



THE GREENSPIRE SCHOOL STUDENT & PARENT/GUARDIAN HANDBOOK

2020-2021

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ABOUT THE GREENSPIRE SCHOOL

Who We Are

The Greenspire School is a charter middle school serving the Grand Traverse region of northwest Lower Michigan. Chartered by Grand Valley State University (GVSU) The Greenspire School is project-based, environmentally-focused, and Montessori-inspired.

It is managed by a volunteer seven-person Board of Education and is located on the beautiful and diverse grounds of The Grand Traverse Commons.

Charter Schools

Charter schools are Michigan public schools authorized by state universities, community colleges, Intermediate School Districts, or local public schools. Once a school is chartered it becomes an autonomous school district, but must adhere to a rigid set of standards established by the authorizer and Department of Education.

Mission

The mission of The Greenspire School is to provide an ecologically relevant and academically rigorous program grounded in direct experiences that develop skills to facilitate lifelong learning and nurture ethical citizenship.

Vision

Our vision is to help young members of the community be hopeful and see vast individual and community-centered possibilities by encouraging them to:

- Respect all things on this earth, whether people, animal, or plant.
- Honor others' thoughts, wishes, and words.
- Wait and listen rather than interrupt another.
- Build student confidence and self-efficacy so that each student successfully transitions to the high school and tertiary education.
- Build student trust in others through successful collaborative relationships.
- Practice optimism and reflect it in the mind, body, and spirit.

Academic Characteristics

Project Based Learning is the use of projects to bring about deep learning. Students use technology and inquiry to engage with issues and questions that are relevant to their lives.

Environment as an Integrating Context is about using a school's surroundings and community as a framework within which students can construct their own learning, guided by teachers and staff using proven educational practices.

Interdisciplinary Approach allows subjects to be taught thematically using reading, writing, and mathematics as tools for the pursuit of knowledge and skills.

Long Work Periods enable students to explore a topic or material thoroughly. Whole-class instruction compliments lessons being given to individuals or in small groups.

Mastery Learning goes beyond memorization and repetition to true understanding and application of knowledge, skills, and concepts. The individual student progresses at his own rate, either moving ahead without having to wait for the rest of the group, or taking the time he needs to internalize the material.

Classroom Design emphasizes study centers, with clusters of student-sized tables and open areas for floor work. Students are allowed to move about the classroom and choose resources, working individually or in small groups.

Community Connections are used as both a source of knowledge and as a means of applying what students learn. The connection and commitment to our community is a logical extension of the philosophy that grounds the students' knowledge and applies their skills in a meaningful context.

The Learning Paradigm will change from traditional broadcast learning to student-owned interactive learning:

<i>Broadcast Learning</i>	<i>versus</i>	<i>Interactive Learning</i>
Teacher-centered	----->	Learner-centered
One-size-fits-all	----->	One-size-fits-one
Instruction: learning about	----->	Discovery: learning to be
Individualistic learning	----->	Collaborative learning

Curriculum

The Greenspire School will expose students to a core curriculum aligned with Michigan middle school benchmarks and standards and national Common Core Standards. Within and beyond this framework, the curriculum will be a reflection of the needs and traits of adolescence, and the individual needs and interests of the students.

In addition to the core courses, students will be exposed to world language and culture, art, and physical education in a technology-rich environment.

Governance/Organizational Structure

The Greenspire School is governed by the Board of Education. The Board has the ultimate responsibility for the success of the school and is accountable directly to GVSU and the Michigan Department of Education to ensure that we meet the terms of our charter. The Board sets policy for the school and hires a Head of School/Superintendent, who, in turn, hires the staff of the school. Working through the Head of School/Superintendent, the Board ensures that all laws and regulations are being followed and that day-to-day operation is consistent with the mission of the school. In consultation with the Head of School/Superintendent, the Board develops and approves the budget for the school.

The Board of Education performs most of its work through committees. These committees consist of trustees and sometimes parents and members of the community. The Board has regular monthly meetings that are open to the public. Regular meetings are held on the third Monday of each month at 5:30 p.m. Special meetings will be posted at the school and on the school's website. The Board discusses issues, sets policy, and conducts its business for anyone to observe; public comment is invited at the beginning and end of each meeting.

Accountability

Standardized Assessment: Like all Michigan public schools, The Greenspire School will administer all state mandated standardized tests. Formal assessments will be given to students to assure they are meeting all state-required goals and objectives.

Internal Assessment: A cornerstone of assessment is keen observation of each student as they pursue their work. We use a series of internal assessments to monitor individual progress, including daily observation and portfolios. These techniques are designed to provide a holistic assessment of the student's learning.

The student and parent/guardian play central roles in assessment. Each student plays an integral role in setting their own goals, assessing their own work, and tracking their own progress. Parents participate formally twice a year in portfolio reviews through our student-led parent/teacher conferences with frequent interaction encouraged.

Our Accountability Plan addresses three basic areas:

- Faithfulness to the Terms of the Charter
- Academic Success
- Organizational Viability

Going to School

School Day: The typical school day begins at 8:30 a.m. and concludes at 3:30 p.m., with a 3:30 – 3:45 p.m. pick up from school property. The Commons Campus is open until 4:00 pm.

Absences: Successful learning requires that we respect the concentration and level of development of each student. The teachers spend time and energy preparing curriculum and lessons for each day. Please help ensure your student’s social and academic progress by avoiding unnecessary absences.

Students at The Greenspire School are expected to attend school each day of the school year unless there is an emergency or a personal illness. Reasons for absence are to be reported to the school office. In the event a student will be out of school for any reason other than illness or a family emergency, the parent is requested to contact the school in advance of the absence.

If your student is unable to attend school because of illness or for an appointment, *call 231-421-5905 and leave a message.* You may also use this line to call your student in late.

If you need to speak to someone directly, call the office after 8:00 a.m.

If your student will be absent for more than one day, help us plan by letting the office know.

Attendance: At The Greenspire School, we try to build a relationship within the community that is based on trust. We trust that you will have your student here each day of the school year with the exceptions noted. You can trust us to provide your student with the best education possible during the school day. If your student is frequently tardy or absent, he or she may not make the progress you expect because we cannot provide a consistent flow of instruction.

