



Community Policy Handbook

2026-2027

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[Welcome](#)

Dear Greenspire School Community,

We are thrilled to welcome you all to a new academic year at The Greenspire School. As we embark on this exciting journey together, we would like to introduce our Community Policy Handbook, a comprehensive guide detailing our student, staff, and parent/guardian guidelines and policies.

The Greenspire School takes pride in providing a unique educational experience that fosters critical thinking, creativity, and a deep commitment to environmental stewardship and global sustainability. Our district's focus on Project Based Learning allows students to immerse themselves in real-world challenges, preparing them to become responsible global citizens equipped with the skills and knowledge to make a positive impact on our planet.

This Community Policy Handbook serves as a compass, guiding us through our shared commitment to excellence and maintaining a safe, inclusive, and nurturing learning environment for all. It outlines our core values and expectations, ensuring that each member of our community understands their rights and responsibilities as we work together to create a positive and respectful atmosphere. We believe that open communication and collaboration between students, parents/guardians, and staff are vital components of a successful educational journey. By abiding by the guidelines set forth in this handbook, we can all contribute to an enriching experience that empowers our students to reach their full potential academically, emotionally, and socially.

We encourage each member of our Greenspire family to familiarize themselves with the contents of the Community Policy Handbook. It covers a wide range of topics, including academic expectations, student conduct, communication protocols, and extracurricular activities. By being well-informed, we can collectively create a nurturing environment where all students can thrive.

We extend our deepest gratitude for your dedication to The Greenspire School's mission and vision. Together, we will create an educational experience that instills a lifelong love of learning and a profound sense of environmental stewardship. We look forward to continuing a strong and vibrant Greenspire community together!

Gratefully,

Eli Holm

District Superintendent

[About The Greenspire School](#)

Who We Are

The Greenspire School is a charter school serving the Grand Traverse region of northwest Lower Michigan chartered by Grand Valley State University (GVSU).

It is managed by a volunteer seven-person Board of Education. The middle school, grades 6-8, is located behind the well-known Grand Traverse Commons amidst some of the most breathtaking hiking trails in our region. The high school, grades 9-12, is located on the beautiful Northwestern Michigan College University Center Campus.

The Greenspire School District is a secondary Project Based Learning Environment with a primary focus of environmental stewardship and global sustainability.

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.

Enrollment Policy

The Greenspire School shall comply with all application, enrollment, and admissions policies and criteria required by applicable law. All GHS students must be under the age of 20 in September that school year in order to qualify for enrollment. Please review the enrollment policies for the high school at:

<https://greenspireschool.org/apply-high-school/>

[Mission and Vision](#)

Mission

To provide inclusive, life-centered education focused on community and nature in partnership with the earth.

Vision

Greenspire will empower students for their futures as authentic, ethical, and visionary learners.

[District Core Values- MS/HS](#)

Self-Efficacy

Build student confidence and self-efficacy so that each student successfully transitions beyond high school.

Listen

Wait and listen, rather than interrupt another.

Optimism

Practice optimism.

A negative outlook may reflect in the mind, body, and spirit.

Trust

Building student trust in others
through successful collaborative relationships.

Honor

Honor others' thoughts, wishes, and words.

Project Based Learning Characteristics- MS/HS

The Project Based Learning Environment (PBL) is an essential teaching and learning strategy. High quality PBL maximizes a student's ability to collaborate with peers toward common goals, develop joy in the learning process, develop sustained inquiry practices, and build trusting relationships with their teachers. Within a PBL Environment, students engage in cross-curricular projects in order to understand our naturally intertwined and complex world.

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 Superintendent, who, in turn, hires the staff of the school. Working through the 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 Superintendent, the Board develops and approves the budget for the school.

The Board of Education performs most of its work through committees. Committees consist of trustees and sometimes guardians 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.

School Day

School Hours - MS and HS

The **high school** day is from 8:40 am to 3:45 pm. The **middle school** day is from 8:30 am-3:30 pm. Students may enter campuses at 8:00 am. After school clubs, activities and athletics may run from after school until

5:30 pm, or later.

Students must be picked up by 3:45 pm at the middle school and 4:00 pm at the high school unless supervised in an after school club, activity, or participating on an athletic team. If the student is a participant in an after school club, activity, or athletic team, the student must be picked up by 5:30 pm (unless otherwise noted). Staff members will not be on site after 5:30 pm and the building will be closed and locked at 5:30 pm.

The school cannot assume responsibility for students before 8:00 am or after 5:30 pm. The office hours of The Greenspire School District are from 8:00 am to 4:00 pm.

Half Days are from 8:30-11:30 at the **middle school** and 8:40-11:45 at the **high school**. All students must be picked up before noon.

Exterior Doors – MS/HS

Exterior doors at The Greenspire School District are locked for safety. The front entrance will be open to students and monitored until 8:30-MS/8:40-HS daily. Only faculty/staff members of The Greenspire School may open exterior doors. **Students, parents/guardians, and community members are not permitted to open the doors for any individual.**

Guests

All guests, including parents/guardians, must enter through the front entrance and check-in at the office with the Executive Assistant. Please ring the doorbell for entry. GHS Only- If elevator access is needed, please call the office at 231-421-5905 and a school official will escort guests up to the 2nd floor.

Parent/Guardian Drop-Off and Pick-Up Procedures – MS/HS

MIDDLE SCHOOL

The entrance and exit to the school are located on Red Drive. Please approach from the north and line up along the Maple building. Stay to the right of the cones. Students will only be allowed to be picked up from cones marked “1-3”. No students will be allowed to be picked up on the east side of the road. When exiting the school, please continue south down Red Drive. Do NOT make a U-Turn in the parking lot. Public parking is available across from Northwest Education building on Red Drive. Please do not park at the apartments across the street or at Pine Rest.

HIGH SCHOOL

The entrance and exit to the school are located in the north parking lot of the University Center, which is accessible by Dendrin Drive off of Cass Road. Please use the north parking lot north to drop-off and pick-up students.

Please use the Greenspire Exit driveway to leave the northern parking lot. DO NOT use the main entrance to exit the lot. The main entrance is reserved for our University Center partners so they are not blocked by our carline dismissal between 3:45-4:15. DO NOT use the Greenspire Exit driveway to enter into the parking lot- it is an EXIT ONLY driveway.

Students may enter and leave only through the front entrance of the Greenspire High School, unless they are escorted by a staff member.

Sophomores (10th), Juniors (11th) and Seniors (12th) are permitted to drive themselves to school. Parking

passes are available in the main office. Please see Student Driver Policies for more information.

Vehicles in violation of our procedures will be suspended from entering campus. Students will need to walk to/from an off campus location to meet their driver.

