

**2022-2023 School Year  
Student Handbook**



**Morley Stanwood High School**  
4700 Northland Drive Morley, MI 49336  
Phone 231 856-4444 Fax 231 856-7012  
[www.morleystanwood.org](http://www.morleystanwood.org)

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# Our School

## Morley Stanwood Community Schools | 2022-2023 CALENDAR

22, 23 PD Staff Only

29 First Day of School

AUGUST '22						
S	M	T	W	Th	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			

SEPTEMBER '22

S	M	T	W	Th	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	

2, 5 No School - Labor Day Weekend

21 Early Dismissal for Students  
Afternoon PD for Staff

OCTOBER '22						
S	M	T	W	Th	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					

NOVEMBER '22

S	M	T	W	Th	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			

15 No School - Safety Day

23-25 No School - Thanksgiving Break

21-30 No School - Holiday Break

DECEMBER '22						
S	M	T	W	Th	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 '23

S	M	T	W	Th	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				

2-3 No School - Holiday Break

16 Early Dismissal for Students  
Afternoon PD for Staff

17 Early Dismissal for Students  
Afternoon PD for Staff

FEBRUARY '23						
S	M	T	W	Th	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				

MARCH '23

S	M	T	W	Th	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	

27-31 No School - Spring Break

7 No School - Good Friday

APRIL '23						
S	M	T	W	Th	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 '23

S	M	T	W	Th	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			

5 Early Dismissal for Students  
Afternoon PD for Staff

29 No School- Memorial Day

8 Planned Last Day for Students

JUNE '23						
S	M	T	W	Th	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	

= School Days  
 = No School  
 = Early Dismissal for Students

## Bell Schedule

Bell	Start Time	End Time
Morning Warning/Tardy Bell	8:00 AM	8:10 AM
1st Hour	8:10 AM	9:15 AM
2nd Hour	9:20 AM	10:20 AM
3rd Hour	10:25 AM	11:25 AM
4th Hour (A)	11:30 AM	12:30 PM
4th Hour (B)	12:00 PM	1:00 PM
5th Hour	1:05 PM	2:05 PM
6th Hour	2:10 PM	3:15 PM
Lunch A	11:25 AM	11:55 AM
Lunch B	12:30 PM	1:00 PM

## “STRONG Hour” Schedule (Wednesdays only)

Schedule A	Schedule B
1st Hour: 8:10 - 8:55	1st Hour: 8:10 - 9:15
2nd Hour: 9:00 - 9:45	2nd Hour: 9:20 - 10:20
<b>STRONG HOUR: 9:50 - 10:35</b>	3rd Hour: 10:25 - 11:25
3rd Hour: 10:40 - 11:25	4th Hour: 12:00 - 12:45
4th Hour: 12:00 - 1:00	<b>STRONG HOUR: 12:50 - 1:35</b>
5th Hour: 1:05 - 2:05	5th Hour: 1:40 - 2:25
6th Hour: 2:10 - 3:15	6th Hour: 2:30 - 3:15
<b>Lunch A: 11:25 - 11:55</b> <b>Lunch B: 12:30 - 1:00</b>	<b>Lunch A: 11:25 - 11:55</b> <b>Lunch B: 12:15 - 12:45</b>

## Board Of Education

**President** .....Matthias Stevens

**Vice President** .....Greg Babbitt

**Secretary** .....Dennis Smith

**Treasurer** ..... Emily Bongard

**Trustee** .....Randy LaPreze

**Trustee** .....Andrew Radle

**Trustee** ..... Mary Engelsman

## Mission Statement

Our mission at Morley Stanwood High School is to foster a nurturing environment that forges strong, positive connections with students so they have the opportunity to develop skills to be productive members of society.

## Vision Statement

We are Mohawk **STRONG!** Our vision is that all students are able to exemplify the following attributes:

**S**- Selfless

**T**- Trustworthy

**R**- Resilient

**O**- Open Minded

**N**- Neighborly

**G**- Grateful

# General Rules and Information

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she has reached the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are eligible students.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that the school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
  - School officials with legitimate educational interest.
  - Other schools to which a student is transferring.
  - Specialized officials for audit or evaluation purposes.
  - Appropriate parties in connection with financial aid to a student.
  - Organizations conducting certain studies for or on behalf of the school.
  - Accrediting organizations.
  - To comply with a judicial order or lawfully issued subpoena.
  - Appropriate officials in cases of health and safety emergencies.
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.



Morley Stanwood High School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, parents and eligible students have the right to notify the school if they do not want the school to disclose directory information about their son/daughter or themselves.

## Photographs and Other Media

From time to time, photographs and videos or other types of media may be used throughout your student's education. This media may be desirable for newspaper articles and web page features about our programs. If you DO NOT wish to have your child's picture used in this manner, you must provide written notice to our office. This will be placed in the student's education records.

## Release of Student Information

It is the policy of our school not to release the names and addresses of students to agencies outside Morley Stanwood High School. It is necessary, however, to furnish the companies providing senior announcements, caps and gowns, senior portraits, school rings, etc. with a directory of certain classes. This is only done if these companies agree not to release this directory to other individuals or agencies. Students or parents who do not want their names released to these companies may make this request in writing to the office and their names will be withheld. Students who provide lists of names to agencies are subject to disciplinary action.

## Title IX

The United States government has enacted an amendment that deals specifically with discrimination based upon a person's sex. This education amendment, passed in 1972 and effective beginning with July 21, 1975, states specifically that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."<sup>1</sup>

This amendment is now law. In accordance with this law are several requirements that schools must make in order to adhere to the letter of the law. Because this is a totally new application of the concept of equality, there will be questions over the years ahead as to the proper method of implementation. As of now, you, as students have received written notice, contained in this section of your handbook, regarding the nature of the law itself. In addition, you are advised that the Morley Stanwood Community Schools will make every effort to adhere to the basic concepts and application of the law which eliminates discrimination based on sex. Further, let it be known that if a student feels that discrimination in the following areas exist, they have recourse to

question, request modification of and adherence to the Title IX regulation. These areas, open to all students regardless of their sex, are:

1. Access to and participation in course offerings and extra-curricular activities, including campus organizations and competitive athletics; (Note: The interpretation of the law to date does permit separate teams in areas such as our basketball and baseball/softball program.)
2. Eligibility for and receipt of enjoyment of benefits, services, and financial aid.
3. Use of facilities, and comparability of, availability of, and rules concerning housing (except that single sex housing is permissible.)

These Title IX regulations are applicable to all public schools receiving Federal aid and this means that these schools must treat their admitted student without discrimination on the basis of sex.

The Morley Stanwood Community Schools will, as stated earlier, comply with these regulations and adapt and/or adopt programs, regulations, etc., to fit these stipulations of the law. In order to provide you, the student, with an opportunity to question, challenge, or request modification of the situation you feel may violate these regulations, a contact person has been made available to you. Mr. James Nelson has been designated as that contact person, henceforth known as the Title IX Coordinator.

#### <sup>1</sup>Final Title IX Regulation Implementing Education Amendments

of 1972, (Prohibiting Sex Discrimination in Education), U. S. Department of Health, Education, and Welfare/Office for Civil Rights, Washington, D.C. 20201, HEW Fact Sheet, June 1975, page 1.

## Breakfast and Lunch

Breakfast and lunch are available for students on most school days. All rules for conduct are in effect during breakfast/lunch periods with the following additions:

1. Students are **NOT** permitted in the student parking lot.
2. Students are **NOT** permitted to leave campus during lunch periods.
3. Students are responsible for their own dishes, milk cartons, garbage, etc.
4. Throwing food or other items is not allowed.
5. Cutting in front of others in cafeteria lines is not permitted.
6. Students may not provide a portion of their lunch to a student who did not purchase one, nor may they purchase extra helpings for those who did not buy a meal.

7. Students will **NOT** be permitted in the hallways during lunch, except for school business in the office. For exceptions, a pass in advance must be presented to the lunch supervisor, or permission granted by the principal.

## Food Service Meal Policy for Students and Debt Collection Process

If a K –12 student's account accumulates a deficit of two lunch charges he or she will not be eligible to purchase the normal menu items or ala cart items for that day. This includes reduced pay and full pay students. Students receiving free lunch are not allowed to charge ala cart items. Instead, we will provide an alternate pre-made sack lunch which consists of: a cheese sandwich on whole wheat bread, fresh vegetable and fruit, and a skim milk. The charge for these lunches will be \$1.00 for full pay students and .40 cents per day for reduced lunch students. These reduced lunch costs will still be charged against your child's account, as the meal is not free to the district. Any payments for lunch will be first applied to uncollected charges due the food service program.