Truancy: Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed. After six (6) days of truancy in any grading period, a student may be considered a “habitual truant” which may result in:

- Loss of participation in school activities and events;
- A hearing before a judge in a court of law;
- A report to local authorities concerning lack of parental responsibility in providing proper care and supervision of a student.

Vacations during the School Year: When a family vacation must be scheduled during the school year, the parents should discuss the matter with the student’s teachers to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip.

Attendance during Tests: Attendance during required standardized test and other formal testing is necessary. These tests are required by The Greenspire School Accountability Plan and are mandated by the State of Michigan. We need the participation of all students in order to meet objectives specified by law.

When a student is absent from a testing session, it creates a hardship for the student and the school to have to make up the test. The student is missing classwork and is taking the test in an unfamiliar space with a proctor he or she may not know. Studies indicate that students perform better in familiar surroundings with their regular teachers administering tests.

From the point of view of the school, we do not want to take teachers out of classrooms to proctor customized make-up sessions for students who have been out of school during these important days.

School Closings: The Head of School/Superintendent shall determine if the The Greenspire School must be closed or the opening delayed because of inclement weather or other conditions. Please listen to local radio or watch local television when weather threatens. Parents and students are responsible for knowing about emergency closings and delays. When possible, an announcement will also be posted to the school’s website and sent out via email to families.

Communication

Communication between Home and School: Effective communication supports the triangle of student, school, and parent. The Greenspire School will provide a variety of ways to communicate and ensure a successful relationship.

- The Greenspire School will regularly post information on its website, Facebook page, and communicate via email to keep the school family informed.
- Parents will be given teacher email addresses and parents should share their address with staff. This will assist with open communications.
- The Greenspire School will make available online student grades

Family Communication with Staff: In the spirit of our community, if a teacher has a particular concern about your student, he or she will contact you directly to discuss it. Likewise, if a parent has a particular concern about their student, it is expected that the parent will contact the student's teacher directly to discuss it.

The school's telephone system enables you to leave messages for your student's teacher. Our goal is to return your call within one working day. Additionally, conferences can be scheduled through your student's teacher.

Mailed communication is sent to the student's home address. If you wish to have the information sent to an additional address, please contact the office in writing.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), non-custodial parents have the same rights of access to school records as custodial parents unless the divorce decree includes a specific court order to the contrary. Therefore, if you are a non-custodial parent and wish to receive copies of your student's progress reports, please submit a request in writing to the Head of School/Superintendent.

School Culture

One of the keys to our success as a school is the ability to balance freedom with responsibility. We expect students to take a role in their own learning that becomes increasingly active and independent as they get older. We expect them to be responsible and respectful toward other people and their environment and to have a positive attitude toward their work.

Our approach to discipline emphasizes the protection of civil rights, and encouraging students to work together to find peaceful conflict resolution. We believe that peace can be taught as an active, positive value.

Appropriate Dress: A percentage of each of the students' day will be spent outside conducting research or working on a project – *regardless of weather!* As such proper dress is mandatory. Rain gear, water/snow resistant footwear, and extremely warm clothes such as snowsuits for extreme weather are recommended. Clothing labeled with the student's name is highly recommended. Unclaimed lost articles will be kept for a reasonable length of time and then donated to charity.

During initial community meetings, students will set their own class standards as to what is respectful and appropriate clothing – in line with good judgment and community standards of appropriateness. Teachers will discretely let a student know if his/her dress is inappropriate.

Personal appearance, dress, or grooming must not disrupt the educational process or threaten the health or safety of any individual.

Facial Coverings/Masks: Facial coverings/masks are required on our school campus at all times during the COVID-19 pandemic, unless eating or drinking or other designated period as determined by the Head of School/Superintendent.

The facial covering/mask must cover the nose and mouth. Face shields are not acceptable by themselves as a facial covering/mask. The facial covering/mask must not be offensive, suggestive, or indecent.

The Head of School/Superintendent will determine when/if the mask wearing requirement can be lifted based on the recommendation of local, regional, state, and federal health officials.

Personal Property: The classroom is an enriched “prepared environment” of didactic materials that lead students toward abstraction of the concepts being studied. This engaged environment engages the students to seek meaning in knowledge and provides for learning at an individualized pace. The Greenspire School does not use textbooks as the primary mode of instruction of core curriculum but supplements the research and culturally-based studies with vital, engaging, appropriate resources.

Therefore, we strongly discourage the student from bringing articles to school that may distract him/her from the learning experience, such as toys, electronic devices, and cell phones. We prohibit cell phone use during regular school hours. The Greenspire School is not responsible for the loss of these items. We welcome books or other supplemental materials which have been discussed with the teacher and are related to the work of the classroom.

Students will be issued a Chromebook for their individual educational use during the school day. All students and parents must agree and adhere to the Acceptable Use Policy. Any violation of this policy may result in lost privileges, as determined by the classroom teachers with the assistance of the administration.

Social Events: Throughout the year, the members of our school community come together for many different reasons, such as educational meetings, student performances,

open houses, and fundraisers. We usually plan for a part of these gatherings to have a social component, so we can make new acquaintances and see our students' friends and their families.

Whenever we have these events on school grounds, we ask everyone to respect its purpose and contribute to its goals in positive ways.

Volunteer Policy: To volunteer for The Greenspire School, please complete the volunteer application form located on our website. Once you have submitted your application, a background check will be completed that includes ICHAT, National Sex Offender Registry, and local law enforcement agencies. Once approved, your name is placed on a master volunteer list which cites all credentials on file. Administration can access this master file. You will be contacted if there is a question regarding your application.

Volunteers interested in participating as an overnight chaperone must also complete the DHS Central Registry Clearance Request form. This additional form is located on our website.

Snacks and Lunch: Occasional snacks are important. Throughout the day, however, the teacher may choose a more managed approach to better accommodate the classroom academic activities.

Do send a snack from home, but please DO NOT send sweets such as candy and soda; instead, send healthy foods such as fresh fruit, cheese, crackers, and fruit juices. Students must bring a lunch from home, as The Greenspire School does not routinely offer a lunch program. Please promote our re-use mentality and minimize trash by using Tupperware-type containers for lunches. We recommend soft lunch boxes with cooling packs. Please write your child's name in/on items whenever possible.