ID Cards - HIGH SCHOOL ONLY

GHS provides the first ID card at no cost to the student. If the card is lost, a \$25 replacement fee is required of the student and/or parent/guardian. If a card is lost or stolen, the student and/or parent/guardian must report it to the Administrative Assistant and a replacement card can be ordered for the student.

Snacks and Lunch - MS/HS

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.

Energy drinks and soda/pop for students are prohibited on campus. These drinks are confiscated immediately upon discovery.

Students must bring lunch from home, as The Greenspire School does not 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 student's name in/on items whenever possible.

Greenspire has partnerships with outside vendors who serve food on campus on designated days each week. Please see your weekly school newsletter for more information about current vendor partnerships.

Students are **not permitted** to have delivery service to school for snacks or lunch. Please call the office if your student needs lunch assistance due to forgetfulness.

TGS may provide weekly pizza days and/or maintain partnerships with other casual food providers for various purposes.

Food is not permitted in the classrooms due to the technology damage that occurs when students eat over their keyboards. Students may eat in common gathering areas only.

High School- Students may use approved outdoor areas during lunch period. These areas include- the south lawn, the south parking lot near the basketball hoops, or on the lawn on the North End of the University Center, which we call The Bowl. Students may not go on the back side of the University Center building as it is near the public Tart Trail or be in/by cars in the parking lot.

High School- Students with failing grades must attend Lunch and Learning for that content area until the grade improves to above a 60%. Students are expected to independently report to the appropriate classroom for tutoring; **staff are not responsible for retrieving students** during lunch for Lunch and Learning.

High School

Reusable Dishes- HIGH SCHOOL ONLY

Greenspire High School provides a number of reusable utensils and dishes each school year. Once those utensils and dishes are gone, they are not replaced until the following school year.

We request that every student brings in a reusable mug for coffee, tea, and hot chocolate. This mug will be stored in their locker. All students should write their name on the bottom of their mug.

We wash our own dishes at GHS. As stewards of our earth, we make a conscious effort to use washable dishes and to contribute to a clean school environment. We have a cleaning schedule, but it is up to each student to contribute to the cleanliness of our school building.

To receive a school provided reusable dish, students must check in an item of value at the main office. When the dish is returned clean, we will return the student's item of value.

Please try to refrain from bringing disposable dishes to school. As environmental stewards, our daily sustainability efforts impact our earth.

High School- Students may purchase a cold drink from the Student Council Beverage Fridge during early hour, at lunch, or during passing time. Drinks cost \$2.00 each cash or \$2.25 if using a credit/debit card.

Open Lunch Program Requirements- HIGH SCHOOL ONLY

GHS Open Lunch is a privilege limited to approved juniors (11th) and seniors (12th), with parent/guardian **permission** and a valid Level 2 or 3 GDL, that provides them the opportunity to leave school during their scheduled lunch period. All paperwork must be completed by a parent or guardian and student in order to gain full approval for this privilege.

Violation of any of the following policies governing open lunch will result in disciplinary action and/or suspension of the open lunch privilege.

Students are expected to attend all classes. Students are expected to be in class on time when returning from open lunch.

Career Tech Center (CTC) students are required to manage their time accordingly, knowing that they must leave CTC at 11:25 and be ready to learn at GHS at 12:14. Tardiness due to food pick up or poor time management will result in a parent phone call and loss of driving privileges from CTC to GHS. Students in violation of this expectation will be required to take the school provided bus during their driving suspension period.

Students with open lunch permission are not to influence or aid students who do not have an open lunch pass to leave campus during lunch.

Students are not permitted to bring food back into the University Center. They may eat their food outside at our outdoor tables **or** at their restaurant of choice. Open lunch students are not food delivery drivers and may not bring food back for peers. Students may not eat lunch in their cars or in the parking lot.

Students are not to visit other schools or participate in illegal activity while away from school for open lunch. Students are expected to observe Greenspire High School Community Standards.

Forgery of parent/guardian signature on the “Open Lunch Permission Form” will result in loss of privilege.

Students must be in good behavioral and academic standing in order to participate in open lunch. If an 11th or 12th grade student has a failing grade in any class, the student will be suspended from off campus lunch until the grade is above a 60%.

Students should choose restaurants within a 10-minute radius of the Boardman Lake Campus in order to return to PM classes on time. Lunch is 30 minutes long, so we encourage the following open lunch use of time:

- a. Drive to restaurant- 10 minutes or less
 - b. Order and eat- 15 minutes or less
 - c. Drive back to school- 10 minutes or less
- (Leaving 5 extra minutes for unexpected traffic or delays.)

Students must have a consistent attendance record with limited tardiness and/or absences.

Students should use proper judgment when determining if the weather will permit them to arrive back to school on time after eating off campus.

Students should eat their food either at their restaurant of choice, or outside at our picnic tables. They may not bring their take-out food into the building or eat in their car in the parking lot.

High School Only- Approved Student Passengers

With the appropriate permission slips submitted, an approved GHS Driver may have other students as passengers to and/or from school (limited to the amount of seatbelts available). For open lunch, approved student drivers may have up to **1 passenger** in their vehicle, as this is a school-approved activity and is allowable with a level 2 or 3 GDL. The approved driver must have working seat belts for each passenger.

High School Only- Approved Drivers Signing In/Out of School

If a student leaves for off-campus lunch and needs to go home after lunch, a parent/guardian must email or call the office to verify that this is an approved PM absence. If a parent/guardian does not email or call the school, the student **MUST** return to school after off-campus lunch. We would prefer email to have written documentation of this release. The office staff will call home when this procedure is not followed.

High School Only- Student Drivers

Becoming a student driver is a responsibility and privilege. It is not a right. Only approved student drivers may drive to and from Greenspire High School/Boardman Lake Campus (BLC) each day. Safety is our number one priority, so please review these standards, procedures, and forms to become an approved

student driver at GHS. To remain in good standing, drivers must demonstrate safe driving practices on and around campus.

The following driving standards must be followed at GHS:

- +Students will drive into and out of the UC parking area with extreme caution.
- +Students will follow the UC traffic flow, remain patient, and always drive slowly in the school parking lot/Dendrin Drive.
- +Students will pull into and out of parking spots with caution and park away from other vehicles whenever possible.
- +Students will park in their designated area of the UC parking lot.
- +Students will adjust their mirrors and buckle safety belts before starting their cars.
- +Students will only transport GHS approved passengers in their vehicles.
- +Students will have their valid GHS Parking Permit tag hung on their rearview mirror.

GHS will not be held responsible or liable for student driving related damage or injury. If an accident occurs within the parking lot, please call the local police to make a report. School officials will not become involved in these matters unless it directly impacts student learning or risks student safety. **GHS Administration reserves the right to suspend/revoke this permit for any student driver who does not follow our approved student driving standards.**

High School Only- Parking Permits

GHS/UC Parking Permits are provided without charge to all approved student drivers. These permits must be hung on the rearview mirror in plain sight. All GHS/UC Parking Permits are valid for 1-year and may be revoked if a student violates our driving standards. If a student who is not approved parks in the UC parking lot, they risk being towed at the owner's expense.

