheres to the Michigan Child Protection Law requiring certain people to report their suspicions of child abuse or neglect to Children's Protective Services. Please see the Michigan Legislative website and Child Protection Law - DHS Pub-3 for more information.

Injury and Illness

1. All injuries must be reported to a teacher or the office. If the injury is 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.
2. A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether the student should remain in school or go home. No student will be released from school without proper parental permission.

Mental Health Support

The Lansing School District prioritizes care of the Whole Child to ensure that the comprehensive needs of its students are identified and supported. This commitment includes universal access to free mental health services.

You are encouraged to utilize our partnership with Care Solace* to receive confidential therapeutic referral services. Care Solace is available at all times – including nights, weekends, and holidays – in 200+ languages to explain your options and coordinate care.

Contact Care Solace

Call or text (888)515-0595
www.caresolace.com/site/lansing

Questions?

Office of School Culture
(517)755-2800

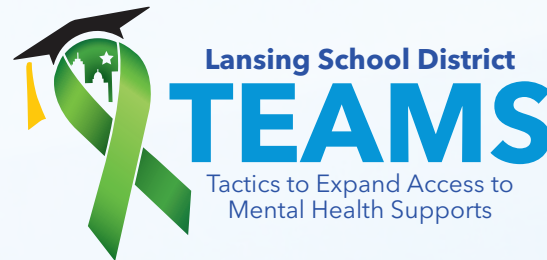
* Care Solace is not a mental health services provider. For life threatening emergencies, seek medical attention at the nearest emergency room, call 911 or the National Suicide Prevention Lifeline at 988.

**Consider wearing green
on Mondays in support of
Mental Health Awareness!**

If you struggle with any of the following...

- ✓ Stress
- ✓ Anxiety
- ✓ Depression
- ✓ Relationships
- ✓ Healthy living
- ✓ Trauma & grief
- ✓ Eating disorders
- ✓ Substance use
- ✓ Sleep
- ✓ Identity struggles
- ✓ Chronic issues
- ✓ Other

The Lansing School District
TEAMS Mental Health Office
is here to help you!



Call for help 517-755-4038



Student Attendance and Absences

Students are expected to arrive at school before school begins each day. The importance of regular attendance is a significant lesson to be learned in school. Learning is taking place each day in class. These learning experiences can never be duplicated. When a student is not in attendance, he/she is missing a valuable portion of his/her education.

A K-12 student is considered absent when they are not in school or miss the entire class period. A student will be considered Arrived Late when they arrive to school or class period after it starts. Students who leave school or a class period prior to the scheduled end time and do not return will be considered Left Early (LE).

Is My Child's Absence Excused?

Parents/legal guardians are encouraged to communicate with their students' school regarding absences. Parents/legal guardians can submit absences using the ParentVue app or by calling their students school.

Per State of Michigan guidelines, only absences for homebound instruction, Medical (with a doctor's note turned in) and school activities are considered excused absences.

Procedures for Grades K-12

1. Parents/legal guardians will be responsible for contacting the school office if the student will be absent. Results of that contact will be noted on the official attendance record.
2. School personnel will contact the home if the parent/legal guardian has not called to verify the reason for the student's absence(s). Results of that contact will be noted on the official attendance record.
3. The school staff will make contact with the parent/legal guardian when the student has accumulated ten (10) absences.
4. When students accumulate 10 absences, they may be referred to the district's Attendance Specialist for intervention.
5. Before a referral is made to the Attendance Specialist, a letter may be sent by the school to notify the parent/legal guardian of students attendance, as well as, regular notifications through the automated Robo call system.
6. If all efforts fail to correct the attendance concern, the Attendance Specialist may proceed with more intensive intervention including but limited to a referral to Truancy Court with Ingham County 30th District Family Court and /or a referral to the courts for educational neglect for students under a certain age.

It is the mission of the Lansing School District's Improving Attendance Initiative to advance student achievement by promoting a culture of positive attendance, cultivating mindset change, and providing equitable learning opportunities by increasing student attendance.

We Believe

1. In the identification and reduction of barriers to close equity gaps.
2. In promoting a growth mindset for staff, students, and families.
3. In promoting bell to bell attendance as a priority.
4. In the need to actively collaborate with families and community partners.
5. In building and sustaining strong attendance habits early and throughout a student's career.
6. In culturally responsive practices that support positive attendance.
7. In collecting and using a wide-range of actionable data in order to apply a tiered approach to improving attendance.
8. In the impact that positive staff attendance has on student attendance.
9. In encouraging and celebrating improved attendance.



Attendance Codes

for 2024/2025 School Year and Beyond

Attendance Code		State Reporting		Application of Code
A	Unexcused Absence		-	Vacation, out of town, no transportation, no reason. These reasons are not excused.
AL	Arrived Late	+		Student arrives late to class regardless of time of arrival.
BI	Bus Issue		-	Used only when a student's routed bus is not coming.
CA	Completed Assignment	+		Completed Assignment (CAK12O/LLH/Highschool only)
EA	Excused Absence		-	Student absent for legal, religious, holiday, funeral, ABA (Applied Behavioral Absence).
HB	Homebound	+		Student qualifies for homebound services
IL	Illness		-	Student is reported Ill by the parent/guardian or nurse.
ISS	In School Suspension	+		Administrator assigns the student to In School Suspension.
JF	Juvenile Facility		-	When a juvenile facility informs enrollment that a student is in custody.
LE	Left Early	+		Student has left during school hours with an approved adult,
MD	Medical Note Provided		-	A medical excuse from a provider is given to the office of the school.
P	Present	+		Student is present and on time to class.
SA	School Activity	+		Student is present but not in class due to a school activity.
SU	Out of School Suspension		-	Administrator has given an out of school suspension for a student.

+ Present Positive: In class when instruction offered

- Absent Negative: Not in class when instruction offered

Homebound Services

If your child has been diagnosed by his/her doctor with a medical condition preventing them from attending school (5 or more days), you may qualify for homebound services.

What Are Homebound Services?

The Lansing School District offers homebound services to those students who are receiving medical treatment that prevents regular school attendance. Through the use of assignments, textbooks, and/or online resources provided by a school's classroom, certified homebound teachers provide instructional assistance in the student's home.

Eligibility Requirements:

In order to be eligible for homebound services, your child must:

- Have a medical diagnosis that prevents full-time attendance
- Have a physician referral form from a qualifying medical professional (M.D., D.O., or a Certified Physician's Assistant)
- Have medical absences exceeding five (5) consecutive days
- Be enrolled in the Lansing School District

The Power Of Collaboration

Our homebound teachers collaborate with your child's classroom teacher in order to deliver the needed materials and assignments to your student. Your child's classroom teacher will remain the teacher of record for your child.

Homebound Teachers Will:

- Schedule services with the parent
- Provide instructional support by delivering assignments, textbooks, and teacher resources to the homebound student
- Return completed work to the school
- Serve as a liaison between your family and your child's school

How Do I Enroll My Child?

1. Request and submit the student referral form to your school. A school counselor or administrator will then complete the school referral form and submit both to the Office of Special Populations..
2. The school counselor will then obtain the physician referral form and submit all three forms to the Pupil Accounting and Central Enrollment Office (PACE) for final approval. You will be notified within a week of submission if/when homebound services will be provided.



Do you know an
LSD student who is
sharing the housing
of others or without
any housing?

The F.O.R.T. Program
may be able to help!



**Submit a confidential
application today!**



**Not part of the family yet?
Enroll Now!**
www.enrollinlansing.com

Homeless Children and Youth

The McKinney-Vento Homeless Education Act ensures educational rights for children and youth experiencing homelessness. The primary goal is educational stability.

The Act defines homeless students as those who:

1. Lack a fixed, regular, and adequate nighttime residence;
2. Share the housing of other persons, live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters;
3. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
4. Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
5. Are migratory and live in the conditions set forth in items 2-4 above.

Homeless students have certain educational rights and can: enroll without delay in school (zoned or school of origin) without proof of residency or permanent address, immunization, school records, or other documents or while documentation is being obtained; choose between the local school where they are living or the school last attended before becoming homeless, when requested by the parent/guardian and determined by the district to be feasible and in the student's best interest; attend school and participate in school programs with children who are not homeless; and receive all the school services available to other students including transportation services, special educational services where applicable, and other supportive services (food, housing, clothing, etc.).

For more information regarding homeless services,
including checking your eligibility and enrollment, contact the

Families Overcoming Rough Times (FORT) Helpline (517)755.2813

Student Right of Expression

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

1. A material cannot be displayed if it:
 - i. is obscene to minors, inflammatory, indecent, or vulgar
 - ii. advertises any product or service not permitted to minors by law
 - iii. intends to be insulting or harassing
 - iv. intends to incite fighting or presents a likelihood of disrupting school or a school event
 - v. presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act
2. Materials may not be displayed or distributed during class periods or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as long as exits are not blocked and there is proper access and egress to the school.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the school principal twenty-four (24) hours prior to display.