Library Use: Students receive lessons in library orientation and material use during the year. Students are also provided with a suggested reading list and a summer reading list reflecting any specific curriculum needs.

School Safety and Emergencies

Fire Drills: Randomly scheduled fire drills will be conducted in conjunction with the local fire department. The teachers and students periodically review the drill procedures, which are posted in visible locations.

Tornado Drills: Randomly scheduled tornado/windstorm drills will be conducted in conjunction with the local emergency preparedness office. The teachers and students periodically review the drill procedures which are posted in visible locations.

Lockdown Drills: Randomly scheduled lockdown drills will be conducted in conjunction with the local emergency preparedness office. The teachers and students periodically review the drill procedures which are posted in visible locations.

Fire, Weapons, Illegal Substances, and Tobacco: Possession or use of fire for non-approved purposes, weapons of any kind, illegal substances, or tobacco products within the school building, school facilities, or on school grounds or school buses by any individual – including school personnel, students, and parents – are prohibited at all times.

Special Services

Special Education: The Greenspire School provides a variety of Special Education programs for students identified as having a disability as defined by the Individuals with Disabilities Education Act (IDEA).

A student can access Special Education services through the proper evaluation and placement procedure. Parent involvement in this procedure is required. More importantly, the School wants the parent to be an active participant. To inquire about the procedure or programs, a parent should contact school administration.

Americans with Disabilities Act - SECTION 504: The Americans with Disabilities Act (A.D.A.) requires the School to ensure that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals.

Students with disabilities may be served within the regular education program with an accommodation plan developed by school staff. Parents who believe their student may have a disability that substantially limits the student's ability to function properly in school should contact school administration.

Limited English Proficiency: Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the School. It is therefore the policy of this School that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the School. Parents should contact the administration to inquire about evaluation procedures and programs offered by the School.

Student Health

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should submit those needs in writing and with proper documentation by a physician to the school office.

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

A student who becomes ill during the school day should request permission from the teacher to go to the office. The office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Dispensing Medication: Medication may be dispensed during the school day. However, school policy requires both parental and physician consent forms for long-term, regularly scheduled medicine. For short-term medication, such as antibiotics, parental consent is required, but the prescription bottle is sufficient for physician consent. Over-the-counter medications can be dispensed in the office provided they are received in the original container.

All medications, prescribed and non-prescribed, are to be delivered to the main office and taken only with adult supervision. A designated staff person will be available to discuss the procedure for medications and treatments. No medications or medical treatments are to take place in school without school approval.

Guidelines for Returning to School after Illnesses: It is up to the parent/guardian to determine whether their student is well enough to be in school, with the ultimate deciding factors being the student's ability to participate in all school activities (indoor and outdoor), and protection of fellow classmates from infection.

COVID-19 Protocols - COVID-19 protocols may be in effect for part or all of the 2020-2021 school year. For the most update to date policies on the matter, please consult the Return to School Roadmap 2020-2021 and the COVID-19 Extended Learning Plan.

Medical Emergencies: In case of a medical emergency, the most expedient procedure for the safety of the student will be followed, with immediate attempts to reach the parent(s)/guardian. If the parent(s) cannot be reached within a reasonable timeframe, the student will be taken to the emergency facilities at Munson Medical Center.

Code of Conduct

Our Code of Conduct emphasizes grace and courtesy. Expectations for behavior at school are no different than expectations for behavior in our homes or the community – respect and care for each other, our environment, and ourselves. It is the practice of good manners.

Honesty: Honesty in all matters is the basic expectation at The Greenspire School. Trust, an outgrowth of honesty, is essential to relationships that hold our community together. In the face of social pressures, truthfulness can sometimes be difficult to maintain; however, honesty is the quality that we value the most in our students.

Kindness: We expect that all Greenspire students will treat others with consideration both inside and outside the classroom. Students' treatment of each other must be respectful at all times, whether or not an adult is present. The Greenspire School encourages students, faculty, and parents to accept, tolerate, and welcome differences.

Discipline: An integral approach to conduct is one of self-discipline. We understand that students test limits as they grow and they sometimes make mistakes. Our discipline system is based on the philosophy that, if a student is honest in admitting mistakes, his straightforwardness is the first step in accepting responsibility for the mistake, learning from the experience, and not repeating it.

Every student at The Greenspire School has a right to learn and thrive in a school atmosphere that is conducive to academic achievement and social growth. Any behavior that threatens to disrupt the learning process or pose a danger to others is unacceptable. In the event a student is unable to comply with classroom rules and appropriate behavior, the Code of Conduct will be a guideline of how particular offenses will be handled.

Special Needs Students and Discipline: Students with disabilities have the same responsibilities and rights as other students and may be disciplined for the same behavioral offenses. However, certain Code of Conduct proceedings must be altered if the student being considered for suspension or expulsion is a special needs student.

Sexual Harassment: If a student feels that he or she is being harassed because of their gender or sexual orientation, the student should speak immediately to their instructor, the Civil Rights Coordinator, or another trusted adult in the school community. See APPENDIX for guidelines and the Non-Discrimination and Sexual Harassment Policy.

Grievance Procedure: The Board of Education believes that all grievances be resolved as close to their source as possible. All members of the school community and all outside parties involved in a dispute are encouraged to deal directly with the other parties involved. Any grievance should only move to a higher level of authority after direct communication between those initially involved has failed to produce a resolution. The Board further holds that any party with a valid grievance should be able to find satisfaction in the resolution of their grievance. All members of the school community will be expected to make all reasonable efforts to reach a solution that is acceptable to all parties involved. Any party bringing a grievance to administration will be made aware of all requirements for filing a grievance, as well as all avenues for resolving a grievance. A copy of our grievance procedures is available in the office.

Admission and Enrollment

Enrollment Policy: Our Enrollment Policy was approved by the Board of Education in March 2011.

Fair and Open Admissions: The Greenspire School accepts applications from any student meeting the school's age requirements and residing in the service area of the Traverse Bay Area Intermediate School District. We do not discriminate based on race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, academic achievement, or town of residence within the school's chartered region.

The Greenspire School grants enrollment preference to siblings of currently enrolled students in an effort to keep families together in one school.