In order to apply for a GHS Parking Permit, students must submit the following items:

1. A valid Michigan Level 2 or Level 3 GDL (Graduated Driver's License). *If 18-years-old, please present a valid Michigan Driver's License.*
2. 10th grade student status (Minimum 6+ Credit Hours Completed)
3. A completed and signed GHS Permit Application
4. Proof of Vehicle Insurance and Registration

Student drivers with approved permits are given the following privileges at Greenspire High School:

1. 1-Year University Center/GHS Parking Permit in a designated area of the parking lot
2. Option to participate in the GHS Open Lunch program
3. Option to drive other GHS approved students to and from school and/or off-campus lunch
4. Option to drive to any/all Career Tech Center courses, NMC dual enrollment courses, or NMC Early Middle College courses.

Attendance and Absences- MS/HS

Attendance

All students are expected to be in attendance every day school is in session. **Regular attendance is essential for academic growth in a Project Based Learning Environment, connection to peers, mental health, and access to in-school support; therefore, absences shall be excused only for necessary and important reasons.** We do, however, realize that health and family take priority, but we ask families to plan activities on days and times other than when school is in session. Please notify the school ahead of time.

Absences

When a student needs to be absent, we ask that parents and/or guardians call the school before 8:00 am each day the student is absent. Please call 231-421-5905 or email

MIDDLE SCHOOL: office@greenspireschool.org

HIGH SCHOOL: hsoffice@greenspireschool.org

to report an absence. This greatly reduces the need for our staff to call you at work or home to confirm the absence. When calling, please leave the child's name, date of absence, and reason for absence. If a student is absent from school due to an illness, they should not return to school as long as they are capable of infecting others. No student whose illness resulted in a fever or other symptom of a contagious infection (i.e. stomach flu) should return to school until the fever or other symptoms have subsided for a minimum of 24 hours unless they have a note from a doctor stating that they are no longer contagious

Please see our updated calendar on our website. For more detailed information and additional events, activities, and testing dates. You may also go to our Facebook page for more information regarding school events and please regularly check your email on file with the school for any additional information regarding school events.

Tardiness- MS/HS

Being on time to class or school...

- Increases the instructional time for the student.
- Reduces the interruptions to the learning environment, improving the quality and time for all students.
- Teaches time management and reduces student stress. Punctuality is a practice valued by business and society; students should be trained in this practice while in school.

Tardiness is defined as:

Not arriving to class on time and/or not sitting in the teacher's assigned seat and being ready to learn after the tardy bell has rung.

Any student who is tardy by more than 20 minutes from the student's first period of the day will be regarded as absent for the period and must be excused by parent/guardian's note or email to the Main Office.

If a student is chronically tardy to a class, the teacher will send the student to the main office for the remainder of the period until the tardy problem has been resolved. (Does not apply to 1st hour.) The

administration will take necessary steps to hold the student accountable for tardiness.

A trend of tardiness returning from off campus lunch/CTC will result in a call home and removal from the off-campus lunch program.

Excused Absences

Excused absences (illness, family emergencies, doctor appointments, religious observances, etc.) that are reported to the school ahead of time are considered excused, but they still count toward a student's total number of absences if no doctor's note is presented. Make-up work for the excused absence will receive full credit if completed within the time frame designated by the student's teacher(s) and/or administration.

Excused-Medical

Medically excused absences do not count against a student's 9 absences per semester. An absence is considered medically excused if the student or parent/guardian submits a doctor's note verifying the medical reason.

Unexcused Absences

Absences that are a result of skipping, failure to report a reason for absence ahead of time, or other reason that does not support the educational experience are considered unexcused absences. The student will be subject to the Greenspire High School Discipline Policy.

Adult students (18+) may sign out of school without parental permission. The main office staff will contact the student's primary guardian (if living in the same household) to inform them of any mid-day, unexcused exit from school.

Excessive Absences

The Greenspire School considers more than 9 absences per semester to be excessive. After 7 absences within a semester, Greenspire will issue attendance notification letter #1.

After 12 absences within a semester, the student will be sent notification letter #2 and parent/guardian will meet with the Greenspire Attendance Monitoring Team to find solutions to the chronic absenteeism. The goal of this meeting is to create an attendance monitoring plan.

After 15 absences within a semester, the student will be sent a third notification letter and will be referred to the truancy attendance liaison at Northwest Education Services. The liaison, the Greenspire Attendance Monitoring Team, student, and guardian/parent will meet to review the previously established attendance monitoring plan.

After 20 absences within a semester and depending on the severity of the situation (grades/achievement), our liaison will file a truancy referral with The Grand Traverse County Court System.

Students who have demonstrated a record of chronic absenteeism in previous school years will continue their established process with their County Court System and/or our Northwest Education truancy liaison. The GHS 7+ absence notification process does not reset each year if a student has been previously referred.

A significant number of absences, even if excused, may jeopardize course credit. If a student is in danger of losing credit, the student's parents/guardians will be notified via Powerschool.

In the case of a doctor-documented illness of a grave and extended nature, the school will make every reasonable effort to assist the students in completing missed course work successfully. The teacher(s) and the Principal will determine when credit cannot be granted.

Students older than age 20 before September of the next enrollment year are not eligible to attend GHS.

Falsification of Notes and/or Misrepresentation by Phone

Forging a parent, guardian, or relative signature on a note or other communication, altering a note or communication in any way, making or having someone else make a phone call to the school in which the caller falsely claims to be a parent, guardian, or other relative is illegal and dishonest. Students will be subject to the Greenspire High School Discipline Policy and may be eligible for expulsion.

School and Work Attendance

It is the responsibility of the student to obtain and complete all assignments missed during his or her absence. Students are expected to take the initiative when it comes to determining what work has been missed and how it will be made-up with the teacher. **Late work will not be accepted three weeks, or 21 days after the assignment is due.**

School Events/Absences

A student **may not attend** an after school event if they have not attended school that day, unless they have been approved to attend by administration.

Late Arrival and Early Departure

When a student arrives after the official start of school, the student is required to check-in at the front desk. Parents or guardians picking up students early from school are required to report to the front desk and sign their student out.

Unless absolutely necessary during the school day, signing students out early is discouraged. If at all possible, parents/guardians should refrain from scheduling appointments during the school day.

Students who drive themselves to and from school must have permission from their parents/guardians to the front desk staff member excusing them early from school. You may email hsoffice@greenspireschool.org in these instances. 18-Year-old students are able to perform a self sign out at their discretion, but the GHS office staff will email or call that student's guardian to inform them of an early departure from school.