Student Concerns, Suggestions, and Grievances

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

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





District-Wide Dress Expectations

Apparel worn in school shall be neat and clean. To maintain a healthy, safe, and orderly environment, footwear must be worn. Footwear which may present a safety hazard to students, such as footwear with wheels, is prohibited. Footwear such as flip flops and high heels are discouraged, but may be worn at the parents' discretion. Outerwear such as coats*, hats or headgear (other than for religious or medical reasons), jackets and non-prescription sunglasses shall not be worn in the school building.

Clothing should not be revealing in coverage or texture, vulgar, or depict profanity, illegal activities, illegal substances (i.e., alcohol, drugs, tobacco, etc.), offensive words or pictures, gang emblems, symbols, or messages. Students are not to wear heavy or large link wallet chains or spiked bracelets. Insignias or ornaments that project messages of or identify organizations that are known to mistreat people based on race, ethnicity, national origin, color, sex, sexual orientation, age, religion, or mental or physical disability, are also prohibited.

Unacceptable clothing shall include, but is not limited to, halters, clothing which exposes bare midriffs or chests, tank tops, muscle shirts (unless worn with a T-shirt underneath), spaghetti straps, pajamas, as well as shorts/pants that sit below the waist to reveal undergarments or bare skin. Sagging pants/shorts are not permitted. Pants/shorts must stay up on their own without the use of hands. Clothing should completely cover a student from behind when bending over.

Students, together with their parents, have the responsibility to dress and groom themselves in a manner appropriate for school. However, interpretation of clothing is at the determination of the school administration in a consistent, fair, and reasonable manner.

Face Masks

If a student chooses to wear a mask, the following apply: Ski masks, neck gaiter masks, or bandannas worn as a face mask are not permissible. Masks must follow CDC guidelines and recommended style.

* The principal shall have the authority to permit the wearing of coats.

Extracurricular and Athletics

Students and guests attending school-related events are subject to the Lansing School District Handbook and may be subject to disciplinary action, including removal from a team, if they violate the Handbook.

Individual coaches or sponsors may establish an additional set of rules for participants with prior approval from the principal. If a set of rules is established, the rules must be in writing and be provided to the participants prior to the activity season. Copies of the rules signed by each participant and parent must be on file in the principal's office.

Distribution of Printed Materials

Flyers must show clear and tangible benefits to our students and their families. Only materials that have been approved by the Assistant Superintendent of Special Populations and the Director of Communications will be eligible for distribution. The principal or designee will establish specific times and locations for the distribution of printed materials to students. All materials distributed must bear the name of the organization sponsoring the event.

Any materials that have not been pre-approved will not be distributed.

Rules for the Use of All Electronic Communication Devices

Electronic Communication Devices (ECDs) include cell phones, iPads, and personal computers. Unauthorized use may lead to disciplinary action, including confiscation. The administration can modify consequences as needed. ECDs must be handed over to an administrator or Public Safety Officer when requested. Inappropriate use is strictly prohibited, and ECDs cannot be used in locker rooms or restrooms. Confiscation and disciplinary action will follow if this rule is violated. Students are responsible for their ECDs, and the District is not liable for theft, loss, vandalism, or damage. Misuse of ECDs or social media to harass, threaten, or disrupt will result in disciplinary measures, from confiscation to suspension.

ECDs are all electronic devices used to communicate with others and include, but are not limited to, district issued and personal cell phone; iPads, and computer devices. Use of ECDs in an unauthorized manner may result in disciplinary action, including confiscation, depending on the nature of the prohibited activity and/or whether it is a repeat offense for that student. This includes use on any campus and/or off campus that interferes with the educational process.

District Athletics

The Lansing School District prides itself on a robust athletics program. Students who are in middle or high school can participate in available sports.

Athletics offerings are listed at www.lansingschools.net/athletics

If you are interested in athletics, please browse through the handbook and eligibility policies to learn more.

Contact your school's athletic director with any questions or to join the team!

Misuse of ECDs May Result In...

1st Offense Device is confiscated and returned to student at end of day.

2nd Offense Device is confiscated, parent/guardian is instructed to pick up the device at the end of the day, and ECD privilege is revoked.

Subsequent Offenses Device is confiscated and additional disciplinary consequences up to and including suspension, will be assigned.



Technology Use and Safety Rules

The Lansing School District extends the privilege of technology use to students, which must align with the Handbook and laws. Technology is intended to enhance education and includes Electronic Communication Devices (ECDs), email, internet access, and more.

Technology Rules for Grades K-12

1. Use electronic devices only with teacher permission and follow directions.
2. Use ECDs only for educational purposes and take responsibility for their care.
3. Keep accounts and passwords secure.
4. Do not share personal information online.
5. Report uncomfortable or incorrect information, unkind messages, or harassment to the teacher immediately without replying.
6. Handle ECDs carefully to avoid damage.
7. Do not install unauthorized software.
8. Comply with copyright laws.

Rules and Regulations for Safe School Bus Behavior

All provisions of the Lansing School District Student Handbook apply to students who are school bus passengers. In addition, the following special rules must be observed because of the unique safety requirements presented by a moving school bus. Any student violating these rules or committing other acts of misconduct on the bus may be given a written conduct warning and/or suspension notice. A suspended student must receive authorization from the principal before riding privileges can be reinstated.

1. The bus driver is responsible for the school bus and passenger safety. **Students must cooperate with and obey the driver at all times.** To ensure the safety of the driver and passengers, students are prohibited from bringing glass and other objects which could be used as weapons (e.g., baseball bat, scooter, skateboard, etc.) onto a school bus.
2. Loading and unloading of the school bus will be controlled by the driver, principal, and school staff.
3. The emergency exit will be used only as the driver directs and is never to be touched at any other time.
4. Students shall arrive at their bus stop five (5) minutes before the scheduled pickup time and wait in a safe area off the roadway. Students will enter the bus in an orderly fashion and remain seated and quiet until it is time to leave the vehicle. Heads and arms will be kept inside the bus windows; feet will be kept out of the center aisle and on the floor at all times. Students will be instructed to stop and look both ways before crossing in front of the school bus.
5. A driver may require students to take assigned seats whenever it is necessary and may establish a seating chart for that purpose.
6. Information on bus stops and time schedules will be mailed to all eligible students prior to the opening of the school year.
7. No pets or other animals will be allowed on the bus.
8. Only authorized students are permitted on the bus.
9. Visitors may not ride school buses, i.e. prospective students, parents, non-Lansing School District students
10. School bus routes, stops, and time schedules will be established by Dean Transportation. Any proposed changes will be discussed with the Lansing School District Chief of Operations.

PLEASE OBSERVE
RULES AND REGULATIONS



FOR SAFE
SCHOOL BUS CONDUCT

Procedures for Safe School Bus Behavior

Warnings and Suspensions

Riding a school bus is a privilege, not a right. It is essential for students to observe a standard of safe conduct while riding a school bus. The bus driver will have the authority to issue a written conduct warning or a recommendation for suspension to any student who violates provisions of this Handbook or commits other acts of misconduct.

Issuance of Negative Behavior Warnings

The driver will issue a written conduct warning, if the offense is so severe as to cause continuing danger to the safety of the bus and its passengers. In the case of severe behavior, a request for suspension will be submitted to the principal.

Issuance of Suspension Notices

A copy of the bus conduct warning will go to the parents with the student. The form must be signed by the parent and returned to the bus driver by the student the next time he/she is to board the bus.

1. The principal is responsible for bus suspensions.
2. A student whose riding privileges are suspended will not be able to board the bus for the term of the suspension. Drivers will be available for parent conferences at the principal's request. A student suspended in the morning will be transported home on the bus that afternoon.
3. A student will be suspended from the bus at the end of a bus run. In extreme cases where the safety of others on the bus is in immediate jeopardy, secondary students may be suspended en route. Such en route suspensions will be communicated immediately to the school principal by the driver. In the event a student is suspended from the bus at school, it will be the principal's responsibility to contact the parents and arrange for the student to get home after classes are dismissed. At no time will a student be sent home on foot without the knowledge and consent of the parent. A student suspended from riding a bus to and from school will still have access to regularly scheduled school district transportation arranged for field trips, extracurricular activities, and other school- sponsored functions.

Student Complaints

A student who feels a driver is executing responsibilities in an unsafe or improper manner may file a complaint with the principal, who will contact Dean Transportation. Dean Transportation will investigate the complaint and take whatever action is deemed necessary. Results of the investigation will be communicated to the parent either verbally or in writing as soon as is practical.

Disciplinary Action

Following the rules promotes a safe and orderly environment where learning will take place. Each school shall have a program of positive consequences for acting in accordance with school rules which may include: verbal and written recognition, special privileges, home reports, monthly activities, and marking period awards.