Applications: Enrollment applications are accepted at any time during the year. The open enrollment period for subsequent school years will occur over four weeks from mid-February to mid-March. If there were more applicants for a grade level than there were spots for enrollment, a lottery will be conducted in an open forum. If a lottery is necessary, it will be held as soon as reasonably possible after the close of the open enrollment period..

If a grade level has not reached capacity as of the designated cutoff date, all applicants will be enrolled. Applications will continue to be accepted – in order of application

submission – until a grade level reaches capacity. At that time, additional applicants will be placed on a wait list in the order received, and permitted to enroll in order of application submission.

Those students enrolled in The Greenspire School will remain enrolled until they complete their course of studies or are withdrawn by their parents. Preference will be granted to siblings of current or returning enrollees and the children of faculty and board for admission and the remaining spots will be available for new enrollment through the process above.

During the annual enrollment period, The Greenspire School will recruit its students through broad outreach and multi-media advertising. TGS will also hold public information sessions, in order to help families understand the school's philosophy and methods before they apply.

Wait List: Each year those applicants who are not admitted are placed on a wait list in order of their lottery number. Applicants will keep their lottery number until admitted or until the next lottery. Applicants remain on the list until they are offered admission, until they request in writing to be removed from the list, or until repeated attempts to contact them have failed over a reasonable period of time.

Lottery: Each student application (all grades combined) will be numbered in the order submitted.

Identical tiles with numbers on them will be placed in a bowl and an impartial third party will pick tiles out. Those participating in the drawing will sign an affidavit that they participated in and were witnesses to the process.

The drawings will start with the lowest grade. Application numbers will be recorded in the order drawn until all numbers are drawn. No names will be announced during the lottery draw, because the order can change due to sibling preferences and number of openings in each grade. When a student's number is drawn with an open spot for enrollment, if he/she has a sibling who also applied, that sibling's name goes to the top of the wait list for his/her grade (placed on the list after any siblings who had earned an earlier priority). An example of the concept of preference is: Sibling of tile #1 has preference over tile #2 as well as preference over tile #2's sibling.

Siblings of enrolled students will not be admitted unless there is room at that grade level.

Acceptance of Enrollment: Students who are accepted for enrollment will be notified the Monday immediately after the lottery draw - or close of open enrollment with no need for a lottery - and have one week to accept or deny the enrollment spot. Failure to accept an enrollment spot will place the student at the end of the wait list.

Enrollment: When an applicant is offered admission to the school, the family must provide a timely response to the offer. The school's application packet shall contain clear procedures for offers and response deadlines.

Notification is by telephone initially. In the event that the school does not have the opportunity to tender the verbal offer for enrollment within a 24-hour period, a letter is sent with the formal offer. Offers for enrollment must be accepted or declined within one calendar week from the date of the offer.

If the school is unable to make direct contact despite repeated attempts as outlined in the published procedures, or if the family declines the offer, the applicant is taken off the list. Should the family want to enroll at a later date, they must reapply.

If the family accepts the offer of admission, they must complete the enrollment process with the following steps:

1. Confirm intention to enroll in writing;
2. Confirm residence address;
3. Sign the parent-school agreement; and,
4. Complete whatever additional paperwork is required.

Once these steps are complete, the enrollment is complete. Any siblings of the enrollee who are on the general wait list take their place on the sibling list for that age group once the enrollee begins attending The Greenspire School.

The determination of which grades have openings is strictly at the Head of School/Superintendent's discretion. Attrition from an age/grade does not automatically create openings in that age/grade.

Grading

Grading and reporting is based on state and Common Core standards. Each student's progress will be cited. In addition, social skills, teamwork, effort, and other life skills will be assessed.

Report cards will go out in January and June. Being standards based they will show student mastery of required core curriculum. Descriptors are: 1= Seldom applies skill/concept at grade level, 2= Progressing with assistance, 3= Independent Progress, 4= Fluent Mastery and percentages are calculated rather than traditional letter grades.

There will be two formal portfolio review dates that are student-led. During the review, the student will consider their successes, strengths and struggles. The student will then articulate some personal goals on which to work.

Much informal communication will be expected between the teacher and the parent by way of email, telephone, mail, or social media private messaging to assure the two way door of communication remains open.

APPENDIX

GOALS

The Greenspire School has set the following expectations for student and school achievement.

Academic Goals: (measured through standard or rubric-based assessments)

- 75% of students will surpass state standards for proficiency in core subjects on the annual state testing
- All Greenspire students will demonstrate proficiency or mastery in at least 75% of their content on quarterly report cards.
- Students will master high school courses upon their matriculation to their local high schools after their full term at The Greenspire School.

Social/Personal Achievement Goals (more subjective and formative measures used):

- 75% of students will demonstrate proficiency in the ability to evaluate and reflect on work using defined criteria.
- 75% of students will demonstrate proficiency in the ability to set and achieve goals through personal-directed activities.
- All students will assume leadership roles in occupations projects throughout the school-year.

School Climate Goals (aggregated using annually collected data):

- Student attendance rates will be 95% or higher each year.
- 100% of parents of enrolled students will attend student led-conferences.
- 50% of parents will perform volunteer work at the school.

Community Support Goals

- Greenspire will maintain partnerships with five or more community-based organizations for “expertise” in supporting work through occupations.

ASSESSMENT

Results of achievement towards the above goals will be evaluated annually through the school’s comprehensive evaluation plan. See below for further detail.

Student growth will be a key goal of any assessment. Any assessment tool will be coordinated with individual student mastery of the individual Grade Level Content Expectations (GLCEs) and adoption of new, national standards. Additional assessment tools will be in the form of the following:

- Student Observations: Ongoing formal and informal student observations will be recorded to help assess the needs and interests of the students and expand learning. Students will “help” monitor mastery of GLCEs on an ongoing basis.
- Classroom Based Measures: Staff will use a variety of evaluative tools such as oral and written assessment, informal and formal student/teacher interviews regarding goal setting and evaluation of progress, daily observation and record keeping determining student progress and mastery. Mastery will be tracked by monitoring successful completion of learning objectives.
- Student Portfolio Authentic Assessment: The student portfolio is a comprehensive, living document that evolves with the student as they progress through the curricula over the course of the school year. The portfolio provides an overview of the evolution of progressively higher levels of mastery for each student. For each term, students include personal, academic and group goals relating to the occupations and/or environmental projects. At the end of each term, students include a self-evaluation of their success in meeting their personal objectives in each of these areas.