[School Closings- MS/HS](#)

The superintendent shall determine if The Greenspire School must be closed or the opening delayed because of inclement weather or other conditions. Parents, Guardians, and Students are responsible for knowing about emergency closings and delays. Announcements of closures will be made on television (9&10 7&4) along with a banner posting on the school website and an email announcement to our community. When possible, messages will also be placed on social media sites.

High School Only- Hallway and Independent Work Privileges

At the **High School**, we strive to give our students many opportunities to demonstrate their level of maturity and responsibility. One of these opportunities is working outside of class when appropriate. Working outside of class should not interfere with a student's ability to complete their work or participate in active project based learning. Each teacher determines when it is appropriate to allow students this privilege. Students may work in the following locations if they are granted the opportunity to work independently or with a small group outside of their class. All students are required to have a written pass from a teacher if they choose to work in any of the following areas. Teachers may issue up to THREE passes per class period. Passes must be ready to present to any staff member. Students **MAY NOT** work in the locker room at any time. **Students with a grade below 70% will not be granted out of classroom privileges for that class.**

Acceptable Independent or Small Group Work Areas:

- Resource Room (504 and IEP students are the priority)
- The Conservatory (Green Wing)
- The Cafe (Blue Wing)
- The Diner (Green Wing)
- Empty Classroom (with a teacher/staff member present)
- Hallway on the floor with a seat pad
- The Learning Lounge

Students who have proven that they are unable to handle this privilege will be added to the Limited Travel List (LTL). These students will not have permission to leave the classroom to work during class time. Each week, the faculty evaluates who should be removed or added to the LTL for the upcoming week(s).

If a student is removed from class due to limited work productivity (spending time on non-school-related websites, etc.), administration reserves the right to retrieve the student's school-issued computer until the student appears ready to use their school device appropriately.

HIGH SCHOOL - Community Connection

During the first three weeks of any semester, we are adhering to a "Community Connection" phase. This is a 3-week time period for students to closely connect with their classmates and teachers in preparation for their upcoming collaborative project based learning. This means that students are not permitted to work outside of the classroom at any time when their class is in session, unless they qualify under their 504/IEP and are working directly with a teacher in the Cedar room. After the first three weeks of the semester, teachers may reintegrate out of classroom work privileges to those who have shown to be responsible and trustworthy. Students with a grade below 70% will not be granted out of classroom privileges for that class.

Late Work Policy- MS/HS

Greenspire implements a district-wide late work policy for all faculty and students. We are an institution charged with the responsibility of teaching our students the realities of social accountability, deadlines, and

professionalism in order to succeed in today's workplace. While assessing students' understanding of content standards is our most important teaching and learning objective, it is also very important to teach students the value of meeting deadlines and being on time as a demonstration of organization, honor, self-respect, and responsibility. In order to teach this value, we issue grade penalties to simulate real-life consequences when work deadlines are not met.

Special Education students with Individualized Education Plans and 504 Plans must adhere to their individual plans regarding assignment due date extensions. It should be noted that many IEPs and 504 Plans require students to discuss their extended time needs with their teacher(s) PRIOR to the assignment due date.

Teacher time and efficiency is valued and honored in The Greenspire School District. Late assignments create additional work for teachers due to late submissions being out of sequence.

Every student is given the right to be made aware of all assignment and project due dates both verbally and in writing. Assignment and project due dates are determined by a variety of factors, including access to resources and anticipated time needed to complete. Students may need to work at home on projects and assignments in order to meet assignment deadlines. Make-up tests must also be completed within 3 weeks of the original test administration. All assignment due dates are located in Google Classroom. Teachers will determine the exact time of day that an assignment must be submitted in order to be eligible for full credit.

Late student assignments will be accepted up to 3 weeks, or 21 days, after the due date.* After three weeks, students will receive a zero on the unsubmitted assignment and the assignment will be closed in Google Classroom.

Grade Penalties For Late Work/Project Submissions

Up to 1 week, or 7 days, late: The assignment will receive a 10% reduction in original grade

Up to 2 weeks, or 14 days, late: The assignment will receive a 20% reduction in original grade

Up to 3 weeks, or 20 days late: The assignment will receive a 30% reduction in original grade

3 weeks late or later: The assignment will not be accepted for a grade. A zero will be issued as the grade for the assignment or project.

*Does not apply to the last two weeks of a semester.

[Work Based Learning- High School Seniors](#)

Work Based Learning (WBL) is sustained and progressively intensive interactions with employers or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum, instruction, and Career and Technical Education (CTE) Program standards.

WBL can be paid or unpaid on-the-job training at a work site during school hours. It is designed to give students a supervised, practical application of work experience based on previously learned skills in a related industry.

WBL provides a safe learning/working environment for the student to demonstrate skills and verify their chosen career pathway.

Requirements for WBL

- 12th grade student AND at least 17 years old
- Minimum cumulative GPA of 2.5
- On track to graduate, passing all classes, acceptable school attendance records
- Responsible and respectful attitude and a willingness to learn at school and workplace
- Availability in student's schedule. WBL cannot be for more than ½ of the school day.
- Educational Development Plan (EDP) relates to the desired employment industry
- Reliable transportation to and from the WBL site and to school.
- Students cannot participate in WBL while also attending CTC
- GHS administration reserves the right to make determinations on the above standards on a case-by-case basis
- All required forms must be completed and submitted to the GHS Administration.

[At-Home Work Completion Policy](#)

At Greenspire High School, we focus on **purposeful learning** during the school day. That means we do not assign **extra or busy work** to be done at home. However, students are expected to complete any missing or unfinished work outside of class to stay on track with learning goals.

So... Are We a “No Homework School”?

+We believe in responsible learning, not “no homework.”

+We simply don't assign additional work just because it's homework.

+We believe that students should have time to explore areas of interest in their evening hours- volunteerism, hiking, skateboarding, team sports, dance, theater, etc.

Instead, we follow a model of:

Complete What You Start – When You Need To – Whether at School or at Home

[General Information](#)

[Communication Plan- MS/HS](#)

General Greenspire Community Communication

Weekly Updates are emailed out **every week!** They have all of the information you may need for your student for the upcoming week(s). Please scan through this each Sunday/Monday to avoid “surprise updates” from your student.

Weekly Updates will also be located here if you miss them:

<https://greenspireschool.org/category/weekly-update/>

Documents you may need for your student will be located here:

<https://greenspireschool.org/toolbox/>

Individual Communication Regarding Concerns- Student and School Staff Members

STEP 1: Students should communicate and self-advocate first with the staff member closest to the problem they're having. The student and staff member will try to verbally (or via email) solve the problem together. These discussions should be respectful, honoring, and solution-oriented.