Student Consequences and Interventions to Correct Behavior

Students who do not follow school expectations will be subject to a series of interventions intended to correct the behavior. The student's school is responsible for issuing behavior consequences. The Handbook shall apply to students:

1. On school property or in a school-related vehicle;
2. In attendance at school or at any school-sponsored activity;
3. En route to or from school or any school-sponsored activity;
4. Whose conduct at any place or time directly interferes with the operations, discipline, or general welfare of the school and school students/personnel;
5. When using school-owned telecommunications or computer resources and accounts or other district services.

Corrective Action

A student who exhibits behavior which interferes with teaching and learning may be temporarily removed from the classroom. In such cases, the teacher will complete an incident/office referral report and submit it to the principal as promptly as teaching obligations allow, but in no case later than the end of the teacher day unless extenuating circumstances dictate otherwise. Notice of the corrective action shall be recorded in the student's disciplinary file.

Parent Notification

In every case resulting in suspension, the parent or guardian and student (if age 18+), will be notified by telephone and/or in writing the day of the suspension. In some cases of disciplinary action, a student may

Improved Student Outcomes

Academic Performance

(Horner et al., 2009)

Social-Emotional Competence

(Bradshaw, Waasdorp, & Leaf, 2012)

Social & Academic Outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

Reduced Bullying Behaviors

(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

Decreased Rates Of Student-Reported Drug/Alcohol Abuse

(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et. al., 2012)

Reduced Exclusionary Discipline

Office Discipline Referrals

(Bradshaw, Mitchell, & Leaf, 2010;

Bradshaw et al., 2012; Horner et al., 2009)

Suspensions

(Bradshaw, Mitchell, & Leaf, 2010)

Restraint and Seclusion

(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

Perception of Teacher Efficacy

(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

School Organizational Health and School Climate

(Bradshaw, Kath, Bevans, Jalongo, & Leaf, 2008;

Bradshaw, Kath, Thornton, & Leaf, 2009)

Social & Academic Outcomes for SWD

(Lewis, 2017; Tobin, Horner, Vincent, & Swain Bradway, 2012)

Perception of School Safety

(Horner et al., 2009)

What Are Restorative Practices?

Address & discuss the needs of the school community.

Build healthy relationships between educators & students.

Reduce, prevent, & improve harmful behavior.

Repair harm & restore positive relationships.

Resolve conflict, hold individuals & groups accountable.

be suspended from school pending investigation of the incident. If disciplinary action involves suspension, no student will be sent out of the building during school hours unless a parent, guardian, or another responsible person listed as an emergency contact has been contacted. If a non-custodial parent, who is legally authorized for access to student records, wishes to have copies of suspension information mailed to their home, it is the responsibility of said parent to provide the school with the necessary address.

To encourage our students to develop safe and acceptable behavior, school administrators and staff members may take appropriate action that may include counseling, restorative justice, mediation, conflict management, and/or referrals to community agencies. Parents should contact the principal when they have concerns.

Restorative Practices

Restorative Justice is a peaceful, conflict resolution program that aims to bring together students that have had conflict, to find ways to heal the harm that has been done. The program targets conflict situations in schools by engaging all affected parties.

Restorative Justice Facilitators are on site and are available as situations arise within schools. Restorative Justice addresses the conflict at the root, while promoting conflict resolution skills and empathy.

The Restorative Justice process is as follows:

- 1. Referral:** student is referred to Restorative Justice by staff, administrators, or by oneself
- 2. Intake:** facilitators meet with all parties individually to talk about what happened, the effect of what's happened, and what the student needs to move forward. After processing with the student individually, students decide whether they'd like to participate in a circle intervention
- 3. Circle:** All parties are brought together for a circle, where the facilitator leads the conversation. Students are asked what happened from their perspective, who was affected and how, and what needs to happen to heal the harm
- 4. Agreement:** Students create an agreement outlining how they will resolve the conflict, avoid similar situations in the future, and respond to future conflicts.
- 5. Follow-Up:** Facilitators conclude the circle with a Short Term Survey, asking students how they feel the process went. Twenty-one days after the circle intervention, facilitators follow up with a Long Term Survey, seeing how the students have progressed from their conflict

Intended Outcomes

Restorative Justice addresses the conflict at its root by:

1. Imposing accountability on and empowering those who have done harm to correct the harm caused by his/her behavior;
2. Empowering those who have been harmed to define what he/she needs to heal from the harm done; teaches and engages youth (and sometimes their families) in peaceful conflict resolution practices."

Restorative practices are an inclusionary, non-punitive discipline approach.

Restorative practices are student-centered interventions that are designed to establish positive relationships with all students (Kline, 2016). There is both a proactive and responsive component to restorative practices that can, and perhaps should, work in tandem to yield the most desirable outcome (Watchel, 2013). The "proactive" component of restorative practices focuses on creating just and equitable learning environments and nurturing healthy relationships; whereas the "responsive" component focuses on repairing harm and transforming conflict (Evans & Vaandering, 2016).

Searches and Seizures

Searches: Searches of students, personal property of students, lockers, and motorized vehicles shall be conducted under the appropriate legal standard, to maintain the safety and security of students, teachers, guests, and school property.

Authorized Personnel: Personnel authorized to conduct searches shall include any principal, assistant principal, members of the Department of Public Safety, or any other school official specifically designated by the principal to conduct searches.

Searches of Students

Authorized school personnel may conduct a search of a student, bookbag, backpack, or any other student possession or belonging if they have reasonable suspicion for a search. In special circumstances, random searches may be necessary. Reasonable suspicion for a search refers to circumstances that would cause a reasonable person to believe that the search of a particular person, place, or thing will lead to the discovery of:

1. Evidence of a violation of any local ordinance or state/federal law;





2. Evidence of a violation of the Handbook or any other Board of Education policy or administrative regulations;
3. Any item which represents a danger of physical harm or illness to any student, staff, guest, or school property, whether on school property, at a school sponsored event, or going to or from school.

Upon reasonable suspicion and in order to protect the health, safety, or welfare of the students under the supervision of the school district, the principal or their designee may search students. Two adults shall be present during a search of a student.

If the student refuses to comply, an attempt will be made to contact a parent and the matter will be referred to the Department of Public Safety or other law enforcement agency, as appropriate. The Department of Public Safety or other law enforcement agency will conduct a physical search of the student as permitted under law.

Locker Searches

All lockers in the Lansing School District are the property of the district and are under the supervision of the school principal or designated representative. At no time does the district relinquish its exclusive control of its lockers. Students are prohibited from placing private locks on school lockers. Authorized personnel shall remove any private locks placed on school lockers.

School lockers are assigned to students for their convenience and temporary use. Students are to use school lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, and lunch. Students are solely responsible for the contents of their lockers and may not share their locker or locker combination with other students.

Random searches of school lockers will be conducted. Authorized personnel may search lockers and locker contents at any time, without notice, and without student or parent/guardian consent. A certified detection dog and handler may be used to conduct random searches of lockers. Two (2) adults shall be present during a locker search.

If a law enforcement officer desiring to search a locker assigned to a student has a search warrant for such search, the principal or his/her designee shall immediately take such officer to the locker assigned to the student and permit him/her to search the locker. Whenever possible, such search shall be made in the presence of the principal or his/her designee. A law enforcement officer may search a locker without a search warrant if given consent to search by the person to whom the locker is assigned.

If a law enforcement officer, other than an officer of the Lansing School District Department of Public Safety, desires to search a locker assigned to a student without a warrant, the principal or his/her designee shall ask what facts lead the officer to believe that evidence of a crime will be lost, destroyed or moved if the search and seizure did not take place immediately, before a warrant is obtained. If the school principal or his/ her designee is not of the same opinion as the officer, he/she will permit the officer to proceed on his/her own authority but shall not participate in the search. The principal or his/her designee shall immediately report the incident to the Director of Public Safety, who will notify the officer's superior of the incident.

Seizures

Items believed to be connected to illegal activity or violation of the Handbook, Board policy, administrative regulation, or which represents a danger of physical harm or illness to any student, staff, guest, or school property may be seized by the person conducting the search. Any items seized as a result of a search shall be turned over to the Department of Public Safety or other law enforcement agency. Confiscated items may not be returned.

Searches of Motor Vehicles

Authorized personnel may search any motorized vehicles brought onto school property by a student at any time upon reasonable suspicion that the motorized vehicle contains:

1. Evidence of a violation of any local ordinance or state/federal law;
2. Evidence of a violation of the Code or any other Board of Education policy or administrative regulations;
3. Any item which represents a danger of physical harm or illness to any student, staff, guest, or school property, whether on school property, at a school sponsored event, or going to or from school.

Such a search may be conducted without notice to the student. Students refusing to cooperate in allowing a search of the motorized vehicle shall immediately lose their driving and parking privileges and shall be subject to further disciplinary action as specified in the Handbook.