Examples of work will be included from each of the subject areas in a variety of forms: essays, stories, quizzes, drawings, diagrams, spreadsheets, tables, etc., as well as research projects in either written, video or other graphic means of presentation. Each piece of work included has a self-evaluative assessment which requires the student to reflect on the process and overall success of the piece.

Also included in the portfolio are staff term assessments for each subject where the students are evaluated according to a variety of criteria such as effort, presentation, depth of research, level of interest, organization, ability to interact with peers and test score average for the term.

Overall, the Student Portfolio is an ongoing authentic assessment tool meant to give formative feedback to the student as he/she is in the process of actively self-constructing. At the same time, the portfolio provides a comprehensive updated overview of student progress for staff and parents.

- Summative Measures: Greenspire will administer the state assessments to measure performance levels in core subjects. Results of assessments will be used to evaluate how students and the school are performing overall as compared with similar schools, establish baseline performance data, and assess student mastery of grade-level-expectation content. These results will help Greenspire leadership and teachers determine specific skill and content

areas that may require adjustment in the Greenspire curriculum to match the “timing” of assessments. Other testing sources will be utilized during the school year and in addition to the state assessment at age appropriate levels.

Quiz and test scores for the core subject areas will also be recorded and evaluated as a determinant of student mastery of content and grade level expectations. Comparison with local schools, charter schools and similar middle schools on a statewide and potentially national basis will be regularly performed.

- Traverse Bay Area Intermediate School District (TBAISD) Formative Assessment Tools: Greenspire intends to take advantage of the mathematics and science (and other emerging) Assessment Tools designed by TBAISD for periodic monitoring of student mastery of State curricular requirements.
- Web-based Assessment Tools: Greenspire will explore the use of Northwest Evaluation Assessment (NWEA) to periodically monitor student mastery of State Curricular requirements.

Results of achievement towards annual targets will be analyzed and progress towards goals will be communicated to the board and appropriate committees.

Code of Conduct

The belief of The Greenspire School is that to let the student do as he likes when he has not yet developed any powers of control is to betray the idea of freedom. Thus, our approach to conduct is one of nurturing the development of self-discipline, effecting positive behavior change through a prepared environment that is a unique interaction between the teacher, other students, and the physical space. Self-discipline is a personal goal that a student usually achieves. However, we recognize that a student will make mistakes and that this is part of learning. As adults who are responsible for guiding the student, we have developed a Code of Conduct that reflects the positive culture of our school and is clear, consistent, and equitable to support the whole community during an incident.

Discipline is based on:

- respect for the community and its members,
- knowledge and understanding of the developmental needs and characteristics of the student,
- the needs of the group, and
- the understanding that appropriate behavior is not only taught, but modeled.

To that end, The Greenspire Code of Conduct defines a respectful process that:

- supports the student community, the student, the teacher, the parent, and
- helps the student to learn to socialize and take responsibility for actions as part of personal growth.

When a conflict occurs, the priority of the teacher and the school is to restore the balance in the classroom community and to begin the process of helping the student who has made a mistake to begin the corrective measures needed. Communications to parents follow in order.

Our philosophy is that discipline is primarily an internalized learning experience and less a punitive experience for the student. Each teacher develops his or her own individual way of addressing behavior within the principles of the Montessori philosophy. The student wants to follow guidelines if the adult clearly defines the expectations and then invites the student to acknowledge the rule and to assume responsibility for his or her behavior.

Assuming responsibility for behavior is to understand and accept the consequences for not keeping the commitment to the community. A tenet of our approach to discipline is to involve the student in the resolution of the conflict and offer as much support as is needed for the success of the student including a self-evaluation of his or her responses after the student has had opportunity to resolve the issue.

In the event a student is unable to honor classroom ethics and appropriate behavior, the following Categories of Behavior outline how particular offenses will be handled. The administrator, along with the instructor and other professionals, will determine the level of response that applies to a situation based on the number of previous incidents, type of behavior, and the severity of the incident. The number of incidents for a student does not carry forward to the next year. Days of suspension are accumulated for the period of one school year only.

If a parent desires to appeal the resolution of a Category B or C discipline sanction, then he or she is to bring this to the attention of the administrator. If this appeal does not result in an agreeable resolution, then the parent may meet with the Head of School/ Superintendent of the school to further appeal the sanction. If this appeal does not result in an agreeable resolution, then the parent will be scheduled to meet with the Board of Education for further appeal the sanction.

CATEGORY A: BEHAVIOR THAT IS INSUBORDINATE OR DISRUPTS ORDER WITHIN THE SCHOOL COMMUNITY

Examples

1. Any disrespect toward staff members, peers, or school property; refusal to follow directions;
2. Abusive or profane language; hurtful language; gambling;
3. Setting off false alarms;
4. Unauthorized departure from class, school floor, school events, or school building/property;
5. Forgery of any sort, including parental signatures, cheating, plagiarism or copying of anyone else's work.
6. Harassment or discrimination based on any category protected by law. (If harassment or discrimination is reported, initiate Non-Discrimination and Sexual Harassment Policy Steps.)
7. Bullying is taken very seriously and will not be tolerated.

Incident/Response Level

First

1. Teacher conducts questioning process to find out the facts and leads the student to a resolution that includes responsible action by the student.
2. Teacher advises the parent.
3. Teacher documents situation, files Incident Report with administrator.
4. Teacher follows up with student within one week to help student evaluate resolution and updates the Incident Report.

Second

1. The Head of School/Superintendent or Assistant Head of School conducts the questioning process to find out the facts and presents findings to all involved in the situation. Documents Incident Report.
2. The Head of School/Superintendent or Assistant Head of School meets with the student, teacher, and other students involved to discuss and implement the resolution which may include an after-school study or community service component.
3. Parent notified of the incident and plan for resolution via telephone, or, if warranted, in a meeting with the student and the Head of School/Superintendent or Assistant Head of School.
4. One to three days in-school or out-of school-suspension depending on the severity of the offense. All school related social privileges may be revoked.
5. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.
6. Suspension noted in student's file. Incident Report updated.