STEP 2: If a student feels that their concern or problem did not become resolved, the parent/guardian may become involved. At this time, the parent/guardian should email the teacher and/or the Principal to request a face to face meeting OR inquire (ask questions before making accusations) about the situation via email in a professional manner. *Greenspire staff are **not required** to respond to disrespectful or unprofessional student or parent/guardian emails/messages.* Please see our Parent/ Guardian Code of Conduct for more information.

Individual Communication with Parents/Guardians

Staff will email the parent(s)/ guardian with information that is not time-sensitive.

Staff will call the parent(s)/ guardian with any time-sensitive information. Please be sure we have multiple points of contact for time-sensitive, emergency situations.

For Behavioral Concerns-

Minor Concerns- staff will email the parent or guardian.

Major or Recurring Concerns- we will call *and* email the parent/ guardian.

(Behavioral issues will be logged into Powerschool as a "Log Entry")

Legal Concern- We may call law enforcement in addition to the parent/guardian.

Please email with any general concerns or questions:

HIGH SCHOOL PRINCIPAL: eli.holm@greenspireschool.org

MIDDLE SCHOOL PRINCIPAL: becky.morse@greenspireschool.org

Administration will reply to your email within 48 hours, unless it is a weekend or holiday.

Please email our superintendent, Eli Holm, with any elevated concerns. Eli.Holm@greenspireschool.org

Academic Communication with Parents/Guardians

Hard Copy Student Schedules will be provided at the August student orientation for high school students.

Up-to-Date Powerschool Access is provided 24 hours a day/7 days a week.

Hard Copy Report Cards will be sent home via USPS twice per year.

If parents/guardians would like to meet with a teacher, we recommend emailing them to schedule a time.

Emergency Drills – MS/HS

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/Wind 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.

Emergency plans are posted in all classrooms, both in our building and in every classroom on the NMC campus. Students should familiarize themselves with the plan in each of their classrooms as well as follow the procedures outlined by their teacher and other staff members of the school or college.

Student Health and Safety– MS/HS

Student safety is a responsibility of the staff. All faculty/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, the student 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 parent/guardian permission.

Backpacks– Middle School– Backpacks are a safety hazard due to space limitations when in TGS classrooms. Backpacks must remain in the school locker room and out of the way.

Backpacks– High School– Some teachers may require students to place backpacks in lockers in order to avoid a fire hazard or tripping hazard in a smaller classroom. Ease of traffic flow is the priority.

3-Inch Knives: Students who carry knives (3 inch blade or less) must keep these semi-dangerous weapons away from their bodies and in a backpack/purse. Students may not handle a knife during school hours. Knives will be confiscated if they are seen **being handled/visible** during school hours.

Dispensing Medication: Medication may be dispensed during the school day. However, school policy requires both parent/guardian and physician consent forms for long-term, regularly scheduled medicine. For short-term medication, such as antibiotics, parent/guardian 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 faculty/staff member 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.

School Health Plans: A school health plan will be created if a student has a specific medical need that may occur while at school. These plans are drafted by school officials and approved by a healthcare professional.

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.

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 911 and the parent/guardian. If the parent/guardian cannot be reached within a reasonable timeframe, the student will be taken to the emergency facilities at Munson Medical Center.

[The Greenspire School Tick and Tick Removal Guidelines](#)

The purpose of these guidelines is to ensure the health and safety of students and staff in the event of tick identification or removal on school grounds or during school-sponsored activities. The guidelines comply with those from the Michigan Department of Health and Human Services (MDHHS) and apply to all students and staff at The Greenspire School.

Background

Ticks are common in outdoor environments and can carry diseases, including Lyme disease. Prompt and proper removal of ticks reduces the risk of transmission. While The Greenspire School does not employ a full-time nurse, trained staff may assist with tick removal following MDHHS guidelines.

1. Prevention and Education

The school will educate staff and students on tick awareness, prevention, and proper attire during outdoor activities. Staff will encourage students to wear long pants, closed shoes, and socks when participating in outdoor fieldwork or nature-based learning. We will remind staff and students to perform daily tick checks after outdoor activities.

2. Tick Identification and Notification

If a tick is found on a student during school hours, staff will notify the student's parent/guardian immediately. If the tick is unattached (crawling on clothing or skin), staff may assist the student in removing it and disposing of it safely.

If the tick is attached to the skin, staff will:

Notify the parent/guardian and give them the option to come to school for removal.

If a parent/guardian cannot respond in a timely manner, school staff trained in tick removal may remove the tick with verbal consent from the parent/guardian

(phone consent is acceptable).

If in doubt, a tick may be identified by submitting a photo to the Michigan Department of Health and Human Services. Ticks can also be identified by the GTCHD Environmental Health Office located at 2650 LaFrainer Road in Traverse City by calling 231-995-6051 to set a time for the tick to be examined.

3. Tick Removal by Trained Staff

Designated staff (non-medical personnel) may remove an embedded tick only if: They follow MDHHS and CDC tick removal guidelines. They use proper tick removal tools (fine-tipped tweezers or tick removal device). They follow universal precautions (e.g., handwashing and gloves). They document the removal process.

4. Post-Removal Procedures

After removal, the tick may be: Returned to the parent/guardian for identification/testing, if requested. The affected area will be cleaned with soap and water. Staff will encourage the parent/guardian to monitor the site for signs of infection or rash and consult a healthcare provider if symptoms develop.

5. Documentation

All tick-related incidents will be recorded on an Incident Report Form and kept on file in the main office.

6. Limitations

School staff will not attempt to remove ticks from sensitive areas (e.g., eyelids, genitals, ears). In these cases, parents will be required to pick up their child for medical evaluation. The school will not diagnose or treat tick-borne diseases.

Student Preferred Names- MS/HS

The Michigan Department of Education and Office of Civil Rights (OCR) recommends school staff refer to the student by their most current preferred name, gender, and pronouns at both the middle school and high school levels. This applies to all informal settings such as the classroom, club meetings, or in general communication.

Regarding formal documents, official settings, and/or student records, the student should be referred to by their legal name, unless otherwise determined. This means that their formal birth name will be used on all transcripts, report cards, official recommendation letters, diploma, etc. and in some cases, even when communicating with the parents/guardians (see below). When a student makes a request to change their name in the Student Information System or to their school email address, they must follow a three step process: 1. Consult with the school counselor, 2. Try out their preferred name in verbal settings for at least two weeks, 3. Discuss requests with the Principal. Staff will always advise students to discuss this decision with their parents/guardians prior to a system change.

Parents/guardians have legal authority over their child's official record until they are 18 years of age. After a student legally turns 18, the student may officially change their name themselves through an official process to update those formal documents.

Generally, the school will communicate to the parents/guardians using a student's preferred name v. their legal name, unless there is a perceived or real safety threat. Sometimes, the parents/guardians are unaware of the situation and many times, the situation can be rectified by a phone call or meeting to provide the administration with more information.