To protect the health, safety, or welfare of the students and school community, law enforcement will be contacted to assist in searching a vehicle brought on to school property by a non-student. A certified detection dog and handler may be used to develop reasonable suspicion and initiate a search.



Emergency Use of Seclusion and Restraint

Emergency seclusion may not be used longer than necessary for a student to regain control.

- No longer than 15 minutes for elementary;
- No longer than 20 minutes for middle/high school;
- If longer than 15/20 minutes:
 - Additional support may be required (eg. Substitute personnel, nurse, or additional key personnel.)



Physical Intervention or Seclusion by Staff

Local school districts are permitted to develop, adopt, and implement their own local policy consistent with state policy or use the state policy for the emergency use of seclusion and restraint. However, the Lansing School District follows the general guidance of the Michigan Department of Education's (MDE) Emergency Use of Seclusion and Physical Restraint as approved by the State Board of Education on March 14, 2017 and updated in July 2017.

The Lansing School District does not permit employees to use corporal punishment (the use of or threat of physical punishment to change behavior) on a student. Emergency Physical Restraint involves direct physical contact that prevents or significantly restricts a student's movement. Emergency Physical Restraint is a last resort emergency safety intervention.

Employees are permitted to use physical restraint (instead of 'force') upon a student to:

1. Protect themselves or another person from physical attack
2. Prevent the student from harming him/herself
3. Stop a disturbance that may result in physical injury to any person
4. Obtain possession of a weapon or other dangerous object
5. Protect property: If the act of destructing property causes imminent risk to the safety of a pupil or staff member, emergency use of seclusion and physical restraint is permissible
6. Physically escort a student who is engaging in behavior disruptive to the educational environment and who has failed to comply with verbal directions to stop such behavior. Physically escorting is the touching or holding of a student with a minimum use of contact for the purpose of directing movement from one place to another
7. The school district reserves the right to talk with students to investigate an issue or issues arising at school, on the bus, and at school related activities.

The intervention shall be safe, appropriate, proportionate, and sensitive to the severity of the behavior, the age and developmental stage of student, physical size, gender, physical medical and psychological conditions, and personal history (physical or sexual abuse or trauma).

Behaviors Which May Lead to Disciplinary Action

The following are examples of offenses for which students may be disciplined. The specific disciplinary action will be determined according to the severity of the offense and the circumstances surrounding it.

Tier 1 – Minor Offenses

Behaviors which have a negative impact on the school environment.

Tier 2 – Moderate/Repeat Offenses

Behavior that is disruptive and significantly interferes with the school environment, but is not dangerous to students, others, or property, OR that does not result in significant injury.

Tier 3 – Major Offenses

Behavior that is dangerous to the health and safety of the student, peers, staff, or property. Behavior that has been resistant to other interventions.

Abusive Language (level 1-4) Verbal messages that use words in an inappropriate way and may include, but are not limited to, name-calling, and profanity.

Alcohol (level 2-6) Possession and use of alcohol and/or non-alcoholic products is prohibited. Alcohol, also known by its chemical name ethanol, is a psychoactive drug that is the active ingredient in drinks such as beer, wine, and distilled spirits (hard liquor). It is considered a recreational substance, causing the characteristic effects of alcohol intoxication ("drunkenness").

Arson (level 6) The deliberate burning, or attempted burning, of any building or property belonging to, rented by, or on loan to the school district or property belonging to any person.

Physical Assault (Student to Student: Level 3-6): causing or attempting to cause physical harm to another through intentional use of force or violence.

Physical Assault (Student to Employee, Volunteer, or Contractor: Level 5-6): causing or attempting to cause physical harm to another through intentional use of force or violence.

Bomb Threat (level 3-6) Making a bomb threat or similar threat directed at a school building, other school property, or a school-related event.

Bullying (level 1-6) is defined as any repeated 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:

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

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

1. Physical: hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings, extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal: taunting, malicious teasing, insulting, name-calling, making threats.
3. Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to, notes, emails, social media postings, and graffiti.
4. Cyber bullying: 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.
5. Ethnic/Racial Harassment or Intimidation: The malicious and intentional act of harassing or intimidating another person due to that individual's color, ethnic origin, or race.
6. Sexual Harassment or Intimidation*: Unwelcome sexual advances, teasing, jokes, remarks, or questions, either verbal or physical, toward another person because of his/her sex or sexual orientation. Also includes a request for sexual favors or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with a student's educational performance by creating an intimidating, hostile, or offensive educational environment.

The Lansing School District prohibits unlawful sexual harassment. This prohibition covers sexual misconduct towards students by students, District staff, Board members or school vendors, at school or at a school-sponsored event or activity.

Any student who believes he/she has been a subject of prohibited sexual harassments should immediately report to a principal, teacher or one of the **District's Compliance Officers (see page 5)**. Parents may also report these concerns.

*The Lansing School District takes false claims seriously. Refer to page 30 for the consequences of false claims of sexual assault or harassment.

Students or employees found to have engaged in acts of sexual misconduct-which includes unwelcome or coerced sexual acts or conduct of a sexual nature-will be promptly disciplined. Discipline may include, if circumstances warrant, suspension or expulsion of a student and suspension or termination of an employee.

Cheating/Plagiarism (level 1-4) Falsely presenting work as your own original work or providing others with test responses or work to copy. The quality of the work will not be a consideration in determining disciplinary action.

Disorderly Behavior (level 1-6) Any conduct in or around the school, including the classroom, which is dangerous or disruptive and threatens the safety of students, staff, or others, including that of the disorderly individual. This is to include but is not limited to: throwing snowballs, stones, or other objects; blocking security cameras; pushing; shoving; shouting; or running in the halls; and instigating, watching or escalating offenses for which students will be disciplined. Being a bystander in a bullying situation or at a fight could be considered disorderly conduct.

Misuse of Electronic Communication Devices (ECDs) (level 1-3) An electronic device that has the ability to transmit messages via the use of internet, data packages, or other Wi-Fi access points. Possession of ECDs is allowable within the guidelines listed on pages 18 and 19 of the Handbook.

Ethnic/Racial Harassment or Intimidation (level 1-5) The malicious and intentional act of harassing or intimidating another person due to that individual's color, ethnic origin or race.

Explosives/Incendiary Devices (level 1-6) Sale, possession, or use of explosives or incendiary devices including bombs and fireworks.

Extortion/Robbery (level 2-6) Obtaining money or property (something of value) from an unwilling person by either physical force or intimidation.

False Alarms/911 Calls (level 2-5) Falsely activating the fire alarm system and/or maliciously dialing the 911 Emergency Center in any school building or on school property.

False Claims of Sexual Assault or Harassment Students intentionally making a false report, submitting a false Formal Complaint, or making a false statement or submitting false information during a Title IX grievance process is considered an offense violation of the Student Handbook. For such offenses, students may be held accountable pursuant to the Discipline/Intervention Matrix.

Fighting (level 2-6) Physical contact in which blows are exchanged with another person. Please note the consequences for fighting by a student in grades K-6 are as follows: 1st offense one (1) to nine (9) days suspension; 2nd offense may result in suspension to the Office of School Culture with documentation of 7 Factors, subsequent fights - suspension to the Office of School Culture with possible expulsion.

Please note the consequences for fighting by a student in grades 7-12 are as follows: **1st and 2nd fight** 3-9 day suspension; **Subsequent fights** suspension to the Office of School Culture with the possibility of expulsion.

Forgery (level 1-5) Using or writing the name or identity of another person for purposes of gain, or falsifying times, dates, grades, addresses, or other information, including school forms.

Gambling (level 1-5) Gambling is unlawful and will be subject to suspension. Gambling is accepting money or any valuable thing contingent on an uncertain event.

Gang Activity (level 1-6) Displaying gang paraphernalia or exhibiting behaviors or gestures that symbolize gang membership; initiating, advocating or promoting activities that threaten the safety or well-being of others or participating in activities intended to intimidate others; involvement in behaviors intended as initiation activities.

Hazing (level 1-5) Subjecting others to ridicule or abuse which creates a risk of physical, mental, or emotional harm that must be tolerated to become a member of a class, organization, or group. Willingness of the person seeking initiation into the group will not be considered in determining disciplinary action.

Insubordination (level 1-5) The failure to obey, comply with, or carry out a reasonable directive from any school employee (principal, teacher, secretary, custodian, cafeteria worker, security staff, assistant, or bus driver).

Intimidation/Stalking/Threats (level 1-6) Placing another person in reasonable fear of bodily harm through the use of threatening words or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack. Also includes any behavior (written, verbal, or physical) that has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment.

Malicious Destruction (level 1-6) The deliberate destruction or defacing of property belonging to, rented by, or on loan to the school system or property (including automobiles) of people employed by the school or in attendance at the school.