Attempts will be made to notify your student before lunch on the day the student will be receiving the alternative meal. It is the parent's responsibility to monitor their student's lunch account.

## Bad Debt

As a result of uncollected charged balances, once a year the District will make the food service program whole. However such balances will be tracked and collected. Payments will be actively pursued by the District.

Credit balances, under \$50 not requested to be returned to students who are 18 years old, a graduate or are no longer in attendance as of the last day of the school year; such funds will be applied to uncollectable debt according to the district.

If you have any unusual circumstances or wish further information, please contact Cindy Sutherland at the Food Service Department 231-856-4444 extension 1160.

## Vending Machines

1. Vending machines are to be used only before and after school or only during times designated by your teacher.
2. Students who use these machines do so at your own risk.
3. Refunds will not be given if you lose money in these machines.

4. Food and drink of all kinds is to be consumed only in areas permissible by staff.
5. Glass bottles should not be brought to school at any time.

## Internet Use

The use of the Internet by students and staff shall be for educational purposes related to the district curriculum or for the purpose of conducting school business. The Internet shall not be used for personal gain, harassment of others, sending or receiving vulgar or profane language, pictures, or drawings, or for personal business inconsistent with the educational objectives of the school district. The administration shall be the sole arbiter of what uses would be considered inappropriate. Inappropriate use of the Internet by students, staff, or others is considered a serious offense. Offenders can expect serious disciplinary action as a result of this offense. A complete Morley Stanwood Board of Education Internet Use policy is available upon request. (Policy #2400).

## Media Center

1. Students must have a pass signed by a teacher to use the Media Center or from the media center aid at lunchtime prior to lunch.
2. The Media Center is not to be used as a social gathering place. It is to be used as a place to do work that could not be done elsewhere.
3. Students are responsible for items which they check out. Students will be required to pay for materials which they do not return.
4. Students are welcome in the Media Center before school, at lunchtime and after school with the permission of the media center aid.

## Restroom Use

Students should always use restroom stalls individually. Student privacy is an important part of student health and safety at school, including within the bathrooms. If a student goes into a stall with any other student, that will be grounds for both students to be suspended from school following steps of progressive discipline.

## School Property

Students are expected to treat the school and school grounds with care and respect. Students involved in pranks, vandalism, or defacing school property will be suspended pending either a preliminary or formal hearing before the board of education. It is possible that students found in violation of this code will be required to make restitution and/or forfeit the privilege of

participating in commencement exercises, and/or the senior trip. Legal action may also be taken if warranted.

## Lockers

1. No items are to be placed on the front of the locker. Students may decorate the inside of the locker as long as the materials are appropriate for school and are easily removed. Stickers or decals are not allowed in the locker.
2. Morley Stanwood recommends valuables to be left at home. The school is not responsible for valuables left in lockers.
3. Students are to keep their lockers clean and locked at all times.
4. All bags, blankets and coats are to be placed in lockers. They will not be permitted in the classroom.
  - A. Bags are classroom safety and distraction hazards.
  - B. Dress appropriately for the weather and school climate so blankets and coats are not needed in classrooms.

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy as to prevent examination by a school official. The Board directs the school principals to conduct a routine inspection at least annually of all such storage places. In the course of any search, student's privacy rights will be respected regarding any items that are not illegal or against Board policy.

## Cell Phone Policy

With our 1 to 1 technology initiative, every student has access to a Chromebook for learning purposes. Cell phones are not needed for educational purposes unless explicitly authorized by their teacher or the school principal. If any parent needs to get in contact with their student, they may make arrangements through the main office; each classroom is equipped with a phone.

**Cell phones will not be permitted to be used in the classroom at any time. They must be kept locked in their lockers. Students may only use their phones during passing time and lunch time.**

Progressive disciplinary actions:

- 1st Offense - If a student is seen with a phone in the classroom, the student will be instructed to place the phone on the teacher's desk. The principal will then lock it in a secured technology locker for the **remainder of the day**. After school, the student will receive a unique code to unlock the locker to retrieve their phone.

- 2nd Offense - If a student is seen with a phone in the classroom a second time, the student will be instructed to place the phone on the teacher's desk. The principal will lock it in a secured

technology locker **until the end of the next school day** when the student will receive a unique code to unlock the locker. **A parent or guardian will be notified and he/she may choose to pick up the student's phone from school during school hours.**

- 3rd Offense - If a student is seen with a phone in the classroom a third time, the student and the phone will be sent to meet with the principal and **phone privileges will be revoked. At this time, the student will be required to drop his/her phone off to the principal each morning. The principal will lock the student's cell phone in the secured technology locker for the entirety of each school day. The student will retrieve his/her phone at the end of each school day.**

## Lost and Found

Any property found on school grounds must be turned in to the high school office. It will be considered stolen property if found in your possession. Students found with or selling stolen property will face disciplinary action. Lost articles may be claimed in the principal's office. Be sure to check periodically for missing items.

## Office

The office services are available to students who need them.

The principal, social worker, academic success coach and office secretaries can answer many of your questions and be of assistance to you. Students who report to the office and those who seek assistance are to keep in mind that the office is a business area and is operated as such. Students are not allowed beyond the reception area unless given permission to do so by the office staff.

## Medication

If possible, parents are advised to give all medications at home and on a schedule rather than during school hours. Students needing to take medication during school hours are to have a signed parent/guardian medication permission form on file in the office. Student medication is kept in the office for daily or occasional dispensation. NO IBUPROFEN, ACETAMINOPHEN, BENADRYL OR ANY OVER-THE-COUNTER DRUGS ARE PROVIDED BY THE SCHOOL.

## Work Permits

Work permits may be obtained from the principal's office. Students should not make an application for a work permit until they have secured a definite job.

## Use of Automobiles and Student Parking

Driving to school is a privilege. **Students that wish to drive to school will be required to pay a \$5 registration fee to have their vehicles registered.** They must then display their sticker on their vehicle and park in their assigned parking space. Students are expected to park in an appropriate manner between the lines, within their assigned parking space. **Failure to abide by these parking procedures may result in the revocation of parking privileges or the vehicle being towed at the owner's expense.**

## Closed Campus

Leaving campus without administrative permission is not allowed. The parking lot will be closed to students during lunch. Students will not be in the parking lot during lunch unless they have direct permission from the office.

- 1st Offense - Student will be assigned 1 lunch detention and parents will be notified.
- 2nd Offense - Student will be assigned 5 lunch detentions and parents will again be notified.
- 3rd Offense - Student and parent/guardian must meet with a school administrator to create an action plan as soon as possible. Student will be suspended from school until this meeting/action plan is created.

## Behavioral Intervention Center (BIC)

Students have the right to learn and teachers have the right to teach in a safe environment. No one has the right to disrupt, to prevent other students from learning, or to violate the rights of others. A disruption is classified as any disturbance that violates the rights of others by inhibiting the learning process. This includes disturbing the class by coming in late, talking, laughing, arguing or any other action that may distract the teacher from teaching and other students from learning. Safety violations may include tipping in chairs, not wearing appropriate safety equipment, throwing items, or any other offense that could harm the student or others.

The only time a student can be referred to BIC is when they disrupt and inhibit the learning of others. Please note that students must take responsibility for their own actions in order to get back into class. All plans must be signed by the BIC Coordinator and teacher before the student may return to the classroom.

## BIC Procedures

1. Student will complete a Classroom Re-Entry Plan and submit it to the BIC Coordinator within the class period that they were removed.
2. The student is responsible for setting up a negotiation meeting with their teacher. They must negotiate and get their re-entry plan approved within 24 hours of the class period that the student was removed. If the student was removed from class on a Friday or the last day before

a holiday, they must use the soonest upcoming school day to negotiate. If done correctly, the student should be back in the classroom within 3 class meetings or sooner.

2. Students who fail to submit a Classroom Re-Entry Plan or negotiate with their teacher may receive a suspension of up to 10 days.

## Assembly Programs

Assemblies will be scheduled during the year with the approval of the principal. The principal or designee will introduce and dismiss all assemblies. Assemblies are part of the educational program and students are required to attend. Proper decorum must be observed at all times. Some assemblies feature guests to our school. It is important that these guests are treated in a courteous manner. Failure to exhibit proper behavior in assemblies will result in BIC or parental conference. Continued problems will lead to more severe disciplinary measures.

## After School

Students are to remain after school only if they are here for a school sponsored activity. They should remain with their team or group until the conclusion of the activity.

## School Closing Due to Inclement Weather

If school is closed due to inclement weather or other unavoidable circumstance, the announcement will be made via School Messenger phone call and/or email. The announcement will also be made on the radio stations WBRN-1460 AM, BIG COUNTRY-100.9 FM and WYBR-102-FM (Big Rapids) and SUNNY 97.3 FM, and also on TV-13 (Grand Rapids) TV-9-10 (Cadillac), and TV-8 (Grand Rapids), [School website](#), and [Facebook page](#).