Whenever possible, a student's preferred name/gender/pronouns should be carefully selected with longevity in mind in order to avoid misunderstandings and incorrectly identifying an individual.

News and Media Opt Out

Your student may be interviewed, recorded, videotaped or photographed by the media or school staff for a story in the newspaper, Internet, radio or television. These media requests must be approved by school administration which will assure the best interests of your child and that the safety and rights of each student are upheld. We will be cautious with our practices regarding the issue. Parents/Guardians who want their child(ren) excluded from these activities must opt out.

Social Events

The Greenspire School will support developmentally appropriate social activities. Student planning groups will be involved in planning these activities, with approval by the administration. If a student needs additional support/time to complete missing assignments and satisfy academic requirements, they will remain at school with a teacher or support staff member during field trips and social events, as needed.

Volunteers

To volunteer at Greenspire High School, please visit our website. The volunteer process can be found at <https://greenspireschool.org/volunteer/>.

Standardized Testing and Accountability

The Greenspire School is committed to continually improving the educational services we deliver to our students. In order to do this, we carefully and thoroughly monitor our students' progress in all academic areas. This monitoring is done through several assessments. Naturally, the first level of monitoring is done through a variety of classroom-based assessments given by the classroom teacher. In addition to state-mandated assessments including: MSTEP, PSAT, SAT, MME. The school district also administers the Northwest Evaluation Association (NWEA) assessments in the fall, winter, and spring. These assessments are required of all Michigan public schools.

Monitoring student achievement through different kinds of assessments is especially beneficial, as no **one** assessment is the last word in student academic achievement. We can more accurately monitor our students' progress by using a combination of valid assessment tools.

[Curriculum and Grading- HIGH SCHOOL](#)

[High School Graduation Requirements](#)

Course	Credits
English Language Arts	4 credits
Mathematics	4 credits
Social Studies	4 credits
Science	4 credits
Electives/Pathway Seminar	2 credits

Course	Credits
Digital Art (10th)	1 credit
World Language	2 credits
P.E.	1 credit
Health	.5 Credit
2 Week Internship- 11th Grade	CR
TOTAL	22.5

Credits to Qualify for each Grade Level

0-6 credits= 9th Grade

7-12 credits= 10th Grade

13-18 credits= 11th Grade

19-22.5+ credits= 12th Grade

Students who have achieved the required credits to graduate are eligible to participate in the Annual GHS Graduation Ceremony. Students with missing credits or failing grades in required courses are ineligible to participate in a graduation ceremony until all credits have been earned. Seniors who are required to take summer courses after graduation in order to attain required credits are eligible to participate in the following year's graduation ceremony.

High School Pathways- HIGH SCHOOL

The Greenspire High School offers students three areas of concentration, or pathways, to pursue. After a student's first year at GHS, through an Exploratory Seminar experience designed to provide exposure to each of the pathways, students select one of the pathways to follow. The choice of a pathway is not binding; students may change pathways at any point. However, the Early Middle College Pathway is an exception, as it requires a greater commitment to courses provided through NMC.

EARLY MIDDLE COLLEGE PATHWAY- 2 Northwestern Michigan College Program Options*

Marine Technology (MT): The focus of this pathway is Marine Technology and Freshwater Studies. This involves intensive college coursework. This five-year study begins with a 3-credit college course taken spring of sophomore year and then up to 60 transferable college credits taken during the 11th, 12th and 13th years, plus a summer three-week intensive program after GHS graduation. There is no cost associated with this program, as it is funded by the Michigan Department of Education. Due to the intensive nature of this college path, a review of Overall GPA at the end of sophomore year, and test scores will apply for formal

admittance to study at NMC while in high school. Students in this program will attend all Senior Year activities and walk across the stage at graduation with their fellow classmates. They remain a GHS student for an additional year, but they spend most of their time at NMC. When they complete this intense coursework, they will have earned a GHS Diploma with an MT endorsement and an Associate's Degree in Marine Technology.

Associates in Science and Arts (ASA): The focus of this pathway is to provide college bound GHS students with 21 transferable college credits. This allows students to transition into college with most of their prerequisites covered. They are able to enter a university and continue their programming in a field of interest without the burden and cost of general courses. Students take the following NMC courses during this pathway experience: English, Humanities, Math, Career Exploration, Science, Psychology, and Sociology.

*GHS may implement additional Early Middle College programs based on student feedback/interest.

ETHICAL AND ENVIRONMENTAL CITIZENSHIP PATHWAY- Greenspire Centered Program with Optional Dual Enrollment

The focus of this pathway is a student's commitment to earthly stewardship and environmentally ethical citizenship. This pathway is for students who prefer the full Greenspire High School curricular experience. This will survey the field of Environmental Ethics, which explores our moral obligations with respect to the natural environment. Our focus will be on contemporary theoretical investigations of environmental ethics, coupled with practical treatment of environmental issues, natural restoration, animal welfare, climate change, ecology, agriculture, and environmental justice. The other focal point to this pathway will be experiential learning through unique and regular environmental stewardship efforts. Students are also encouraged to take several NMC dual enrollment courses within this pathway.

CAREER TECH CENTER PATHWAY: 21 CTC Program Options*

This pathway focuses on our local Career Tech Center programming. Students interested in this program should tour the CTC during their 8th and 10th grade years in order to select and then apply for one of their many competitive programs. Students are not guaranteed a placement into this program due to the number of area students who apply. Greenspire requires students to have a cumulative GPA of 2.0 or higher, consistent attendance, and good behavioral standing. Administration determines proper placement on a case by case basis due to the specificity and rigor of CTC programming. 10th grade students who are admitted into this program will spend half of their days at CTC and the other half at GHS during their junior (11th) and senior (12th) years. GHS students who fail a CTC program at the end of the semester may not re-enroll in CTC programming in any future semesters. Students who fail GHS courses while attending CTC programming may not return to CTC the following year (when applicable). In some cases, students may be immediately removed from CTC if they are failing multiple courses or not meeting behavioral standards at GHS or CTC.

* Select CTC programs also offer Early Middle College options

<https://www.northwested.org/career-tech/>

Dropping Courses- High School

Standard Drop- First Two Weeks of Semester

1. Standard Drop Deadline: Students may drop a class within the **first two weeks** of the semester without academic penalty.

2. Eligibility for Standard Drop: A class may only be dropped if there is an available alternative in the student's schedule. Students must consult with their academic advisor or counselor prior to initiating the drop to ensure graduation requirements are not impacted.

3. Standard Drop Procedure

Submit a completed [Course Drop Request Form](#) to the Counselor/Principal.

Parent/guardian approval is required for all schedule changes.

If approved, the student will be enrolled in the alternate course immediately.

No record of the dropped course will appear on the student's transcript.