Marijuana and other Controlled Substances (level 2-6) Sale, Use, Possession, or Distribution of legal or illegal drugs, and/or drug paraphernalia is prohibited. This policy is inclusive of, but not limited to, controlled substance infused food/drinks (edibles, and look-alike drugs). (Excludes medication taken in accordance with Administrative Regulation No. 5141.3). The consequences for possession/use of legal or illegal drugs and/or paraphernalia are as follows: **1st offense** 3-9 day suspension with a substance abuse referral to an outside agency; **2nd offense** may result in suspension to the Office of School Culture with documentation of 7 Factors consideration and substance abuse referral to an outside agency.

Obscene or Lewd Behavior (level 1-5) The act of using obscene or profane language in verbal or written form, possessing pornographic pictures, performing offensive gestures or acts or engaging in conduct of a sexual nature on school property, a school bus or at a school sponsored event or activity.

Possession or Use of a Toy Gun/Look-Alike or a Facsimile Weapon/ Replica of a Firearm (level 1-6) Possession or use of a look-alike firearm/toy gun, or a facsimile/replica of a weapon. Examples will include but are not limited to: toy

guns, movie or stage props, starter pistols, models, replicas or any other device designed or used to imitate a firearm. These look-alike firearms/toy guns are NOT capable of firing a projectile.

Possession or Use of an Airsoft Gun (level 1-6) Possession or use of an Airsoft Gun or any firearm/ gun that fires a non-lethal projectile such as plastic pellets that are powered by gas, compressed air, or spring-loaded. Airguns/BB guns are considered weapons and are NOT included in this definition.

Sexual Assault (level 1-6)* The Lansing School District will immediately investigate the report and determine the extent to which there has been any violation of the district's Student Handbook. The Lansing School District prohibits sexual contact between students at school, on a school bus, or at a school sponsored activity or event. The District will not tolerate acts against students that constitute sexual assault or sexual conduct of any nature.

Sexual Assault is legally/criminally defined as Criminal Sexual Conduct in degree's one through four, which includes any sexual act directed against another person, forcibly and/or against that person's will, or any non-forcible sexual act against the person's will where the victim is incapable of giving consent and where force or coercion is used or threatened. Use of authority is a form of coercion.

A person age 15 or under cannot legally consent to sexual acts. The Lansing School District prohibits sexual acts regardless of age. If such conduct occurs at school, on the school bus, or at a school sponsored event or activity, a student should report the conduct both to staff of the Lansing School District (i.e., principal, teacher, public safety, or the district's Compliance Officers) and to law enforcement. **A Title IX investigation will be conducted by the district Title IX coordinator and public safety will report all sexual related acts to law enforcement for further review.**

Title IX policy/interim measures may be applicable to instances that occurred outside of school, and/or before and after school.

All sexual activity or conduct between District employees and students is a

violation of Board policy, is prohibited and must be reported by District employees, when known. Students are encouraged to promptly report all such conduct to the **District's Compliance Officers (see page 5)**, your principal or other trusted adult.

Sexual Harassment (level 1-6)* Unwelcome sexual advances, teasing, jokes, remarks, or questions, either verbal, written or use of sexually explicit gestures toward another person because of his/her sex or sexual orientation. This also includes a request for sexual favors or other verbal or physical conduct of a sexual nature where such conduct has the purpose or effect of unreasonably interfering with a student's educational performance by creating an intimidating, hostile or offensive educational environment. (Sexual intimidation is included under "Intimidation/Stalking/Threats")

Conduct is considered unwelcome if the student did not request or invite it and considered the conduct to be undesirable or offensive. The age of the student, the nature of the conduct, and other relevant factors affect whether a student was capable of welcoming the sexual conduct.

A student's submission to the conduct or failure to complain does not always mean that the conduct was welcomed.

Example 1: A student makes offensive sexual jokes to another student, but the student does not object to the jokes or speaks out against them. The student's failure to object does not mean that s/he has welcomed the comments.

Example 2: Student #1 willingly blows a kiss at student #2 on one occasion at school. The next school day, while on the school bus, student #1 blows a kiss, again, to student #2 and uses sexually explicit gestures toward student #1. Student #1 smiles, but does not respond or report. Because student #1 did not respond or report, does not mean s/he has welcomed the behavior.

The Lansing School District prohibits sexual contact between students at school, on a school bus, or at a school sponsored activity or event. The District will not tolerate acts against students that constitute sexual assault or sexual conduct of any nature.

*The Lansing School District takes false claims seriously. Refer to page 30 for the consequences of false claims of sexual assault or harassment.

Title IX policy/interim measures may be applicable to instances that occurred outside of school, and/or before and after school.

Sexting and Child Pornography (level 1-6) The act of sharing or displaying lewd or nude pictures or images of self and/or other students, via social media or otherwise. Anyone who knowingly manufactures, distributes, or possesses child pornography is in violation of Michigan Penal Code (750.145c). Child pornographic material is any depiction, picture, film, slide, video, electronic visual image, computer or computer-generated image or sound recording which is of a child (under age 18) or appears to include a child engaging in a sexual act. An image may also include unexposed film or a negative.

TITLE IX policy/interim measures may be applicable to instances that occurred outside of school, and/or before and after school.

Theft/Possession of Stolen Property (level 1-6) Unlawful taking, stealing or possession of money or property.

Tobacco or Vaping Paraphernalia (level 2-3) Possession of Tobacco or Vaping Paraphernalia is prohibited. This policy is inclusive of, but not limited to, all tobacco products, e-cigarettes, vaping devices, e-pipes, hookah pens, and other electronic nicotine delivery devices, etc.

Unauthorized Presence/Trespassing/Loitering (level 1-5) Being in or around any area of the school when the student has no legitimate reason to be there; the act of congregating or lingering in a school building or on school property without permission of a staff member. This also includes unauthorized presence at any school property or community location during school hours when a student has traveled to or from a Lansing School District building or activity. Any student suspended or expelled from school is prohibited from being present on any property belonging to the Lansing School District.

Violations of City Ordinances, State or Federal Law, or Criminal Acts (level 2-6) Commission of or participation in any acts prohibited by federal or state law or local ordinance when such acts affect the safe and orderly operations of the school, regardless of whether criminal charges result.

Weapons (level 2-6) Sale, Possession, or Use, carrying, using, handling, storing, or threatening with weapons or other dangerous objects in a school or on school grounds may require expulsion. Weapons are identified in three (3) categories: (1) dangerous weapons that require expulsion: (firearm, dirk, dagger, stiletto, knife with a blade in excess of three (3) inches, knife opened by mechanical device, iron bar, brass knuckles); (2) other weapons commonly used or designated to inflict bodily harm or to intimidate including, but not limited to: air guns (air guns can be lethal, and are different from airsoft guns), bb guns, blackjacks, billy clubs, bludgeons, tazers, gas-ejecting devices, knife with a blade three (3) inches or less in length, stun grenades, chains, clubs, and martial arts weapons; (3) articles designated for other purposes that are used to inflict bodily harm or to intimidate, including but not limited to: belts, box-cutters, combs, pencils, files, razors, and compasses.

Forms of Intervention and Applicable Due Process

After-School Detention

Teachers and administrators may require students to stay after school to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers. Students who ride the bus home from school will be given a 24-hour notice of a detention so that parents may make transportation arrangements for the student the following day.

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: Removal from Curriculum Without Receiving Intervention

The Lansing School District Equity Advisory Committee, a subcommittee of the Board of Education, worked together during the 2021-2022 school year in the creation of a shared understanding of equity. The definition below serves as a touchstone for the systemization of our district wide Culturally Responsive Behavior Intervention Support guidance, and the driving vision that assists our educators in making discipline decisions that are comparable across all student groups.

Equity is the removal of systemic barriers and the creation of policies, practices, and cultures that achieve fairness, justice, and liberation for marginalized students, families, community members and educators in our educational system.

While SNAP Suspensions are covered under Michigan state law MCL 380.1309, we believe that it should be used minimally, if at all.

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.

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 (Source: Thrun Law Firm; Student Handbook)

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 school principal 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 School Principal and/or Office of School Culture 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 School Principal 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 School Principal will consider the 7 factors noted in the Student Code of Conduct before suspending a student.

Expulsions

To exclude a student from school for disciplinary reasons for a period of **60 or more school days**.

Severe or major violations to the Student Handbook (see pages 28-32) may result in expulsion from the school district. The Board of Education or its designee makes the final decision on expulsions. State mandated expulsions will be decided by a panel of Board of Education members and its decision is final. All non-mandatory expulsions will be decided by the Consultation Team designated by the Board of Education.