## Dress Code

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

## Community Norms

- All students should be able to dress comfortably for school and engage in the educational environment
- Students should select clothing that will support learning and contribute to a positive environment.
- All students and staff are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.



- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Teachers should be able to focus on teaching without the additional burden of dress code enforcement.

***Our student dress code is designed to accomplish several goals:***

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology, or PE.
- Allow students to wear clothing of their choice that is comfortable.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Prevent students from wearing clothing or accessories that denote, suggest, display, or reference alcohol, drugs, nicotine, or related paraphernalia or other illegal conduct or activities (such as gang activity).
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Ensure that all students are treated equitably.

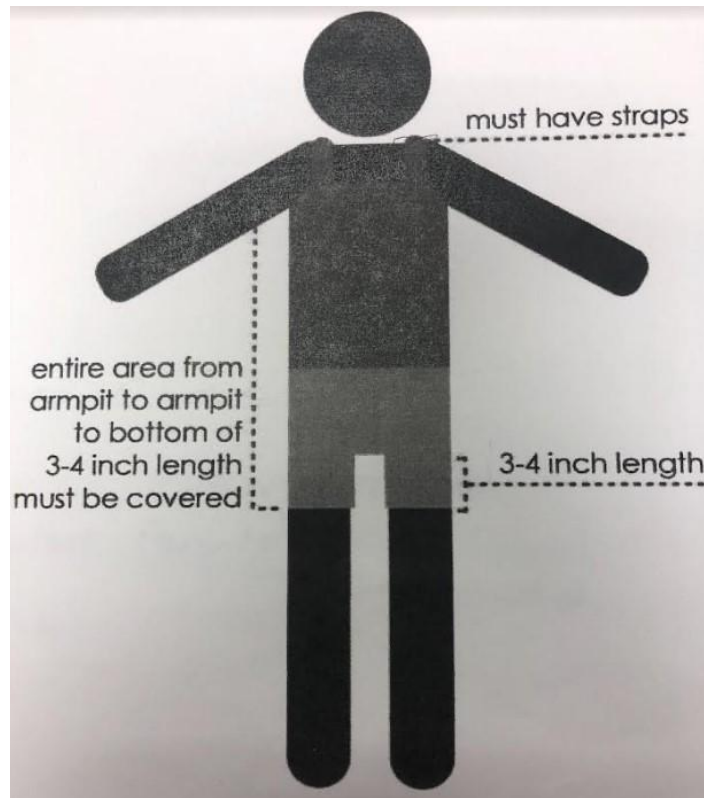
## Basic Principle

Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with **opaque (not transparent or able to be seen through)** fabric.

*All items listed in the “must wear” and “may wear” categories below must meet this basic principle.*

***Students Must Wear ALL of the Following***, while following the basic principle of Section 1 above:

- A Shirt with wide straps (with fabric covering the midriff in the front, back, and on the sides under the arms)
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts)
- Shoes
- See picture below for reference



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

Headress (such as hats, religious headwear, hoodies, etc) as long as it allows the face to be visible to staff, and not interfere with the line of sight of any student or staff.

- Fitted pants, including opaque (not transparent or able to be seen through) leggings, yoga pants, and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear (below waistband) and buttocks are not exposed.
- Athletic attire

### Students Cannot Wear:

- Spaghetti straps or halter tops.
- Violent language or images.
- Images or language depicting drugs, nicotine, or alcohol (or any illegal item or activity).
- Hate speech, profanity, pornography (including images of exposed body parts not in alignment with dress code)
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Any clothing that makes underwear visible.
- Swimsuits (except as required in class or athletic practice).
- Accessories that are dangerous or could be used as a weapon.

- Any clothing or accessory that is deemed to disrupt the educational environment.

## Dress Code Violation Procedures

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined above. Students in violation of the code will be provided three (3) options to correct the violation:

- Students will be asked to put on their own alternative clothing, if already available at school.
- Students will be provided with acceptable and temporary school clothing.
- Students' families will be contacted to bring alternative clothing.

Students in violation of the school dress code will remain in BIC until the violation is corrected. Students may be sent home to change. Final decision on dress code violations will be at the discretion of the High School Principal.

## Alcohol, Inhalants, and other Drugs

### Alcohol

#### **1st Offense for use or possession of Alcohol:**

**Option 1:** 20 school days out of school suspension

**Option 2:** 10 day out of school suspension and the completion of the following things:

1. Parental contact from school. Parents will have to sign and send back a form stating that they understand that their students need to complete these items before returning to school.
2. The school will complete a Ten16 Recovery Network referral form. In order for the student to return to school you must complete the intake with Ten 16 or have an appointment scheduled with Ten16 within 5 days of returning to school. If a student does not complete the intake within 5 days of returning to school they will be placed back on suspension. **We strongly encourage students and parents to follow the guidance/plan implemented by Ten16.**
3. Student will complete a restorative activity as assigned by the school social worker or principal
4. Students must meet with the school social worker or principal when they return to school to talk about what they learned and steps they are going to take to stop abusing substances.

#### **2nd Offense with Alcohol:**

10 days out of school suspension with a Superintendent suspension and a BOE Discipline Hearing

## Nicotine/Vaping

### **1st Offense Nicotine/Vaping**

**Option 1:** 5 days out of school suspension

**Option 2:** 3 days out of school suspension and completion of the following items:

1. Parental contact from school. Parents will have to sign and send back a form stating that they understand that their students need to complete these items before returning to school.
2. Students must watch the following 3 videos and complete a “knowledge check”.
  - a. [17 year old speaks out after double lung transplant](#)
  - b. [Teen was in the fight for her life after vaping a cartridge a day](#)
  - c. [Vaping. The Hit your Brain Takes](#)
3. Students must complete this [Google Form](#) after watching these videos
4. Students must meet with the school social worker or principal when they return to talk about what they learned and steps they are going to take to stop using substances.

### **2nd Offense Nicotine:**

10 days out of school suspension

### **3rd Offense Nicotine:**

10 days out of school suspension with a Superintendent suspension and a BOE Discipline Hearing

## Marijuana

### **1st Offense Marijuana:**

**Option 1:** 45 school days out of school suspension

**Option 2:** 30 school days out of school suspension with the completion of the following things:

1. Parental contact from school. Parents will have to sign and send back a form stating that they understand that their students need to complete these items before returning to school.
2. The school will complete a Ten16 Recovery Network referral form. In order for the student to return to school you must complete the intake with Ten 16 or have an appointment scheduled with Ten16 within 5 days of returning to school. If a student does not complete the intake within 5 days of returning to school they will be placed back on

suspension. We strongly encourage students and parents to follow the guidance/plan implemented by Ten16.

3. Students must complete an assigned restorative activity with a knowledge check.
4. Students must meet with the school social worker or principal when they return to talk about what they learned and steps they are going to take to stop abusing substances.

### **2nd Offense with Marijuana:**

10 days out of school suspension with a Superintendent suspension and a BOE Discipline Hearing

## **Distribution and Selling of any Drugs, Alcohol, or Inhalants**

### **1st Offense:**

10 days out of school suspension with a Superintendent suspension and a BOE Discipline Hearing

## **Random Searches**

School administrators may use dogs trained to detect contraband to conduct random searches for contraband in student lockers, other common areas of school buildings, and vehicles parked on school grounds at the high school. A qualified and authorized trainer and a school administrator shall accompany the dogs. If a dog indicates that contraband is present on school property, school administrators can conduct a further search.

# Attendance Procedures

## Compulsory School Attendance

*The sections of the Revised School Code that address this issue are contained in the Michigan Compiled Laws under MCL 380.1147, 380.1278a, 380.1278b, 380.1284, 380.1284b, 380.1561-380.1599 and the State School Aid Act under MCL 388.1701.*

Attendance and Grades in a matter related to school attendance and grades, the Michigan Attorney General issued an opinion cited as 1978 OAG 5414 that states that the compulsory school attendance law recognizes an educational value in regular attendance at school. The opinion states that classroom attendance instills a concept of self-discipline, exposes a student to group interactions with teachers and fellow students, and enables a student to hear and participate in class discussion and other related learning experiences. Based on these considerations, the Attorney General concluded that a school district may consider attendance in determining a student's grade in a course.

## Goal and Objectives of Attendance Procedures

GOAL: It is a goal of the Morley Stanwood High School to develop the qualities of punctuality, good attendance, and participation in all students. These traits are important in both school and the workplace.