Fail Drop- Last Three Weeks of the Semester

1. Eligibility for Fail Drop

Students may apply for a **Fail Drop** during the **last three weeks** of the semester **only if they have no mathematical possibility of passing the course**. The application must be supported by the course teacher, counselor, and approved by school administration.

2. Academic Impact

Students who receive approval for a fail drop **will receive a failing grade ("F")** on their transcript for the course. They are enacting a fail drop in order to use their time to pass other courses.

3. Use of Time

Students approved for a fail drop will be assigned to a supervised **study period** in the Main Office for the remainder of the semester. During this time, students are expected to **focus on coursework for their remaining classes** and may receive academic support.

Unique Programming and Eligibility- High School

Personal Contract Learning "PCL" .5 CR: Course Number: 22997- High School Only

Personal Contract Learning is a course designed to provide students with the opportunity to learn in a personalized yet controlled environment outside the confines of a classroom (group situation). Students may pursue an arguable subject (thesis). Students are responsible for arranging with their teacher the expectations for earning PCL credit. Students may take this course in addition to their general courses or as a replacement for an elective course. Prerequisite: Teacher approval and thesis approval by the principal. Grades Eligible: 10, 11, 12. In order to qualify for this course, a student must have a **3.5GPA or above** and must demonstrate independence, organization, and academic commitment. A student must also remain in good behavioral standing with the school. Personal Contract Learning requires the student to obtain a certified GHS mentor teacher of record. Once a mentor teacher is established, the teacher and student will

begin meeting to establish their thesis to guide their semester course. The required final project is a 10-page essay, double-spaced, 12 pt. Merriweather font, which explores and defends the original thesis. This essay is coupled with a final Google Slides (10-15 slides) presentation of the essay's contents. The Google Slides presentation should visually represent their essay's argument and defense of the project thesis.

Field Trips

Greenspire takes pride in planning field trips for secondary students. Every year, students travel off campus for career-oriented, social, or curricular experiences to enhance their high school learning. These experiences are earned through positive behavior, successful academic performance, and demonstration of GHS Core Values. Students who do not exhibit these characteristics may be required to forego these privileges until trust is reestablished with the Greenspire staff.

Walking Field Trips

Greenspire takes a number of walking field trips throughout the school year. The acknowledgement of this policy handbook allows Greenspire staff to take students off campus to visit walkable destinations. Parents will be notified before a walking field trip occurs.

Project Showcase Events

Project Showcase Events occur during the school year. Students should expect to attend and present projects during these community showcase events.

Field Fridays- High School

This is a Greenspire High School original program designed to engage students in outreach activities throughout our community. These occur during half day Fridays, 3 or 4 times per semester. Students either walk or receive transportation services, depending on the location of their outreach selection. Field Friday options focus on the following Greenspire values: Community Outreach, Environmental Awareness, or Nutrition & Fitness. Students select their Field Friday option and visit that Field Friday destination three times in a semester. Students may select a different Field Friday option each semester. *Examples of past Field Friday experiences: Safe Harbor Homeless Shelter, Oryana Community Kitchen, Reining Liberty Ranch, YMCA, Civic Center, Environmental Stewardship, Community Art with the Women's Resource Center, Backcountry Nutrition, Traverse Area District Library*

Study Skills for NMC Students- High School

Students who select to participate in NMC classes through dual enrollment may opt to take a Study Skills class in order to remain fully engaged in their coursework. During study skills classes, students should check in with their teacher of record and select a quiet place to study throughout the school. These students may select to use the Zonta E-Library on the 1st floor of the University Center. This study room is reserved for our NMC dual enrollment or Early Middle College students to use. Students receive Credit (CR) or No Credit (NC) for these courses.

Academic Cooperative Program- High School

The ACP is a program to assist students who have demonstrated that they need additional assistance with organization and prioritization of school related responsibilities. Students are selected for this program if they meet the following criteria: less than a 60%, or a D-, in three or more classes, a demonstration of behavior challenges, and higher than normal absenteeism. These students are provided with an intervention specialist who meets with them bi-weekly to monitor grades, overcome challenges, and assist them in meeting academic and character goals. A student and parent may opt-out of this program if they do not find it helpful. Students will only receive two 4-week cycles of support, maximum.

Full Time Enrollment Sharing Program with TCAPS

The Greenspire High School has an educational partnership with TCAPS in which we split a student's Full Time Enrollment (FTE) dollars between both school districts. When students voice interest in a unique class outside of our district, we can now accommodate this request by sending them to a cooperating TCAPS high school. Current MDE legislation allows us to claim 5/6 FTE and TCAPS would claim 1/6 FTE. At GHS, we are known for individualizing every student's pathway- from internships to Field Friday experiences- we allow students to truly examine their individual interests and skills. The more partnerships we create, the more enriching our program becomes. GHS is a believer in community partnerships and what we can accomplish for our region's children when we all work together. The Greenspire School District reserves the right to make case-by-case decisions on FTE sharing opportunities with TCAPS.

Online Learning Guidelines – High School

Greenspire High School is committed to providing flexible, high-quality educational opportunities to our students. In partnership with Educere, we offer online courses that align with Michigan's Section 21f of the State School Aid Act (Michigan Legislature), ensuring compliance with state regulations and maintaining academic integrity.

Eligibility and Enrollment

- **Eligible Students:** Students in grades 6–12 enrolled at Greenspire High School are eligible to enroll in online courses under Section 21f. Eligibility depends on whether or not an online course aligns with the student's Educational Development Plan (EDP) and is in the best interest of the student, according to school officials and the student's parent or guardian.
- **Course Enrollment Limits:** Students may enroll in **up to two online courses** per academic term, semester, or trimester. Enrollment in additional courses is permitted if determined to be in the student's best interest and with mutual agreement between the student and the district, supported by an individualized education development plan.
- **Parental Consent:** Enrollment in online courses requires documented parental or guardian consent, especially for courses that meet virtually for more than 15 days in a school year.
- **Student Acknowledgement:** Enrollment in online courses requires a documented agreement, signed by the student and the school counselor.

Course Approval and Cataloging

- **Course Approval:** All online courses offered through Educere are published in Educere's online catalog of courses.
- **Catalog Access:** A link to the Educere catalog is provided on Greenspire High School's publicly accessible website.

Financial Responsibility

- **Course Funding:** Greenspire High School uses its foundation allowance or per pupil funds to cover the cost of Educere online courses, as outlined in Section 21f. The district is not required to pay more than 6.67% of the state's minimum foundation allowance for the current fiscal year per pupil. Any cost beyond the 6.67% threshold will be the responsibility of the pupil or the pupil's parent or legal guardian. Other online accredited providers may be selected and covered by the family. (Cognia Accreditation for Schools)

Academic Credit and Transcripts

- **Credit Awarding:** Successful completion of online courses results in academic credit that counts toward graduation and subject area requirements. Transcripts show a **CR** to represent credit earned. A student must earn a 60% in order to attain course credit.
- **Earning a Grade:** For a **final grade** to be recorded on the transcript, the student must take the course equivalent Greenspire test out exam **in person** with a GHS staff member present. The grade earned on the test out exam will be recorded on the transcript. If the student is displeased with this grade, they may choose to receive a CR for the completed course instead of the test grade.