Third

1. The Head of School/Superintendent or Assistant Head of School conducts the questioning process to find out the facts and presents findings to all involved in the situation. Documents Incident Report.
2. The Head of School/Superintendent or Assistant Head of School immediately notifies the parent of the incident and may request a meeting at the school. Parent is advised of the student's rights.
3. One to five days in-school or out-of school-suspension depending on the severity of the offense. All school related social privileges may be revoked.
4. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.
5. Suspension noted in student's file. Incident Report updated.

CATEGORY B: UNWANTED, THREATENING, OR HURTFUL BEHAVIOR OR PHYSICAL CONTACT

Examples

- Fighting or hitting in anger; shoving; kicking; hitting; poking; spitting; biting; assault
- Physical intimidation;
- Making threatening comments orally or in writing;
- Unwanted physical contact; intentionally using an implement in any way that makes another student or staff member feel threatened.

Incident/Response Level

First

1. The Head of School/Superintendent or Assistant Head of School conducts questioning process with all involved to find out the facts and the parent(s) are immediately notified of the incident and may be requested to attend a meeting at the school.
2. The Head of School/Superintendent or Assistant Head of School meets with the student, and teacher and informs the student verbally and in writing of the offense, evidence, and of the accounts of any witnesses. The student may present his or her response to others' accounts of the incident. The Head of School/Superintendent or Assistant Head of School documents Incident Report.
3. Sanctions will be age appropriate and consistent with the objectives of the school's approach to discipline as stated earlier in this Code. The consequence may include a one to three day in-school or out-of school-suspension depending on the severity of the offense.
4. All social privileges will be revoked during this period. The Head of School/Superintendent or Assistant Head of School may request to meet with parent (s) and student prior to student's return to class to review behavioral expectations for the student.
5. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.
6. Suspension noted in student's file. Incident Report updated.

Second

1. The Head of School/Superintendent or Assistant Head of School conducts questioning process with all involved to find out the facts and the parent(s) are immediately notified of the incident and may be requested to attend a meeting at the school.
2. The Head of School/Superintendent or Assistant Head of School meets with the student, and teacher and informs the student verbally and in writing of the offense, evidence, and of the accounts of any witnesses. The student may present his or her response to others' accounts of the incident. The Head of School/Superintendent or Assistant Head of School documents Incident Report.
3. Sanctions will be age appropriate and consistent with the objectives of the school's approach to discipline as stated earlier in this Code. The consequence may include a one to five day in-school or out-of school-suspension depending on the severity of the offense.
4. All social privileges will be revoked during this period. The Head of School/Superintendent or Assistant Head of School may request to meet with parent (s) and student prior to student's return to class to review behavioral expectations for the student.
5. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.

6. Suspension noted in student's file. Incident Report updated.

Third or More

1. The Head of School/Superintendent or Assistant Head of School conducts questioning process with all involved to find out the facts and the parent(s) are immediately notified of the incident and may be requested to attend a meeting at the school.
2. The Head of School/Superintendent or Assistant Head of School meets with the student, and teacher and informs the student verbally and in writing of the offense, evidence, and of the accounts of any witnesses. The student may present his or her response to others' accounts of the incident. The Head of School/Superintendent or Assistant Head of School documents Incident Report.
3. Sanctions will be age appropriate and consistent with the objectives of the school's approach to discipline as stated earlier in this Code. The consequence may include a one to ten day in-school or out-of school-suspension depending on the severity of the offense.
4. All social privileges will be revoked during this period. The Head of School/Superintendent or Assistant Head of School may request to meet with parent (s) and student prior to student's return to class to review behavioral expectations for the student.
5. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.
6. The board president will be made aware of the child's repeated behaviors.
7. Evaluation for special services will be assessed by the Head of School/Superintendent or Assistant Head of School and the coordinator of special education.
8. Suspension noted in student's file. Incident Report updated.

CATEGORY C: ILLEGAL ACTS

The Head of School/Superintendent or Assistant Head of School may contact the appropriate authorities depending on the nature or severity of the dangerous behavior.

Examples

- Assault that physically threatens the safety of or harms an individual;
- Arson; Theft; Vandalism, i.e. defacing or destruction of school property or any act that creates an unsafe school environment;
- Possession or use of tobacco products including cigarettes, drugs, or alcohol (real or look-alike) in school building, on school property, at school sponsored events, or on school-arranged transportation;
- Selling or transferring tobacco products, drugs, or alcohol – real or look-alike;

- Using or possessing a weapon that could potentially cause physical harm to individual/s.

Response

1. The Head of School/Superintendent or Assistant Head of School conducts questioning process to find out the facts and the parent(s) are immediately notified of the incident and requested to meet at the school.
2. The Head of School/Superintendent or Assistant Head of School meets with the student, parent and teacher and informs the student verbally and in writing of the offense, evidence, and of the accounts of any witnesses. The student may present his or her response to others' accounts of the incident. Parent is advised of the student's rights.
3. Sanctions will may include a one to ten day out-of school-suspension or recommendation to the board for expulsion depending on the severity of the offense.
4. All social privileges will be revoked during this period. The Head of School/Superintendent or Assistant Head of School may request to meet with parent (s) and student prior to student's return to class to review behavioral expectations for the student.
5. A Discipline Support Team may be convened at the discretion of the Head of School/Superintendent or Assistant Head of School.
6. The board president will be notified.
7. The Head of School/Superintendent or Assistant Head of School documents incident, process of investigation, and findings.

**NON-DISCRIMINATION POLICY AND GRIEVANCE PROCEDURES
FOR
TITLE VI OF THE CIVIL RIGHTS ACT OF 1964
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1974
TITLE II OF THE AMERICANS WITH DISABILITY ACT OF 1990
SECTION 504 OF THE REHABILITATION ACT OF 1973
THE AGE DISCRIMINATION ACT OF 1975**

NONDISCRIMINATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of The Greenspire School that no person shall, on the basis of race, color, national origin, gender, age or disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment.

GRIEVANCE PROCEDURES

Section 1

Any person believing that The Greenspire School or any part of the school organization has inadequately applied the principles and/or regulations of 1) title VI of the Civil Rights Act of 1964, 2) Title IX of the Education Amendment Act of 1972, 3) Section 504 of the Rehabilitation Act of 1973, 4) Title II of the Americans with Disability Act of 1990, or 5) the Age Discrimination Act of 1975, may bring forward a complaint, which shall be referred to as “a grievance” to the School’s Civil Rights Coordinator at the following address: Principal, The Greenspire School, 1026 Red Dr., Traverse City, MI 49684.