### OBJECTIVES:

1. To have high expectations of our staff, that a great deal of educational value will be imparted by the wisdom and experiences of the teacher and only fully gained by the student through regular attendance and participation.
2. To provide maximum learning opportunities for all students.
3. To enable teachers to have sufficient student contact hours for proper instruction.
4. To prepare students for the work world and obligations of life.

## Pregnancy/Prolonged Illness

Any student who becomes pregnant may remain in school until the due date approved by her physician. Those students who become pregnant or who have a prolonged illness, may stay home to complete his/her school work and will return to school when his/her physician recommends him/her to return to school.

# Policy and Definitions

Attendance at the high school shall be taken every class period. Students transferring from one (1) class to another will carry forward all absences from the previous class. The regulations below shall be in effect with the administration retaining the right to make adjustments for unique and/or extenuating circumstances, such as documented extended medical absences or the death of an immediate family member.

## Excused Absences

To excuse an absence parents/guardians must call the attendance office within 24 hours of the student's absence. Extenuating circumstances due to emergent situations that prevent this notification will be addressed on an individual basis. The school phone/attendance office phone records messages 24 hours per day, 7 days a week.

No communication from a parent/guardian regarding the absence will be considered unverified. An absence will be considered an "excused absence" if a parent/guardian contacts the school and provides a reason for the absence. The absence, as well as the reason for the absence, will then be documented in our attendance system. Excused absences may include, but are not limited to, the following:

- Personal injury or illness
- Family emergency
- Medical/dental/legal appointment
- Funeral
- Verifiable chronic illness - Statement signed by a physician
- Pre-arranged absences with proper notification
- A short term family trip or vacation (no more than 10 consecutive school days) with prior notification of the absence being provided to the school administration
- Observance of religious holiday
- Documented college visits
- Mandated and documented court appointments
- Placement by a juvenile court in detention, shelter care, foster care, or residential placement

Note: Any school related absence as determined by a school official will be excused but will be coded as a "School Related Absence."

## Unexcused Absence

Unexcused absences are defined as an absence for any other reason other than those listed excused. They include but are not limited to:

- Willful truancy
- Oversleeping
- Travel

- Needed at home
- Weather
- Missed bus
- Leaving the school or a designated area within the school without permission
  - A student may not leave a designated or assigned area without permission from the teacher.
  - A student may not leave school without permission from parent/guardian.
  - A student must sign out and receive permission to leave school.
  - A student who leaves school without permission and whose parent/guardian calls in after-the-fact will be marked unexcused for those class periods

If a student fails to attend class(es), and a parent/guardian has not called the office within 24 hours of the student's return, the absence(s) will be recorded as unverified.

## Tardiness

If compelling circumstances require a student to be late to school or be dismissed before the end of the school day, a parent/guardian must notify the school, stating the reason for the request. Your child will be released only to you or to a person authorized by you on your emergency form. You or the authorized individual must come to the office with a valid State issued ID to sign-out and pick-up your child. It is helpful if parents can notify the office of any pre-arranged appointments that will require their child to leave school during the regular school day. The person picking up the student should allow enough time to sign the student out, AND then wait for the child to arrive in the office. Students will not be called down to the office to wait for pick-up.

A student will be documented as tardy if he/she is not in the classroom at the designated time the class period begins. Cooperation by parents/guardians is necessary to minimize student tardiness. Oversleeping, traffic issues, and/or missing the bus are not valid reasons to be tardy to school. All students must report directly to the office when arriving late and the student must sign in.

If a student arrives to class or leaves class ten (10) minutes late or early, an absence will be recorded for the student.

Additionally, any student who is tardy to school, or to any class during the school day, may be subject to intervention/discipline.

Please note that excessive absence or tardiness can lead to the failure of a course, the necessity to repeat a course, the possibility of retention, and/or the filing of a truancy petition with Mecosta County Truancy Officer.

## Truancy

Any student who is considered to have excessive absences could be referred to the MOISD Truancy Office and/or removed from school without credit for the remainder of the semester.



This will only occur if the student is under 18 years of age and has excessive absences in any class.

5 Absences:                      Phone call to parent or guardian.

10 Absences:                    Letter to parent or guardian and a truancy referral.

## Make Up Work

It is the responsibility of the student to meet with the teacher regarding make-up work. Students should get homework ahead of time when possible. Work missed for school-related and pre-approved absences will be completed and turned in prior to the absence or within the time frame agreed upon by the student and teacher. Students are generally allowed the number of days they are absent plus any additional granted by the teacher to complete make-up assignments. Make up assignments will generally not be sent home unless a student misses two or more consecutive days.

# Disciplinary Responses

## Philosophy

Research shows that positive relationships help children learn. When our communities, schools, and homes are free from fear, anger, and other distractions, human development can occur. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment. (For more on this topic, see Bonnie Bernard's *Fostering Resiliency in Kids* or Robert Blum's "A Case for School Connectedness," *Educational Leadership*, April 2005.) Positive relationships establish the foundation of a strong school climate. However, even with a strong school climate, conflicts will occur. When students engage in negative or disruptive behaviors, school staff and principals respond logically, appropriately, empathically, and consistently. The Morley Stanwood High School handbook introduces four levels of response to inappropriate and disruptive behaviors. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Administrators and school staff will use only the levels suggested for each behavior.

If the disruptive behavior is assigned to two or more levels, then the lowest level of intervention and disciplinary response should be used first. For example, if a student refuses to follow directions, school staff and administrators should first use intervention strategies and responses in Level 1 before moving to Level 2.

When school staff responds to student behavior, they will take into account:

- the age, health, decision-making ability, and disability or special education status of the student;
- the appropriateness of the student's academic placement;
- the student's prior conduct and record of behavior if relevant to the student's willingness to acknowledge and repair the harm;
- the seriousness of the offense and the degree of harm caused; and
- the impact of the incident on the school community, as well as the student(s) involved.

In certain circumstances, disciplinary responses that remove students from the classroom or school environment may be necessary. In these cases, the goal of Morley Stanwood High School is to limit these instances, make sure that students continue their education, learn alternative positive behaviors, and to make amends for any harm they may have caused. Although the principal makes the final decision about whether or not a student is to be removed, long-term removal will remain a consequence of last resort.

# Disciplinary Response Definitions

## Short-term Suspension

The removal of a student from school and school related functions for up to, but not more than ten (10) school days. This action can be done by the discretion of the building principal.

## Extended Suspension

The removal of a student from school and school related functions for a specified period of time, longer than ten (10) school days, by the Superintendent or the Superintendent's designee. A student may be referred for extended suspension if his or her presence in school presents a danger or severe disruption, additional time is needed to investigate the incident further, or a recommendation to expel the student has been made (Michigan Schools Discipline Law, page 9-10).

**Any violations of suspension will result in additional disciplinary action or additional suspension time added.**

## Expulsion

The removal of a student from his or her regular school program by the Superintendent, Superintendent's designee, or Board of Education for more than forty-five (45) school days. A student may only be recommended for expulsion if an extended suspension is inadequate to address the behavior; the behavior has seriously endangered the health, welfare or safety of other students or school personnel; or the student's continued presence in the school constitutes a significant safety risk. An expulsion may be permanent if the behavior results in serious injury or places others in substantial risk of serious injury or death.

## Alternative Educational Placement

General education students may be assigned to an alternative educational placement while on expulsion for behavior that has seriously endangered the health, welfare, or safety of other students or school staff. Students on suspension or expulsion are not permitted to remain in school without an alternative educational placement plan. This will be determined by the Superintendent, Superintendent's designee, or the Board of Education.

## Alternative Educational Setting

This setting enables students with IEPs who are suspended or expelled to continue to progress in the curriculum and to continue to receive special education, related services, and accommodations needed to meet the goals of their IEP.

## Policies on Suspension and Expulsion

The Board of Education (in compliance with a state Department of Education directive) has issued a policy on suspension and expulsion. This policy has been adopted by all schools in Mecosta and Osceola counties. Parents are to be informed when a pupil persists in unacceptable conduct. The principal shall keep a record of such conduct in writing with evidence documented to aid in his/her efforts to solve the problem involved. Such written documentation must lend support if he/she seeks to bring about suspension or expulsion of the pupil involved. The State School Code does substantiate a school board's authority to suspend or expel a pupil from school for acts of gross misdemeanor, persistent disobedience or actions detrimental to carrying on the normal operations of a school. The Board of Education establishes, while the pupil is under the jurisdiction of their school, the following types of misconduct which can lead to suspension or expulsion from school. These categories of misconduct which lead to disciplinary action by the school are general in nature but are not all inclusive.

## Levels of Interventions and Disciplinary Responses

### Level 1 (Positive Intervention)

#### ***Examples of Classroom Interventions and Responses***

Interventions aim to teach positive and alternative behaviors so students can learn and demonstrate safe and positive community behavior. Teachers are expected to try a variety of teaching and classroom management strategies.