State-Mandated Expulsions

(Revised School Handbook 380.1311)

State law suggests the Board of Education or its designee to consider permanent expulsion, subject to possible reinstatement by the Board of Education, for any student who:

1. Possesses a dangerous weapon (firearm, dagger, dirk, stiletto, knife with a blade over three [3] inches in length, pocket knife opened by mechanical device, iron bar, or brass knuckles) in a weapon-free school zone;
2. Commits arson in a school building or on school grounds;
3. Commits criminal sexual conduct in a school building or on school grounds;
4. Commits (in grade six or above) a physical assault against a school employee, volunteer, or contractor on school premises, or a school-related vehicle, or at a school-sponsored activity, regardless of location.

State law suggests that the student be expelled for the minimum duration noted below before possible reinstatement:

1. Dangerous weapon (grades six or above): permanent expulsion
2. Dangerous weapon (grades five or below):
 - Ninety (90) school days if a firearm or weapon is used to threaten another person
 - Ten (10) school days if not a firearm or if not used to threaten another person

3. Physical assault to employee or volunteer:
 - Students grades six and above: permanent expulsion
 - Students grades five and below: discretion of the Board of Education or designee
4. Criminal Sexual Conduct which qualifies as a felony under the Michigan Penal Code: One hundred eighty (180) days
5. Arson: One hundred eighty (180) days
6. A recommendation to permanently expel a student shall be presented to the Board of Education or its designee by the Superintendent of Schools within thirty (30) school days following the suspension based on the resulting investigation of the incident by the appropriate school safety officer and/or Public Safety Department's central staff. Should extenuating circumstances arise, the Superintendent shall have ten (10) additional school days in which to bring an expulsion recommendation to the Board.

Mandatory Factors to Consider

(Revised School Handbook 380.1310d [4])

Except for use/possession of a firearm, consideration of the following factors is mandatory before suspending or expelling a student for 10 or more school days:

1. Student's Age
2. Disciplinary History
3. Status Disability
4. Seriousness of Behavior
5. Whether the behavior posed a safety risk
6. Whether or not restorative justice would change the behavior
7. Whether or not a lesser intervention would address the behavior

Schools shall consider using restorative practices as an alternative to suspension or expulsion. If a school suspends or expels a student, the school shall consider using restorative practices in addition to suspension or expulsion.

Rebuttable Presumption

An assumption that a suspension is not justified unless 1310d factors are considered. Rebuttable presumption is one that may be overcome if the evidence demonstrates that the presumption is not correct.

For suspensions of 9 days or less, there is no rebuttable presumption, but the school shall consider each of the above factors in the determination.

One Exception

A student in possession of a weapon (with the exception of a firearm) may establish one of the following in a clear and convincing manner:

1. The weapon was not intended to be used as a weapon, or for the delivery for use as a weapon;
2. The weapon was not knowingly possessed;
3. The student did not know the object was considered a weapon;
4. The weapon was possessed at the suggestion, request or permission of school personnel, DPS, or the police

Rebuttable Presumption for Weapons:

- Board OR designee determines in writing that at least one of the weapons exemptions has been established in a clear and convincing manner AND
- Student has no history of suspension or expulsion

The Lansing School District may exercise discretion with regard to suspension of more than 10 days or an expulsion. However, there will be rebuttable presumption (an assumption that suspension is unnecessary based on evidence) that a suspension is not justified unless the (school) can demonstrate each of the above factors.

Non-Mandatory Expulsions

As suggested by State Law, Board or designee may suspend or expel, subject

to possible reinstatement, a student in grades 6-12 who:

1. Makes a bomb threat or similar threat directed at a school building, other school property or a school-related event.
2. Commits a physical assault against another student on school premises, in a school-related vehicle or at a school-sponsored activity regardless of location.

Any behavior, grades K-12, which threatens the safety of the students and/or staff of the Lansing School District may result in expulsion.

When appropriate, expelled students will be referred for prosecution. Students who believe they are victims of criminal sexual conduct may (1) pursue a formal or informal complaint with the District's Compliance Officers (see page 6); (2) may pursue a criminal complaint with the appropriate law enforcement agency; or (3) pursue both types of complaints, simultaneously.

Appeal Procedures

School Level Suspension (Up to 9 Days)

1. The parent of a student under 18 years of age or a student (if 18) shall first appeal a disciplinary action to the administrator who imposed the disciplinary intervention.
2. The appeal form must be returned to the School principal within five (5) school days of written receipt of the decision. A further appeal may be made to the school principal.
3. Appeals beyond the school level will be directed to the Director(s) of the respective grade band; Senior Director of Elementary Education, K-8 and academies, high school.
4. If not resolved, the next appeal may be made to the Office of School Culture.

The Office of School Culture decision will be considered final, “as a student is entitled to minimal due process protections, including oral or written notice of the accusation(s), what disciplinary measures are being proposed, and an opportunity to respond. If feasible, the notice and hearing should precede the student’s removal from school. If the student’s presence poses a danger to persons or property or threatens to disrupt the academic process, prior notice and hearing may not be feasible. In this case, a hearing should follow the student’s removal from school as soon as possible).” *Source: Michigan Department of Education*

Office of School Culture Decisions (Suspensions of 10 to 59 days)

“A more formal due process procedure is required when serious disciplinary measures are alleged against a student. This includes rebuttable presumption and consideration of the “7 factors”. The student shall be given reasonable time to prepare for the hearing. The person conducting the disciplinary hearing must be impartial. The board of education, a school administrator or disciplinary panel may conduct the hearing as long as they are truly impartial.” *Source: Michigan Department of Education*

1. The parent of a student under 18 years of age or a student (if 18) shall request an appeal form from the Office of School Culture.
2. The appeal form must be returned to the Office of School Culture within five (5) school days of written receipt of the decision.
3. The Executive Director of School Culture will convene a, in-person meeting within ten (10) school days after the request is filed to hear the appeal.

Consultation Team Decisions

1. The parent of a student under 18 years of age or a student (if 18) shall request an appeal form from the Office of School Culture.
2. The appeal form must be returned to the Office of School Culture within five (5) school days of written receipt of the decision.
3. The Consultation Team will convene a hearing within ten (10) school days after the request, if filed.

* The student’s disciplinary status shall remain the same through the appeal procedures.

4. The parent of a student under 18 years of age or a student (if 18) will receive written notification of the decision from the Expulsion Consultation Team.

The Consultation Team is the designee of the Board of Education; therefore the appeal decision is final. There is no further appeal process for this decision. All mandatory expulsions decided by the Lansing School District Board of Education are final and there is no appeal process.

Reinstatement

A permanently expelled student may apply for reinstatement to the Board of Education as permitted by law. Any other expelled student shall be reinstated subject to readmission conditions. These conditions are as follows:

1. A statement, provided by the parent, from a licensed counselor, stating that the student has satisfactorily participated in a minimum of six (6) counseling sessions and it is recommended that he/she return to the regular school program.
2. A written statement, provided by the student, indicating a willingness to comply with all rules and regulations of the Student Handbook.
3. A statement from local law enforcement authorities, obtained by Student Services, indicating that there has been no further negative contact with law enforcement.
4. Verification, obtained by Student Services, that the student has not been found trespassing on Lansing School District during the term of his/her expulsion.
5. Verification, obtained by the Office of School Culture, of participation in Graduation Alliance for students who are between the ages of 14-19.

Satisfactory completion of the above criteria would not automatically result in readmission, but would serve as the minimal standard of effort and behavior which the student must demonstrate in an application for readmission. Additional conditions may be imposed, as necessary for individual circumstances.

Discipline Guidelines

The Nature of Discipline

Level 1: Teacher/Staff Directed Interventions

Teachers/teams/staff members may initiate any of the following actions:

1. Create clear and concise classroom rules/expectations and consequences based on school-wide expectations and implement with fidelity
2. Use positive reinforcement for expected behavior
3. Identify and reward appropriate behavior of all students
4. Referral to case manager, intervention assistance team
5. Telephone contact with parent (share positive areas of growth)
6. Letter to parent (share positives and areas of growth)
7. Time-out/Buddy Room: Removal of a student for one-half day or less
8. Detention: Detaining a student for disciplinary reasons before, during or after school hours
9. Restricted Activity: The denial of participation in school activities and/or extracurricular events (including recess)
10. School/community service: Assignment of a student to perform school/community service
11. Snap Suspension
12. Referral to school counselor, case manager, intervention assistance team (Community Outreach Specialist, Social Workers, Student Support Specialists, Student Advocates, Behavior Specialists), Attendance Staff, Restorative Justice practitioners or other staff person(s)
13. Behavior Contract or Success/Behavior Plan with student/parent: A written statement listing steps and consequences to be taken to improve behavior or attendance
14. In collaboration with the school principal, refer to the Problem Solving/Behavior Intervention Team: A meeting of school personnel, parents, and other individuals to consider the behavior and/or progress of the student and make recommendations

15. Other options as discussed among parents, teachers, and administrators
16. Nonverbal cues for redirection
17. Verbal warning
18. Give student a break
19. Revisit, clarify, and reinforce expectations/agreements
20. Provide explicit instructions
21. Modify expectation if accommodation is needed
22. Meditation and journal reflection (written or recorded)