Section 2

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the School Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant within five (5) business days. The complainant may initiate formal procedures according to the following steps:

1. A written statement of the grievance signed by the complainant shall be submitted to the School Civil Rights Coordinator within five (5) business days of receipt of answer to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within (5) days.
2. A complainant wishing to appeal the decision of the School Civil Rights Coordinator may submit a signed statement of appeal to the Superintendent of Schools within five (5) business days after receipt of the Coordinator’s response.

The superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

3. If unsatisfied the complainant may appeal through a signed, written statement to the Board of Education within five (5) business days of receiving the Superintendent's response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of the meeting.

4. If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Office for Civil Rights, Department of Education, Washington, DC 20202. Inquiries concerning the nondiscriminatory policy may be directed to Director, Office of Civil Rights, Department of Education, Washington, DC 20202. The School Coordinator, on request, will provide a copy of the School's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the School Civil Rights Coordinator's office.

TITLE VI, IX, 504 GRIEVANCE FORM

Location: _____ Date: _____ Time: _____

Step 1 – Statement of Grievance: _____

Signature of Grievant: _____

Reported to: _____
Principal or Supervisor

Disposition: _____

Signed: _____ Date: _____

Grievance Satisfactorily Settled: Yes No

If not, referred to Superintendent or Coordinator of Titles VI and IX and 504

Signed: _____ Date: _____

Step 2 – Disposition: _____

Grievance Satisfactorily Settled: Yes No

If not, referred to the Board of Education

Signed: _____ Date: _____

Step 3 – Disposition: _____

Grievance Satisfactorily Settled: Yes No

Step 4 – Appealed to: _____

Signed: _____ Date: _____

Notifications

Parents

Helping Your Child Succeed in School, Even When Dealing with Homelessness

- Know your child's educational rights:
 - Enroll your child in school. You can enroll your child even if you are missing documents normally required for enrollment such as immunization records, previous school records, birth certificates, and proof of residency.
 - Let the school know where you want your child to attend school. The McKinney-Vento Act gives your child the right to stay at the same school even if the family's homeless situation means you are no longer living in the same area. This school would be called the school of origin and school districts must let students continue attending if this is in the student's best interest. Your child also may attend any public school that nonhomeless students who live in the attendance area where you're currently living are eligible to attend.
- Keep copies of critical records such as immunizations, Social Security number, health physicals, and individualized education programs (IEPs). Ask someone you trust to keep a set of records for you if your current living arrangements make this difficult.
- Maintain high expectations for your child.
- Ask questions, such as the following:
 - Who is the local homeless education liaison? How can I contact him or her?
 - What transportation is available for my child to stay in the same school (the school of origin)?
 - If my child changes schools, who can help us transfer records quickly?
 - How can my child receive free meals at school?
 - How can my child receive free school supplies, if needed?
 - Who can help if my child needs special education services? How quickly can these services be set up?
 - What academic help is available for my child, such as Title I, Part A, programs or after-school tutoring?
 - What programs can help develop my child's talents and address his/her unique needs?
 - Are there sports, music, or other activities available for my child?
 - How can my child go on class field trips or participate in other school activities if I can't pay for them?
 - Is there a preschool program for my younger children?



For more information about helping your child succeed in school, visit the National Center for Homeless Education website at <http://www.serve.org/nche>, or contact the local homeless education liaison for your school district:

Statement of Adoption – The Greenspire School Student Handbook and the policies within have been adopted by the Greenspire School Board of Education.

Non-Discrimination Policy – It is the policy of the Greenspire School that no person shall, on the basis of religion, race, color, national origin, sex, age, or handicap, be excluded from participation in, denied benefits of, or be subjected to discrimination in educational programs, activities, services, nor be denied equal opportunity for employment. Equal opportunity is the right of employment for all persons on the basis of job related standards of education, training, experience, and personal qualifications.

This policy complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

Questions, concerns, requests, or complains, which relate to these federal laws are to be directed to the Principal of The Greenspire School, 1026 Red Dr., Traverse City, Michigan 49684. Phone number (231) 946-4400.

Emergency Drills – Emergency drills (lockdown, tornado, and fire) are held at regular intervals and are required by law as an important safety precaution. It is essential that when the first signal is given everyone obeys orders promptly and clears the building or goes to assigned areas as quickly as possible. The teacher in the classroom will give the student instructions.

Emergency Medical Cards – State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the school office. A student may be excluded from school until this requirement has been fulfilled. Students with specific health care needs should submit those needs, in writing and with proper documentation by a physician, to the school office. All medications, prescribed and non-prescribed, are to be delivered to the office and taken only with adult supervision.

Facility Use – Students are not allowed to use school facilities unless they have received permission from the school **and are supervised by an approved adult sponsor** or are attending a school function. School facility use should be arranged by contacting the office.

Student Records – The Head of School/Superintendent is the Custodian of Records and is responsible for the supervision of student records at the school. She/he can be reached by calling the School.

Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the

parents or legal guardian of a student, adult student (eighteen) 18 years of age or older, and those authorized by Federal Law and School regulations.

A parent or adult student has the right to:

- ◆ inspect and review the student's education records within forty-five (45) days after receipt of the request. The school has a form, which can be used to submit a request. The Custodian of Records will notify the parent or adult student of the time and place where the records can be inspected.
- ◆ request amendments if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's rights. The school has a form, which may be used to identify which information in the record the parent or adult student believes is inaccurate or misleading and to specify why it is inaccurate or misleading.
- ◆ consent to disclosures of personally identifiable information contained in the student's education records, except to those disclosures allowed by law. The school's administrative guidelines describe whose exceptions and is available upon request.
- ◆ challenge school compliance with a parent's request to amend the records through a hearing. If the Custodian of records decides not to amend the record, the parent or adult student will be so notified and provided the opportunity for a hearing. Additional information concerning the hearing will be provided when notified of the opportunity for a hearing.
- ◆ file a complaint with the U.S. Department of Education, 600 Independence Avenue, Washington D.C. 20202.
- ◆ obtain a copy of the school's policy and administrative guidelines on student records (administrative guidelines). The school has established the following information about each student as "directory information".