- Contact family/guardian via telephone, email, or text message.
- Daily progress sheet on behavior
- Verbal correction
- Reminders and redirection
- Written reflection
- Seat change
- Teacher or student conference
- Family/guardian conference
- After school interaction

#### ***Examples of Team Interventions and Responses***

These interventions aim to engage the student's support system to ensure successful learning and consistency of interventions, and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Community service to school
- Conflict resolution
- PBIS Check In/ Check Out
- Mentoring program
- Restorative practices
- Peer mediation
- Community mediation

- Short-term behavioral progress reports
- Behavioral Intervention/Support Plan
- Referral to school social work
- Referral to a community organization
- Referral to an after-school program

## Level 2 (Positive Intervention)

### **Examples of Staff and Administrative Interventions and Responses**

These interventions can involve the school administration and aim to correct behavior by educating the student on the seriousness of the behavior with the goal of keeping the student in school, when possible

- Referral to the Behavioral Intervention Center (BIC)
- Change in schedule or class
- Conference with the appropriate administrator
- Parent or guardian notification
- Referral to student support team and/or IEP team
- Restorative practice strategies
- Motivation list
- School/Community conferencing
- Restitution
- In-school/After school program
- Assignment of work project
- Restorative Conference
- Mentoring
- Peer Mediation
- Alternative to suspension projects, if possible

## Level 3 (Behavioral/Disciplinary Responses)

### **Examples of Suspension and Referral Responses**

These interventions may involve time away from the school community, because of the impact the behavior has had on the community.

- Parent or guardian notification
- Notice to IEP team (students with disabilities)
- Behavioral Intervention Plans
- Referral to the Behavioral Intervention Center (BIC)
- Short-term suspension (one (1) to ten (10) days)
- Referral to student support team
- Referral to substance abuse counseling
- Referral to credit recovery options
- Referral to community organizations, including community conferencing and community mediation
- Removal from transportation service

## Level 4 (Behavioral/Disciplinary Responses)

### **Examples of Extended Suspension and Referral Responses**

These interventions involve the removal of a student from the school environment because of the impact on the student and the community. They may involve the placement of the student in a safe environment that provides additional support to promote positive behavior. These interventions focus on maintaining the safety of the school community and to encourage and re-engage the student in positive community participation.

- Parent or guardian notification
- Alternative educational placement by suspension
- Extended suspension
- Behavioral Intervention Plan
- Functional Behavioral Assessment
- Community conferencing
- Community mediation
- Referral to community organizations
- Referral to substance abuse counseling
- Expulsion
- Permanent expulsion
- Referral to 504 or IEP team (students with disabilities) for manifestation/determination

## **Inappropriate and Disruptive Behaviors and Levels of Response**



***Please note that this chart is meant to be a guide of understanding of the school's response to inappropriate behaviors. The principal ultimately has the final say on disciplinary action.***

**Level 1: Classroom Support and Student Support Team** – may be appropriate when the student has no prior incidents and interventions have not been put in place

**Level 2: Student Support Team and Appropriate Administration** – may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has not had a positive impact on the learning of the student and others

**Level 3: Removal from the Community** – may be necessary when interventions and supports have been put in place but the behavior is offending the community.

**Level 4: Long-term removal**– may be necessary when a student's behavior seriously affects the overall positive community and learning environment. (Central Office Administrator must be contacted and Police must be informed)

<b><i>Inappropriate or Disruptive Behavior</i></b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b><i>Absences</i></b> <ul style="list-style-type: none"><li>• Unexcused absence from school</li><li>• Skipping classes<ul style="list-style-type: none"><li>• If intervention strategies are not working, the student may be assigned a short term suspension</li></ul></li></ul>				

• Persistent or excessive absences from school				
<b>Academic Misconduct</b> (e.g., cheating or plagiarizing) Please refer to the Academic Integrity Procedure.	✓	✓		
<b>Attack on Student</b> (e.g., hitting, kicking, spitting or punching another student without warning or provocation, or with advanced planning)  • No visual, physical injury		✓	✓	
• Bodily injury			✓	✓
• Two or more persons intentionally attacking a student			✓	✓
<b>Bullying (Including Cyberbullying)</b>  Bullying is a form of harassment (MSCS Policy 5232). “Bullying” is defined as the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on the property of another. It may include, but is not limited to, actions such as verbal taunts, name-calling and put-downs, including ethnically-based or gender based verbal put-downs, extortion of money or possessions, and exclusion from peer groups within school. Such conduct is disruptive of the educational process, and therefore, bullying is not acceptable at Morley Stanwood High School.  Students who engage in any act of bullying while at school, at any school function, in connection to or with any school sponsored activity or event, or while enroute to or from school are subject to disciplinary action, up to and including suspension or permanent removal from the program. As may be required by law, law enforcement officials shall be notified of bullying incidents.				
• Intentional conduct (including verbal, physical, or written conduct) or electronic communication that is threatening or seriously intimidating and has a negative impact on the learning community. <u>Michigan state law requires action.</u>	✓	✓	✓	✓

<ul style="list-style-type: none"> <li>Bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect other members of the school community's ability to participate in or benefit from a school's education or extracurricular programs)</li> </ul>			✓	✓
<ul style="list-style-type: none"> <li>Recording or publishing a fight or other disturbance (with direct impact to school community)</li> </ul>	✓	✓	✓	
<b>Bus Violations</b>				
<ul style="list-style-type: none"> <li>Disruption that impacts the safety of self and/or others</li> </ul>	✓	✓	✓	
<b>Disruption of Learning/Community Environments</b>				
<ul style="list-style-type: none"> <li>Failure to follow directions</li> </ul>	✓			
<ul style="list-style-type: none"> <li>Repeated and/or sustained failure to respond to school staff questions or requests (insubordination)</li> </ul>	✓	✓		
<ul style="list-style-type: none"> <li>Persistent Misbehavior</li> </ul>	✓	✓	✓	
<ul style="list-style-type: none"> <li>Disruption that directly affects the safety (physical, psychological, etc) of self and/or others (e.g., throwing items, turning over tables, or disrupting a fire or safety drill)</li> </ul>	✓	✓	✓	
<b>Hallway Disruptions</b> <ul style="list-style-type: none"> <li>Running, making excessive noise, loitering, or persistent hall-walking</li> </ul>	✓	✓		
<b>Disrespectful Behavior</b> <ul style="list-style-type: none"> <li>Making inappropriate gestures, symbols, or comments, or using profane or offensive language (in any language)</li> <li>Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff</li> </ul>	✓	✓	✓	
<b>Dress Code Violation</b> Please refer to the dress code section	✓	✓		



<p><b><i>Drugs, Alcohol, Inhalants* or Controlled Substances</i></b> (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community) <u>MANDATORY REPORTABLES PROCESS</u></p> <p>*Inhalants include but are not limited to tobacco or tobacco- related products, vape/vaporizers/e-Cigarettes, or related products, (containing or not containing tobacco products).</p> <p>Medical personnel or police must be immediately notified if a student is found to be under the influence or using an inhalant. School staff is required to refer students to appropriate substance abuse counseling.</p> <p><b>Please refer to the Alcohol, Inhalants, and other Drugs section</b></p>				
<ul style="list-style-type: none"> <li>Under the influence</li> </ul>		✓	✓	✓
<ul style="list-style-type: none"> <li>Using or possessing</li> </ul>			✓	✓
<ul style="list-style-type: none"> <li>Distributing or selling (prescribed, over the counter, or other substances)</li> </ul>			✓	✓
<p><b><i>Extortion/Coercion</i></b> A student will not make another person do any act against his or her will by threat, force, or threat of force, expressed or implied</p>		✓	✓	✓
<p><b><i>Fighting (Viewed on a Continuum)</i></b></p>				
<ul style="list-style-type: none"> <li>Physical aggression with another student (e.g., shoving or pushing)</li> </ul>		✓	✓	
<ul style="list-style-type: none"> <li>Fighting (may include incidents resulting in injuries)</li> </ul>		✓	✓	✓
<ul style="list-style-type: none"> <li>Weapons</li> </ul>			✓	✓
<p><b><i>Fire Setting/Arson</i></b></p>			✓	✓