Level 2: Administrator Directed Interventions

An administrator/parent/student conference must be held and may occur in combination with one or more of the following:

1. Official notification of truancy sent to parents
2. Referral to Restorative Justice Practitioner
3. Saturday/evening school: Detention programs on Saturday or other non-school hours
4. Referral to DPS office for processing intervention
5. Options as discussed among parents, teachers, and administrators i.e. community service, restitution, etc.
6. The principal or designee to provide documentation supporting state legislative 7 factor consideration, which is mandatory
7. Referral to Community Mental Health-ACCESS for a substance abuse or mental health assessment.
8. Affective language
9. Review expectations
10. Confiscate item of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item was confiscated using affective language
11. Write or record an apology to everyone impacted by actions
12. Written reflection
13. Temporary removal from class and an impromptu restorative conversation

- 14. Adult mentor (10-30 days check-in and support)
- 15. Adult pairing check-in/check-out (10 days)
- 16. Reflection "Think Sheet" with restorative questions
- 17. Restorative problem solving
- 18. Silent lunch

Level 3: *In-School Alternatives*

- 1. Placement of student in an in-school alternative program
- 2. Placement (bullet 1) in combination with Levels 1 and 2 consequences
- 3. Change of class assignment
- 4. Behavior plan with school-related community service
- 5. Behavior plan with student/parent: A written statement listing steps and consequences to be taken. The statement also describes the support to be provided by school staff and/or parent as well as the date when the plan will be reviewed
- 6. Referral for restorative justice processes with completed contract with affiliated parties
- 7. Referral to behavior intervention personnel
- 8. Referral to Student Services Team/Behavior Intervention Team

Level 4: *Out-Of-School Suspension (Up To And Including 9 Days)**

Suspension with parent conference and a re-entry plan, which must include an intervention from Levels 1-3 as appropriate.

Level 5: *Alternative Consequences/Programs**

- 1. Behavior plan with modified schedule with approval of Central Admin.
- 2. Behavior plan may be in combination with Levels 2,3, 4 consequences
- 3. The Office of School Culture consultation/intervention
- 4. Administrative Transfer
- 5. Referral to alternative programs
- 6. For suspensions of 10 or more days, documentation supporting state legislative 7 factor consideration is **mandatory**

Level 6: *Expulsion Meeting/Expulsion**

Expulsion is the denial of a student's right to attend school or school sponsored activities.

- Recommendation for suspension to The Office of School Culture to consider expulsion, with consideration for 7 factors.

*The administrator must contact the parent/guardian and make arrangements to provide the student's daily or weekly assignments and/or tests.



K-8 Disciplinary Intervention

*Requires an Office of School Culture suspension.

BEHAVIORS LEADING TO INTERVENTION(S)	DPS REPORT REQUIRED	MINOR OFFENSE TIERED INTERVENTION(S)	MODERATE REPEATED TIERED INTERVENTION(S)	MAJOR TIERED INTERVENTION(S)*
Abusive Language	No	1-2	1-4	-
Alcohol	Yes	-	2-4	5-6
*Arson	Yes - contact Fire Marshall	-	-	5-6
Assault of Staff (Physical)	Yes - if referred to the Office of School Culture or involves injury	1-2	2-4	5-6
Assault of Student (Physical)	Yes - if referred to the Office of School Culture or involves injury Intervention should be documented in Synergy.	1-2	2-4	5-6
Bomb Threat - Threat Against School	Yes	2-3	2-3	4-5
Bullying	Yes - When behavior is repeated or suspended to the Office of School culture	1-2	2-4	5-6
Cheating/Plagiarism	No	1-3	2-4	-
Disorderly Behavior	No	1-2	2-4	5
Electronic Communication Devices (ECDs)	No - unless suspended to the Office of School Culture	1-2	2-4	5
Explosives/Incendiary Devices Sale, Possession or Use	Yes	1-2	2-4	5-6
Extortion/Robbery	Yes	-	2-4	5-6
False Alarms/911 Calls	Yes	-	2-4	5
Fighting	1st and 2nd fight: No Subsequent fights: Yes	2-3	2-4	5-6
Forgery	No	1-2	1-4	-
Gambling	No	1-3	1-4	-
Gang Activity	Yes	1-3	1-4	5
Hazing	No	1-3	1-4	-
Insubordination	No	1-2	1-4	-
Intimidation/Stalking/Threats to Students	Yes	1-3	2-4	5-6
Malicious Destruction	No - unless the situation involves property valued at \$200+	1-2	2-4	5
Marijuana and Other Controlled Substances	Yes	-	2-4	5
Obscene or Lewd Behavior	No - unless suspended to the Office of School Culture	1-3	2-4	5
Possession/Use of a Look-Alike Firearm/Toy or Facsimile	Yes	-	2-4	5-6
Possession/Use of Airsoft Gun	Yes	-	2-4	5-6
*Sale/Distribution of Drugs or Alcohol	Yes	-	-	5-6
*Sexual Assault	Yes	-	-	5-6
Sexting /Child Pornography	Yes	1-3	2-4	5-6
Sexual Harassment	Yes	1-3	2-4	5
Theft	No - unless the situation involves property valued at \$200+	1-3	2-4	2-5
Tobacco and Vaping Paraphernalia	No - unless repeated offense	-	2-4	-
Unauthorized Presence /Trespassing /Loitering	Yes - utilize trespass warning or letter, rules charges are being sought (full report required)	1-3	2-4	-
Violations of City Ordinances, State, or Federal Law or Criminal Acts	Yes	2-3	2-4	5-6
*Weapon - Sale, Possession or Use	Yes	2-4	4	5-6

9-12 Disciplinary Intervention

BEHAVIORS LEADING TO INTERVENTION(S)	DPS REPORT REQUIRED	MINOR OFFENSE TIERED INTERVENTION(S)	MODERATE REPEATED TIERED INTERVENTION(S)	MAJOR TIERED INTERVENTION(S)*
Abusive Language	No	1-2	1-4	-
Alcohol	Yes	-	2-4	5-6
*Arson	Yes - contact Fire Marshall	-	-	5-6
Assault of Staff (Physical)	Yes	-	-	5-6
Assault of Student (Physical)	Yes. intervention should be documented in Synergy.	-	2-4	4-6
Bomb Threat - Threat Against School	Yes	-	-	5-6
Bullying	Yes - only when behavior is repeated or suspended to the Office of School Culture	1-2	2-4	5-6
Cheating/Plagiarism	No	1-3	3-4	-
Controlled Substance or Other Drugs	Yes	-	2-4	5
Disorderly Behavior	No	1	1-4	5
Electronic Communication Devices (ECDs)	No	1-3	2-4	5
Explosives/Incendiary Devices Sale, Possession or Use	Yes	1-2	2-4	5-6
Extortion/Robbery	Yes	-	4	5-6
False Alarms /911 Calls	Yes - contact Fire Marshall	-	4	5-6
Fighting	Yes	-	3-4 1st & 2nd fight 3-9 day suspension	5-6 Subsequent Fights*
Forgery	No	1-3	1-4	-
Gambling	No	1-3	1-4	5
Gang Activity	Yes	1-3	1-4	5-6
Hazing	No - unless suspended to Student Services	1-3	4	5-6
Insubordination	No	1-3	1-4	-
Intimidation/Stalking/Threats to Students	Yes	-	1-4	5-6
Malicious Destruction	No - unless the situation involves property valued at \$200+	1-3	2-4	5
Marijuana and Controlled Substances	Yes	-	2-4	5-6
Obscene or Lewd Behavior	Yes	1-3	2-4	5
Possession/Use of a Look-Alike Firearm/Toy or Facsimile	Yes	-	2-4	5-6
Possession/Use of Airsoft Gun	Yes	-	2-4	5-6
*Sale/Distribution of Drugs or Alcohol	Yes	-	-	5-6
*Sexual Assault	Yes	-	-	5-6
Sexting /Child Pornography	Yes	-	2-4	5-6
Sexual Harassment	Yes	1-3	2-4	5
Theft	No - unless the situation involves property valued at \$200+	1-2	2-4	-
Tobacco and Vaping Paraphernalia	No - unless repeated offense	-	2-4	-
Unauthorized Presence/Trespassing/Loitering	Yes - If criminal charges are sought or if trespass warning letters are being sent to the residence.	1-2	2-4	-
Violations of City Ordinances, State, or Federal Law or Criminal Acts	Yes	2-3	2-4	5-6
*Weapon - Sale, Possession or Use	Yes	-	-	5-6

*Requires an Office of School Culture suspension.