Each year the school will provide public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information".

The Board designates as student "directory information": a student's name; address; telephone number; photograph; participation in officially recognized activities; activities and sports, if a member of an extracurricular activity; date of graduation; awards received; honor rolls; and scholarships.

The school will make the above information available upon a legitimate request unless a parent, guardian, or adult student notifies the school in writing within fourteen (14) days from the date of this notification that s/he will not permit distribution of any or all such information.

Returned Checks – There will be a fee of \$25.00 for any returned checks.

School Trips – Field trips are a part of the educational program at The Greenspire School. All school rules apply on all school-sponsored trips.

Telephone – School phones are business phones and are not to be used by students for personal calls.

Paging/Electronic Devices – Paging and electronic communication devices such as beepers or cell phones are not allowed to be turned on or used during regular school time and should be checked in the office.

Visitors – Parents are welcome to visit. An appointment to confer with a teacher during his/her consultation period can be made by telephoning the office. All visitors must check in at the office.

For the protections of students, school property, and order, no unauthorized persons shall be allowed to loiter on or adjacent to the school grounds or in any buildings.

ALL VISITORS MUST REGISTER AT THE SCHOOL OFFICE.

Students under suspension or who have been expelled are not allowed on school property, in any school building or admitted to any school function.

Water Quality – The drinking water for The Greenspire School is not tested, as that water is supplied by Traverse City, which is responsible for water quality compliance and consumer confidence.

Work Permits – An application for a work permit may be obtained through the School Office. This must be filled out by the employer and returned to the school. Anyone under 18 years of age must have a work permit to be employed.

Pesticide Application – Parents and guardians of students attending The Greenspire School who wish to be informed prior to any application of a pesticide should contact the school office. Persons with concerns will be notified regarding application of the pesticides, the location of application and the date of the application. A pesticide is defined as a “substance or mixture of substances intended for preventing, destroying, or mitigating pests, or intended for use as a plant regulator, defoliant, or desiccant.”

Preparedness for Toxic and Asbestos Hazards – the School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School’s *Preparedness for Toxic Hazard and Asbestos Hazard*

Policy and asbestos management plan will be made available for inspection at the Board offices upon request.

Drug Free School – In accordance with Federal Law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State Statute or substance that could be considered a “look-a-like” controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in this student handbook, up to and including expulsion from school. When required by State Law, the School will also notify law enforcement officials.

The School is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the school administration whenever such help is needed.

Student Hazing – The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any School sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing involves conduct such as but not limited to:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain;
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

Administrators, faculty members, and other employees of the school shall be particularly alert to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Head of School. Students, administrators, faculty members, and other

employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties.

The Head of School/Superintendent shall distribute this policy to all students and school employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

Harassment of Students – Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the school to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to School disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student who believes s/he has been or is the victim of harassment should immediately report the situation to the teacher, the Head of School/Superintendent or Assistant Head of School. Complaints will be investigated in accordance with administrative guidelines.

Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board Members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment.

Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

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

Sexual Harassment, may include, but is not limited to:

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

Confidentiality - Every reasonable effort will be made to maintain confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure names and allegations.

Truancy – Truancy Intervention Program - The Thirteenth Circuit Court, Family Division Truancy Intervention Program serves all schools in Grand Traverse County. The Greenspire School, local law enforcement agencies, Prosecutor's Office, District/Family Court, and prevention service agencies have joined together to improve school attendance while assisting families in getting their children to school. Studies indicate that students who are truant have a greater chance of dropping out of school. Truancy often leads to high-risk behaviors such as violence, alcohol, and substance abuse. The objectives of this program are to:

- Increase student attendance;
- Decrease the number of trancies; and

- Develop a collaborative community effort to assist families of students who are truant.

The Head of School/Superintendent or Assistant Head of School may make a referral to the Truancy Intervention Center at any time regarding past or current attendance concerns and at the principal's discretion. Excessive verified absences may be referred to the Truancy Intervention Center for review.

Our goal is to improve student attendance and ensure that he/she attends school on a regular basis in order to develop to his/her fullest potential.

The state law is briefly explained below for your information:

P.A. 451 of 1977 (amended by P.A. 43 of 1977) **MCL 380.1561**

Section 1561: (1). . every parent, guardian, or other person in this state having control and charge of a **student from the age of 6 to the student's sixteenth birthday**, shall send that student to the public schools during the entire school year (except if enrolled in an approved non-public school). The student's **attendance shall be continuous and consecutive** for the school year fixed by the School in which the student is enrolled.

MEMORANDUM TO PARENTS REGARDING SCHOOL BOARD POLICY ON DRUG-FREE SCHOOLS

In accordance with Federal Law, the Board of Education prohibits the use, possession, or concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs includes any alcoholic beverage, performance enhancing drugs as determined annually by the Department of Community Health, dangerous controlled substance as defined by State statute, or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, the School will also notify law enforcement officials.

The School is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the Head of School/Superintendent or Assistant Head of School or an outside counseling service whenever such help is needed.

NOTIFICATION TO PARENTS OF DIRECTORY INFORMATION

In compliance with Federal regulations, The Greenspire School has established the following guidelines concerning student records:

A. The Head of School/Superintendent is the School Records Officer responsible for the processing and maintenance of all students. The Head of School/Superintendent's office is located at the main office or she can be reached by calling the school.

B. Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, adult student (eighteen years of age or older), and those designated by Federal Law or School regulations.

C. A parent, guardian, or adult student has the right to request a change or addition to a student's records and to either obtain a hearing with School officials or file a complaint with the U.S. Office of Education if not satisfied with the accuracy of the records or with the School compliance with the Federal Education Rights and Privacy Act.

D. The school has established the following information about each student as "directory information" and will make it available upon a legitimate request unless a parent, guardian, or adult student notifies the Records Control Officer in writing within thirty (30) days from the date of this notification that s/he will not permit distribution of any or all of such information:

Name, address, and telephone number; date and place of birth; photograph; major field of study; participation in officially recognize activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation and awards received; and any other information the School considers would not be harmful or an invasion of privacy, if disclosed.

E. A copy of the policy and the accompanying guidelines are available at the Board office and at all school offices. There will also be a person available to answer any questions concerning the policy or guidelines.