<b><i>Forgery/Fraud</i></b> <ul style="list-style-type: none"> <li>• Signing, including electronically, a name of another person for purpose of fraud or misrepresentation</li> <li>• Deceiving another or causing deception by providing false or misleading information</li> </ul>				
<b><i>Gambling</i></b> <ul style="list-style-type: none"> <li>• Requiring the use of money, exchangeable goods, or actions</li> </ul>				
<b><i>Harassment based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, including cyber harassment, against members of the school community (Report to the Office of Instructional Equity for Civil Rights Compliance)</i></b> <ul style="list-style-type: none"> <li>• Racial or sexual harassment of students or staff will not be tolerated. Such actions deny the victims a safe and orderly environment and will result in appropriate disciplinary action being taken. A complete Morley Stanwood Board of Education sexual harassment policy is available upon request. (Policy #2215)</li> </ul>				
<ul style="list-style-type: none"> <li>• Isolated and limited occurrence (e.g., verbal discriminatory actions)</li> </ul>				
<ul style="list-style-type: none"> <li>• Pattern and multiple occurrences (e.g., persistent or long-term harassment)</li> </ul>				
<b><i>Inciting or Participating in Disturbance</i></b> Causing a significant disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as: <ul style="list-style-type: none"> <li>• a false report of an active shooter,</li> <li>• a false report of a bomb threat,</li> <li>• false activation of fire alarm,</li> <li>• using an electronic device to initiate disturbance or any cause of public panic.</li> </ul>				
<b><i>Physical and Verbal Assaults against School Personnel</i></b>				
<ul style="list-style-type: none"> <li>• The Board shall permanently expel a student in grade 6 or above if the student commits a physical</li> </ul>				

<p>assault against a district employee, volunteer, or contractor for the district, on a school bus or other related vehicle, or at a school-sponsored event. The student's parent, legal guardian, or emancipated student him/herself may petition the Board for reinstatement 150 school days following the expulsion. In such cases, a due process hearing shall be provided by the Board to consider reinstatement after a minimum expulsion of 180 school days.</p> <ul style="list-style-type: none"> <li>○ For the purposes of this policy and as required by statute, physical assault shall be defined as "intentionally causing or attempting to cause physical harm to another through force or violence".</li> <li>● The Board shall expel, for a period of up to 180 school days, any student in grade 6 or above who commits a verbal assault against a district employee, volunteer, or contractor for the district, on a school bus or other related vehicle, or at a school sponsored event. <ul style="list-style-type: none"> <li>○ For the purposes of the policy, verbal assault shall be defined as "any statement or act, oral or written, that can reasonably be expected to induce in another person a fear or apprehension of danger of bodily harm."</li> </ul> </li> </ul>				
<b><i>Physical Assaults against Students</i></b>				
<ul style="list-style-type: none"> <li>● The Board shall expel, for a period of up to 180 school days, any student in grade 6 or above who commits a physical assault against another student on school property, on a school bus or other related vehicle, or at a school sponsored activity or event. The Board hereby designates the building principal to act on behalf of the Board for violations of this policy resulting in suspensions from 1 to 10 school days in length. The Board further designates the superintendent to act on behalf of the Board for violations of this policy resulting in suspensions from 11 to 20 school days in length. At their discretion, the principal and/or superintendent may refer violations of this policy directly to the Board. <ul style="list-style-type: none"> <li>○ For the purposes of this policy and as required by statute, physical assault shall be defined as "intentionally causing or attempting to cause physical harm to another through force or violence".</li> </ul> </li> </ul>			✓	✓

<ul style="list-style-type: none"> <li>○ These rules apply to any student who is on school premises, on a school-related vehicle, at a school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.</li> </ul>				
<b><i>Portable Devices used to Disrupt Learning/Community Environments</i></b> <ul style="list-style-type: none"> <li>● Inappropriate use of electronic devices in a way consistent with school policies</li> <li>● Please refer to the cell phone section</li> </ul>	✓	✓		
<b><i>Public Displays of Affection</i></b> <ul style="list-style-type: none"> <li>● Inappropriate touching outside of holding hands</li> </ul>	✓	✓		
<b><i>Property Damage, Including Graffiti</i></b>				
<ul style="list-style-type: none"> <li>● Accidental damage</li> </ul>	✓	✓		
<ul style="list-style-type: none"> <li>● Intentional damage to another person's or school property</li> </ul>		✓	✓	
<b><i>Robbery</i></b>				
<ul style="list-style-type: none"> <li>● Taking money or property from another by force or intimidation</li> </ul>		✓	✓	✓
<b><i>School Equipment, Use without Permission</i></b>	✓	✓		
<b><i>Serious Bodily Injury</i></b> Intentionally causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body				✓
<b><i>Sexually Based Infraction</i></b> <ul style="list-style-type: none"> <li>● A complete Morley Stanwood Board of Education sexual harassment policy is available upon request. (Policy #2215)</li> <li>● Any student or students displaying inappropriate sexual behavior of any kind will be suspended from school and all school activities pending a decision</li> </ul>				

given at a hearing of the Board of Education. All occurrences will result in notification of the police.				
<ul style="list-style-type: none"> <li>Sexual activity or sexual misconduct</li> </ul>	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Sexual harassment (e.g., unwelcome sexual advances; requests for sexual favors; other inappropriate verbal or written conduct of a sexual nature)</li> </ul>	✓	✓	✓	✓
<ul style="list-style-type: none"> <li>Sexual assault (is an act in which a person intentionally sexually touches another person without that person's consent, or coerces or physically forces a person to engage in a sexual act against their will)</li> </ul>			✓	✓
<b>Tardiness</b> <ul style="list-style-type: none"> <li>A student is tardy if he/she is not in the classroom at the designated time the class period begins. <i>(Out-of-school suspensions for attendance-related offenses are prohibited.)</i></li> </ul>	✓	✓		
<b>Technology Violations</b>				
<ul style="list-style-type: none"> <li>Possession or use of technology on school grounds in violation of the school or District Technology Policy</li> </ul>	✓	✓	✓	
<ul style="list-style-type: none"> <li>Illegal or unauthorized entry or attempt to gain access to another's files, computers, network, or electronic devices.</li> </ul>		✓	✓	
<b>Theft or Robbery</b>				
<ul style="list-style-type: none"> <li><b>Theft:</b> Taking money or property</li> </ul>	✓	✓	✓	✓
<ul style="list-style-type: none"> <li><b>Robbery:</b> Taking money or property from another by force or intimidation</li> </ul>		✓	✓	✓
<b>Threat Against School Personnel, Written or Verbal</b>			✓	✓
<b>Threat to Student, Written or Verbal</b> Threatening or aggressive language or gestures directed toward another student		✓	✓	✓

<b><i>Threat of Violence to School Community</i></b> (e.g. include bomb threats, school shooting) <b>AS DETERMINED BY DISTRICT THREAT ASSESSMENT TEAM</b>				
<ul style="list-style-type: none"> <li>• Transient Threats (Level of concern identified as Minimal on the District Threat Assessment)</li> </ul>			✓	✓
<ul style="list-style-type: none"> <li>• Substantive Threats (Level of concern identified as Moderate to Severe on the District Threat Assessment)</li> </ul>				✓
<b><i>Trespassing</i></b>				
<ul style="list-style-type: none"> <li>• Being on school property without permission in order to incite or participate in a disturbance</li> </ul>	✓	✓	✓	
<ul style="list-style-type: none"> <li>• Breaking and entering</li> </ul>	✓	✓	✓	
<b><i>Unauthorized Sale or Distribution</i></b> (e.g., unauthorized or unapproved selling or distributing of goods or services)	✓	✓		
<b><i>Possession of Weapons, Firearms, and Explosives not used in the commission of an aggressive act toward another person.</i></b> At school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community.				
<ul style="list-style-type: none"> <li>• Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substances or articles, other than a firearm)</li> </ul>		✓	✓	✓
<ul style="list-style-type: none"> <li>• Firearms (possession of a firearm as defined in 18 USC 921 of the federal code)</li> </ul>				✓
<ul style="list-style-type: none"> <li>• Other guns (possession of any gun, of any kind, loaded or unloaded, operable or inoperable e.g., BB guns, pellet guns, etc.)</li> </ul>			✓	✓

<ul style="list-style-type: none"> <li>• Possession of a toy gun or water gun</li> </ul>				
<ul style="list-style-type: none"> <li>• Possession of other weapon* of any kind. Consideration needs to be given to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences.</li> </ul> <p><i>* Other weapons include, but are not limited to, a switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, nunchuck, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.</i></p>				
<p><b><i>Use of Weapons, Firearms and Explosives</i></b></p> <p>At school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community.</p>				
<ul style="list-style-type: none"> <li>• Toy weapons of any nature will not be allowed on school property. Therefore, any student found in possession of a "Toy Weapon" on school property will receive disciplinary action, which may include some out-of-school suspension. Use of any non-firearm gun or look-alike gun in the commission of an aggressive act toward another person.</li> </ul>				
<ul style="list-style-type: none"> <li>• Our school board has adopted, as required by the State Department of Education, a policy that mandates expulsion for no less than one (1) calendar year for any student who brings a weapon to school. Weapons are the obvious things such as guns and knives but also include things or objects that are brought to be used with the intent to harm others. Consideration needs to be given to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences.</li> </ul>				

## Procedures for Suspension

1. The pupil shall not be judged guilty by virtue of being accused.
2. An investigation shall be conducted by the principal for the purpose of obtaining all information pertinent to a fair decision.
3. Provision shall be made for the pupil to be heard and to present his/her view of the occurrence involved.