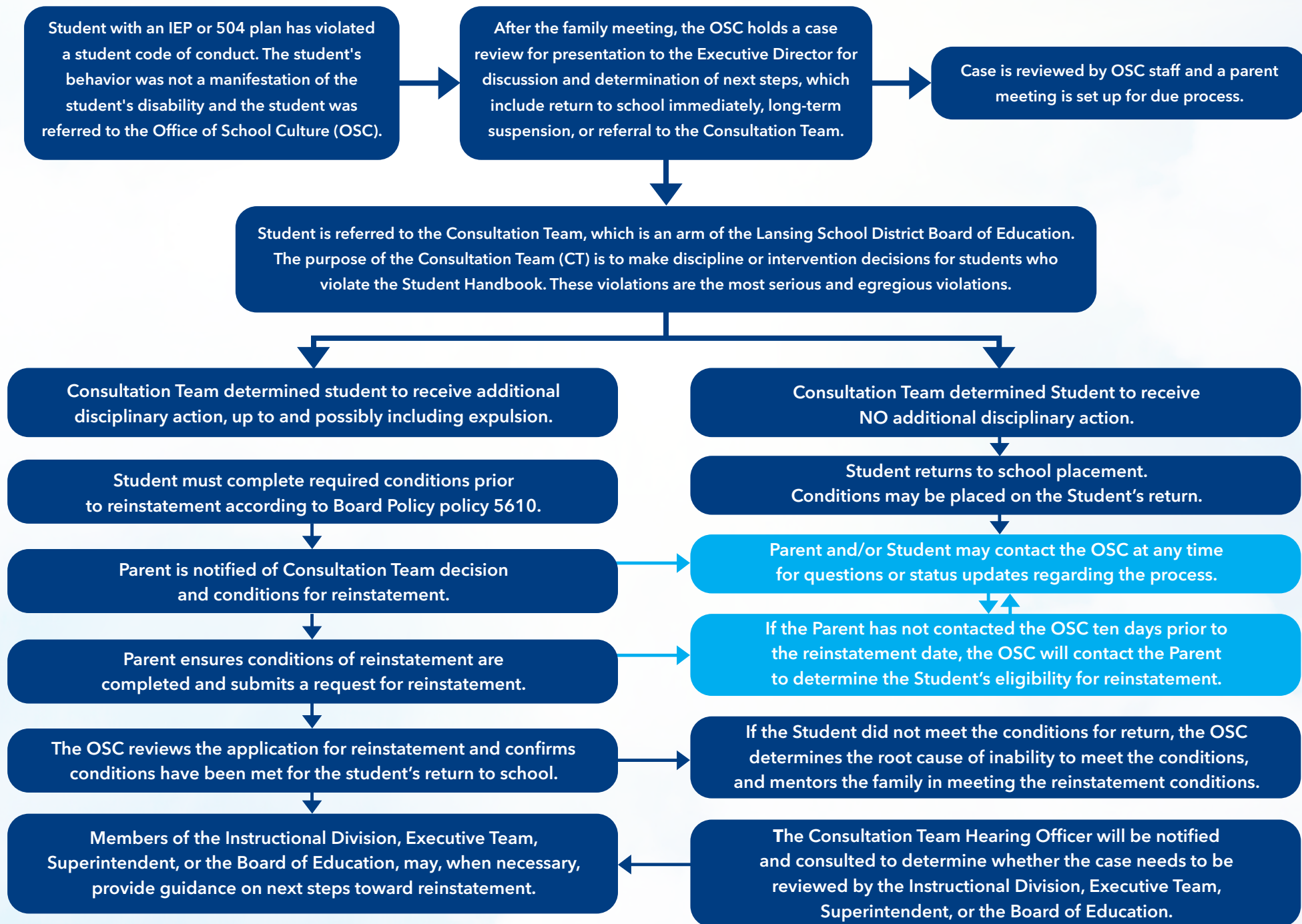
Discipline of Students with IEPs and 504 Plans

Students with disabilities who have Individualized Education Programs (IEP) have additional procedural safeguards rights regarding discipline. The points below are not a replacement for the full procedural safeguards notice which may be found here: https://www.lansingschools.net/downloads/special_education/procedural_safeguards_notice_550307_7.pdf

1. Students with IEPs may be disciplined for up to 10 school days. Educational services may be provided to the student, if the district provides services to all students who are similarly removed.
2. Prior to suspension, the suspending entity must consider the factors outlined in the Revised School Code at 380.1310(d).
3. When a student with an IEP is suspended for more than 10 days, on the date the school makes the decision to make a removal that is a change of placement of the student because of a violation of a code of student conduct, the school district must notify the parents of that decision and provide the parents with the procedural safeguards notice. The student is then entitled to a Manifestation Determination Review (MDR). Each suspension thereafter may require a MDR.
4. MDRs must be completed by parent(s)/guardian(s), school staff, and relevant members of the student's IEP team within 10 school days of the date of the decision to change the student's placement.
5. In-school suspension would not be considered a part of the days of suspension as long as the student is afforded the opportunity to continue to appropriately progress in the general curriculum, continues to receive services specified on the student's IEP, and continues to participate with non-disabled students to the extent they would have in their current placement.
6. For circumstances in which the student may be suspended for more than 10 days, consultation with the Special Education Department is encouraged.

Please see the disciplinary process for students with IEPs or 504 plans referred to in the Office of School Culture flowchart on the following page for more information.





Addendum

Virtual Learning Code of Conduct

Capital Area K-12 students receiving virtual instruction are subject to district policies in the Student Code of Conduct as well as the Virtual Learning Code of Conduct. There are additional rules and expectations of students during virtual learning to ensure the safety of all staff, parents, and students. All students are expected to use virtual learning in a manner that is respectful, legal, and sensitive towards the feelings of others.

Appropriate Usage of Technology

There are a number of sites that contain offensive, illegal, unethical, and inappropriate material which should not be viewed by students. The Lansing School District will make every attempt possible to block these websites however; it is expected that students will only research the web using sites that are applicable to the course content. We will work in partnership with parents throughout the year, and will have a special presentation on Cybersecurity provided by our STAR grant for all staff and parents as it relates to internet safety.

Student Expectations and Etiquette

Student Daily Expectations for Virtual Learning

- Students should check their virtual classrooms each day for assignments.
- Communicate issues with connectivity, online access, or hardware immediately to their teachers.
- Complete all assignments/projects on time.

- Join meetings as scheduled, and actively participate in class sessions.
- Follow the same behavioral guidelines in accordance with the student handbook during virtual learning (ie. no abusive language, threats, intimidation, bullying, stalking, etc.).
- Communicate with your teacher through HMH (K-8), Michigan Virtual (9-12), or email if you are having difficulty completing assignments.
- All students will be expected to provide work that is based upon their own merit and cite sources appropriately when necessary. Students who knowingly copy the works of others or allow others to use their work will face disciplinary processes in accordance with the student code of conduct.
- Students and parents are encouraged to inform their child's teacher/administrator in the event that any safety issues occur during instruction.
- Students are responsible for ensuring that no usernames or passwords are shared with others during virtual learning.

Student Etiquette During Virtual Learning

- Join sessions on time and remain in mute mode until instructions are received from the teacher.
- The chat feature is public, and everyone can see what you write!
- Screen recording and uploading to a social media outlet is strictly prohibited.
- Refrain from private chatting.

- Students should try to log online to each class meeting in a quiet, distraction free environment which contains a background that they would not mind others seeing.
- Students must wear appropriate clothing in accordance with the school code of conduct during screen to screen learning.
- Students should try to enable video so the teacher can see you and your classmates.
- Ensure that you log out of video sessions.
- Students should not join video sessions they are not invited to.
- Refrain from the usage of toys, video games, and cell phones during screen to screen learning.

Disciplinary Action

Disciplinary Action for Unacceptable Behavior During Virtual Learning

- Disruptions to a virtual session may lead to the removal of the student from part or the entire session.
- Students who are removed from synchronous sessions for disruptive behavior may not receive any credit for the activity, class work, assessment, or participation that took place during his/her absence.
- Repeated disruption will be reported to an administrator and may lead to suspension from synchronous sessions.

Behaviors that May Result in Disciplinary Action

- Repeatedly unmuting yourself after the teacher has placed you on mute.
- Participation in cyberbullying and harassment.
- Refusing to follow the virtual classroom rules set forth by the teacher.
- Dressing inappropriately for class (revealing clothes, inappropriate messages on clothing).
- Promoting a political agenda of a particular party unless aligned with the curriculum.
- Cheating or plagiarism.

Parent/Guardian Responsibilities

As a parent/guardian of a virtual student it is important that you recognize the critical role that you play in the success of the virtual learning platform. We recognize that there may potentially be a number of distractions and other priorities for students in terms of working virtually and your encouragement and support will be vital towards keeping students motivated during the virtual experience. Teachers and administrative staff will maintain frequent ongoing communication with parents and guardians regarding student performance just as with face-to-face learning. Please continue to support the Lansing School District by having your student attend on a daily basis the virtual learning experience.