4. If suspension is the decision of the principal, the pupil shall be duly informed of the reason.
5. Parents must be notified by telephone (if possible) of the decision to suspend, with the reasons confirmed in writing.
6. The principal will take the initiative to confer with parents and student to make plans for returning the pupil into the classroom.
7. The pupil or his/her parents may appeal the principal's decision to suspend to the Superintendent of Schools and Board of Education.

## Procedures for Expulsion

1. In cases where the principal believes that a suspension of over ten (10) days or an expulsion is in order, he/she shall make such recommendation to the superintendent of schools. This recommendation shall be accompanied by all documents pertinent to the case.
2. Should the Superintendent decide to proceed with this process, he/she shall make a recommendation to the Board of Education in writing and shall set forth the grounds for the recommendation.
3. Upon receiving a recommendation for expulsion, the Board of Education shall set a date, time and place for a hearing on such recommendation and notify the parents of this hearing at least five days before the date of the hearing.
4. Following the conclusion of the hearing, the Board of Education shall determine whether the pupil shall be expelled. The decision of the Board of Education shall be communicated in writing to the parents or guardian of the pupil with two (2) school days from the date of the hearing.

## Procedures for Expulsion Hearings

1. The pupil or parent may be represented by an attorney or other advisor of their choosing.
2. Witnesses may be presented at the hearing and the pupil or his/her representatives may question the witnesses testifying against the pupil.
3. The hearing is not a court proceeding and court rules of evidence shall not be enforced at such hearing.
4. There may be present at the hearing the principal, superintendent, and board of education's attorney and such other resource personnel as the Board of Education deems necessary.



# Academic Policies

## Cumulative Records

Each high school student's record is maintained in the office.

These records include scholastic grades, test achievement results, and a record of participation in extracurricular activities. Annual attendance records are included and are frequently requested by employers. The record is a permanent recording of each student's high school years. Your future will depend on the reflection given by this record. Build a good future by starting with a solid high school foundation.

## Graduation Requirements

Credits are earned for the successful completion of a class. Each class at Morley Stanwood High School is worth one half (.5) credit each semester unless specifically stated otherwise. A student who successfully completes six (6) classes each semester will earn six (6) credits per year. All students are encouraged to maximize the learning opportunities available to them during high school by enrolling in as many challenging courses as possible.

### Graduation Requirements

Language Arts	4.0 Credits
Mathematics	4.0 Credits
Science	3.0 Credits
Social Studies	3.0 Credits
Visual, Performing, & Applied Arts	1.0 Credit
Physical Education/ Health	1.0 Credit
The Same World Language	2.0 Credits
Electives	4.0 Credits
<b>Total Needed to Graduate</b>	

Class of 2023 and 2024 = **23 credits**  
 Class of 2025 and Class of 2026 = **21 credits**

## **EARNING CREDIT**

### **Attendance:**

- All students are expected to be in full time attendance.
- Students must elect a minimum of 6 classes per semester within a minimum of 8 required semesters.
- Students are required to attend 8 semesters of high school enrollment and earn credits as listed above.

### **GPA Calculation:**

- All grades that are part of a student's semester schedule will be calculated toward a student's GPA and reflected on transcripts.

### **Credit Enhancement:**

- MSHS offers the opportunity for students to gain additional credit during the summer. Credit enhancement is at the expense of the student/family. Students can earn credits through credit enhancement courses. Any credits earned through credit enhancement courses must be approved by the principal prior to course enrollment through a review of the course syllabus.

### **Testing Out Course Waiver:**

- Any high school student may take an exit assessment in any course to receive credit for that class without being enrolled in that class. A grade of 78.5% or better on the final examination or a 78.5% performance must be attained to receive credit. Credit earned in this manner is based on a "pass" grade and will not be included in a computation of grade point average. Credit earned by testing out will be counted toward fulfillment of a requirement for a subject area course or toward fulfillment of a prerequisite for a higher-level course.
- A student wishing to test out of a course must declare their intentions in writing to the principal by the posted deadline. At that time, the criteria for the grade of a 78.5% or better on the assessment, performance, or project will be provided. Testing out will take place at the end of the school year, **or at a time otherwise determined by school administration.**

### **Assessments:**

- All students must complete all local, State and National Assessments offered at each grade level in order to be granted a diploma. Students must have a valid score on a state assessment such as the MME or MI-Access for graduation.

## **Career and Technical Education (CTE) through the Career Center**

- The Career Center is an extension of our school and students in violation of school rules will be disciplined just as though the violation occurred here. Morley Stanwood Attendance Policy regulations apply for students attending the career center. Students attending the Career Center are to ride the bus to and from the High School. Failure to

do so will result in disciplinary action which may include suspension or possible loss of the privilege to attend the Career Center.

- If a student successfully completes a department-approved formal career and technical (CTE) program or curriculum, a student may partially or fully fulfill:
  - 1 credit of the senior math requirement.
  - 1 credit of the world language requirement.
  - 1 credit of the third credit of the science requirement.
  - 1 credit of visual, performing, and applied arts credit.

## Universal Accommodations

All students at Morley Stanwood High School will be granted universal accommodations as needed, determined by the classroom teacher(s). These accommodations will be used in accordance with regular teaching strategies to ensure a fair, quality, and rigorous education for all students. The accommodations listed below will be used:

1. Administering of assessment by a qualified person who is familiar to the student.
2. Tests read aloud to students and may be taken in an alternative setting.
3. Teacher provides auditory, visual, or physical cues to student to begin, maintain, or finish task.
4. Verbal Praise.
5. Directions are clarified, repeated, or reworded when necessary.
6. Preferential seating when available.
7. Teacher-directed instruction.
8. Multiple modes of learning – computer, verbal, visual, written.
9. Extended time for work completion as determined by the teacher(s).
10. New concepts and skills are related to meaningful examples.
11. Large assignments broken into small tasks.
12. Visual schedules and learning targets are posted

## Adding/Dropping Classes

Since Morley Stanwood students have the opportunity to select their classes during registration, it is felt that they are choosing courses of interest to them. Consequently, they should be willing to put forth the time and effort it takes to succeed in a particular course of study. Students may only drop courses NOT on their EDP. Dropping and adding of classes for the first semester of the current school year should be made in the last week of the previous school year or on a day the school designates in August. Changes to second semester schedules need to be taken care of in the last week of the first semester. Classes dropped after the drop/add period will require a conference with the Principal and/or Academic Success Coach and could result in an “E” for the semester.

# Personal Curriculum

The personal curriculum is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts or world languages credits; or completing a department approved formal career and technical education program
- Modify the State Content Standards for Mathematics
- Modify, when necessary, the credit requirements of a student with an Individualized Education Program (IEP)
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet MMC requirements

Parents or emancipated students that would like to initiate the personal curriculum process should schedule a meeting with the Academic Success Coach.

A parent or legal guardian of a student may request a personal curriculum for the student that modifies certain requirements provided the following requirements are met:

- a. The PC is developed by a group consisting of the student, one of the student's parents or legal guardians, and the academic success coach. The developed PC must be agreed upon by the student's parent or legal guardian and by the superintendent or school designee before taking effect.
- b. The PC shall incorporate as much of the subject area content expectations as practical; shall establish measurable goals that the student must achieve while enrolled in high school and shall provide a method to evaluate whether the student achieved these goals; and shall be aligned with the student's educational development plan (EDP).
- c. The **English Language Arts and Science** requirements are not subject to modification and students must meet State Content Standards.
- d. The **Mathematics** requirements may be modified only after the student has successfully completed at least 2.5 of the math credits and only if the student successfully completes at least 3.5 of the math credits before completing high school. A student must successfully complete at least 1 math course during his or her final year of high school. The Algebra II credit requirement may be modified as part of a PC if the student meets 1 or more of the following:
  1. Successfully completes the same content as 1 semester of Algebra II, as determined by the department.
  2. Elects to complete the same content as Algebra II over 2 years.
  3. Enrolls in a formal CTE program and in that program successfully completes the same content as 1 semester of Algebra II.

4. 1 credit of the state content standards for Mathematics may be modified to 0.5 credit so long as the modification continues to provide the state content standards.
- e. The **Social Studies** requirements may be modified as part of a PC only if all the following are met:
  1. The student successfully completed 2 credits of the Social Studies requirements including Civics.
  2. The modification requires the student to complete 1 additional credit in language arts, mathematics, or science, or 1 additional credit of world language, OR requires the student to complete a formal CTE program.
- f. The **Physical Education and Health** credit requirement may be modified as part of a PC only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science, or 1 additional credit of world language, or requires the students to complete a formal CTE program. This does not apply to the health education requirement.
- g. The **Visual, Performing, & Applied Arts** credit requirement may be modified as part of a PC only if the modification requires the student to complete 1 additional credit in English language arts, mathematics, or science or 1 additional credit of world language, or requires the student to complete a formal CTE program.

**Special Education Personal Curriculum (PC):**

- If a student receives Special Education services, the student's IEP shall identify the appropriate course or courses of study and identify the supports, accommodations, and modifications necessary to allow the student to progress in the curricular requirements and satisfy the requirements for a diploma. A parent or legal guardian of a student may request a Special Education PC for the student that modifies graduation requirements provided the following requirements are met:
  - a. A parent or guardian may request a modification of the graduation requirements as part of a Special Education PC if it can be demonstrated that the modification is necessary because the student is a child with a disability. A child with a disability is defined in Federal Statute 20 USC § 1401 as a child with mental retardation; hearing, speech, language, visual, or orthopedic impairments; serious emotional disturbance; autism, traumatic brain injury; or other health impairments or learning disabilities who therefore needs special education and related services.
  - b. The PC must be developed by a group that includes the student, at least one parent or guardian, school counselor, and may include a school psychologist and/or an administrator.
  - c. A PC must incorporate as much of the subject area content expectations of the Michigan Merit Curriculum as is practicable for the student.
  - d. A modification may be granted to the extent necessary if the group determines that the modification is consistent with the student's educational development plan (EDP) and individualized education program (IEP).

## Post-Secondary Enrollment Options (Dual Enrollment)

Morley Stanwood High School allows their students, while attending high school, to also attend classes at any college or university in an effort to meet student's needs and interests. This is called "dual enrollment".

- The student must have a 3.2 GPA for FSU classes.
- The postsecondary courses for which state school aid funds are used must not be offered by the district.
- A student must have taken the PSAT and/or PLAN test and have passing scores relevant to the dual enrollment class.
- Students are responsible for transportation to college classes and must purchase their own textbooks.
- Classes can be taken for college credit, high school credit or both.
- Students are required to pay the percentage costs of tuition determined by the Board of Education.
- Students failing a class must repay the tuition cost paid by MSHS.

## Off-Track Graduation Status

Students who are off track for graduation at the beginning of their senior year will:

- Have a letter sent to them outlining credit shortage and paths to make up credits.
- Phone call from office personnel to verify letter receipt and set up a meeting to initiate a graduation plan.
- Meet with Principal, and Academic Success Coach and parent to determine graduation plan path.
- Have a mid-year review to monitor graduation plan with Principal, Academic Success Coach, or Social Worker.
- Final review at least one week prior to seniors' last day.

## Make Up Credits

Students who have failed classes and need to make up the work for graduation purposes have the following options:

1. Whenever possible, students will be required to make up classes here at Morley Stanwood High School.
2. If it is not possible to make up the failed class or classes here at Morley Stanwood, students may make up credits outside Morley Stanwood. These classes may be taken through approved correspondence schools, community education programs, on-line courses, or summer schools. Permission to take classes outside Morley Stanwood must be received from the principal before enrolling in the class. Classes taken outside Morley Stanwood must be approved by the principal or they will not be counted for credit.

3. Exceptions to this policy will be considered on an individual basis by the board of education at the student's request.

4. Courses that a student has earned a C+ or better may not be retaken. Courses retaken in a traditional class setting will replace existing grades. Courses taken outside of Morley Stanwood Community Schools or through APEX will be merged with existing grades.

## Final Grades and Semester Exams

The final semester grade is an average of 80% for the semester and 20% for the final exam. Final exams will not be administered early without prior approval from the principal. Approval will be granted only in extreme circumstances. Any student missing a final exam is responsible for making the arrangements to make up the test. Again, final exams count as 20% of each semester grade.

Students may exempt themselves from final exams in a course if all of the following circumstances exist:

- 3 or less absences in the class other than school related absences
- 1 or less tardy
- 80% in the class
- Parent permission.

## Report Cards

Report cards will usually be given to students as soon as possible after the end of each semester. The grading system for report cards is: A= Excellent, B= Very Good, C= Average, D= Credit Attained and E= Failed. Progress reports will be issued at 9 weeks.

Students who receive an "Incomplete" on their report card due to excused absences are responsible for making up the work within a reasonable amount of time after their return to school. Three weeks is considered a maximum amount of time. Students who do not make up their work by this time will be assigned an "E" for the class.

## Reclassification

Students are classified by credits for grade placement purposes. Reclassification will take place prior to school beginning for students entering their third cohort year. Seniors are reclassified if they do not have 16 credits at the start of their Senior year if they are enrolled in CTE. If they are not enrolled in CTE, they need 17 credits. Reclassification allows for students to receive appropriate education for SAT/M-Step preparation. **Reclassification is also considered off-track for graduation and makes the student ineligible for athletic or academic teams.**

The required credits assigned to your initial graduating class must be obtainable to be considered on track to graduate at Morley Stanwood. The Principal and/or Academic Success Coach will meet with students when they may be in jeopardy of not meeting the necessary credits to graduate.

## Grade Point Averages

Grade point averages are often requested for admission to colleges or other post high school institutions. GPA's are also used to determine scholarships, honors, awards, and part of class standing.

Grade point averages are determined by adding the numerical grade equivalent for each semester grade received and dividing that total by the number of classes taken. The numerical grade equivalents for each letter grade are as follows:

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.66	B- = 2.66	C- = 1.66	D- = 0.66
B+ = 3.33	C+ = 2.33	D+ = 1.33	E = 0.00

## NCAA Guidelines for College Bound Athletes

Any student desiring to play Division I or Division II athletics on the college level must register with the NCAA Clearinghouse for initial eligibility.

### TO BE CERTIFIED BY THE CLEARINGHOUSE, YOU MUST:

1. Graduate from high school - You should apply for certification before graduation if you are sure you wish to participate in athletics as a freshman at the college to which you will be admitted. The Clearinghouse will issue a preliminary certification report when you have had all your materials submitted. After you graduate, the Clearinghouse will review your final transcript to make a final certification decision according to NCAA standards.
2. The following chart shows what your core courses must include at a minimum.

### Core Units Required for NCAA Certification

Private	Division I	Division II
• English Core	4 years	3 years
• Math Core (Algebra I or higher)	3 years	2 years
• Science Core	2 years	2 years
• Social Science Core	2 years	2 years
• From English, Math, or Science	1 year	2 years



- Additional Core (English, Math, Science, Social Science, Foreign Language, Philosophy, Non-doctrinal Religion)

4 years

3 years

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**TOTAL CORE UNITS REQUIRED**

**16**

**14**

This abbreviated index applies to students enrolling as college freshmen who wish to participate in Division I athletics. For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org) click on "Academics and Athletes," then "Eligibility and Recruiting." You may also visit the clearinghouse web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

Core GPA	ACT Sum	RC SAT	Core GPA	ACT Sum	RC SAT
3.55 & >	37	400	2.250	77	920
3.40	42	460	2.225	78	930
3.25	46	520	2.200	79	940
3.00	52	620	2.175	80	950
2.85	56	680	2.150	80	960
2.70	60	730	2.125	81	960
2.575	65	790	2.100	82	970
2.40	71	860	2.075	83	980
2.325	74	890	2.050	84	990
2.300	75	900	2.025	85	1000
2.275	76	910	2.000	86	1010

Division II requires a minimum GPA of 2.0 with sum score on the ACT of 68 or a combined score on the SAT verbal and math sections of 820.

# Athletic Academic Eligibility Requirements

All students are encouraged to pass all of their high school classes. Academic progress will be reviewed weekly. Students must pass 4 out of 6 classes during the time of the eligibility check AND be on track for graduation. If a student fails 3 or more classes at the end of a semester, they are ineligible to participate the following semester. For more eligibility information please refer to the current Athletic Handbook.

## Athletic and Extracurricular Eligibility

In order to be eligible to participate in extracurricular activities students must be enrolled IN PERSON 75% of the day. Classes may include traditional MSCS classes, Career Center, Dual Enrollment, and Apex (virtual classes) Note: students must complete Apex classes IN school as part of their regular schedule in order for Apex classes to count toward the 75%.