Transcript Notation: The course title is recorded on the student's transcript as it appears in the course syllabus, ensuring transparency and consistency.

Compliance and Reporting

- **Course Syllabus:** Educere provides a course syllabus for each online course, detailing how the course meets state standards, the course outline, required assessments, prerequisites, instructor contact expectations, and academic support available.
- **Attendance:** Students enrolled in online classes will be required to report to school for full days during the regular school year. Students will be assigned to a class period to complete their virtual course and are required to report to that classroom. (380.1561; Section 5-O-D MI PAM 24-25 (Michigan Legislature)(Michigan Department of Education))
- **Denial of Virtual Enrollment** - A pupil's primary district may deny the pupil enrollment in a virtual course if any reasons listed in 388.1621f apply, as determined by the district.

Policy Review and Updates

This policy is reviewed annually to ensure compliance with Michigan's Section 21f legislation and to adapt to any changes in educational practices or technology.

[Grading Scale- MS/HS](#)

The following scale is used throughout The Greenspire School for all academic classes earning credit.

Letter Grade	Percent Grade	4.0 Scale
A	93-100	4
A-	90-92	3.9
B+	87-89	3.7
B	83-86	3.3
B-	80-82	3.0
C+	77-79	2.7
C	73-76	2.3
C-	70-72	2.0
D+	67-69	1.7
D	64-66	1.3
D-	60-63	1
F	Below 60	0

Incomplete Grades - MS/HS

Incomplete final grades must be made up within the two-week period at the end of a grading term. Failure to complete the work within the two-week period may result in a failing grade. Incomplete grades are allowed only for a serious reason (e.g. prolonged student illness with appropriate documentation) with the approval of the Principal. The instructor has the sole and final responsibility for any grade reported. Once the grade has been reported, it may be changed upon the authorization of the faculty member who issued the original grade, under the guidance of the Principal. This is not a common situation and exceptional circumstances are required for this to occur.

If a grade is disputed, a request in writing must be received within five days after the official end of the semester.

Report Cards - MS/HS

Report Cards are issued at the end of Semester One (January) and Semester Two (June). Report cards will be mailed home.

Fear of Failure Notices- MS/HS

Fear of failure notices are emailed to the student and their parent(s)/guardian(s) to notify them that the student is earning less than 70% in that class. These are auto-emailed weekly as the semester progresses. These are a support mechanism for guardians, students, and teachers to work together to prevent failure.

Transcripts - High School

Greenspire High School has partnered with Parchment/Naviance to order and send transcripts and other

credentials securely. This service will not only raise the professionalism of our transcripts during the college admissions process, but will allow faster processing times. Most colleges and universities participate in the electronic delivery system so the process can take hours instead of several days with the mail and the processing of a paper transcript at the college/university. If your college/university does not participate in the electronic delivery system, Parchment/Naviance will mail and process your transcripts.

[Academic Dishonesty- Plagiarism/Cheating](#)

Academic Integrity is an integral part of Greenspire High School. This means that school work submitted as one's own work is truly one's own. Submission of work that is not one's own is academic dishonesty. Academic dishonesty includes cheating, plagiarism, and the inappropriate use of Artificial Intelligence (AI) to complete assignments. Please see the Greenspire Technology Handbook for more information on appropriate AI uses within The Greenspire School District.

To minimize the instances of plagiarism, cheating and overall academic dishonesty, Greenspire staff utilize a technology screen viewing program called GoGuardian to view all student screens during testing, assessments, project planning, and the adherence to on-task activity when in the classroom. Teachers have the ability to redirect students through the use of this program.

Consequences of Academic Dishonesty

1st Offense

Student is given a "0" until the assignment is redone. Student has a conference with the teacher. Parents/guardians are notified.

2nd Offense

Student is given a "0" on the assignment and it is not eligible for a redo. Student is given an additional consequence. Parents/guardians are notified. Student speaks with the administration.

3rd Offense

Student is given a "0" on the assignment and is not eligible for credit in this course. Parents/guardians are notified. Student speaks with the administration.

[High School Only- Internship Requirement to Graduate](#)

All 11th grade Greenspire High School students are required to participate in an unpaid 2 week internship during mid-May of the student's 11th grade year. The goal of the internship is to provide each GHS student with a unique opportunity to experience a workplace setting that aligns with their personal interests and pathway. Real life experiences, if chosen well, can make a lasting impression and even help to shape a student's future endeavors. All GHS students are required to complete a full internship in order to graduate from our program.

This internship will require the student to be out of class during 10 school days in mid-May, located at a predetermined and approved internship worksite in the county regions of Benzie, Grand Traverse, Kalkaska, Leelanau, Manistee, Missaukee, and Wexford.

Generally speaking, we prefer students to work full time and during school hours. However, we understand that not every internship functions during “normal” business hours, so we can be flexible as long as we know that our students are being treated fairly and kindly.

CTC students are required to find a **part-time** (PM only) internship as their CTC schedule does not align with the GHS internship schedule.

Early Middle College students are required to participate in the full time internship program, as their spring NMC coursework ends prior to the start of the internship.

Students who fall ill during the internship block may make up their days on the weekends or the following week. Students and parents should communicate with administration with these unique situations.

Please see the Greenspire Internship Program Guidelines for more information.

[High School Only -Early Graduation](#)

Greenspire High School seniors may *request* early graduation. As mandated by the Greenspire Board of Education, early graduation is defined as early withdrawal from school after the completion of all required courses, credits, and pathway graduation requirements. Students may apply for early graduation during the fall of their senior year and graduate **one semester early** at the end of the 1st semester of their senior year. They also may apply for early graduation in March of their 11th grade year to graduate **one year** early. They will receive their diploma at that time, but ceremonies only occur until the spring. Early graduates are encouraged to participate in the spring ceremony closest to their graduation date.

Students granted permission for early graduation **must** have prior approval from administration to participate in school sponsored events, clubs, and activities for the semester they are released from the high school curriculum. ***With the administrator’s approval***, early graduates may be granted permission to participate in prom, senior honors convocation, graduation practice, the graduation ceremony, and any other senior class events.

Students requesting the option of early graduation must understand and meet the following criteria:

- All course requirements, including the pathway internship, must be met prior to their early graduation date. (*NOTE: Make sure to check with your counselor regarding your schedule/requirements*)
- Students interested in participating in college sports must have met NCAA requirements.
- Students **will not** be eligible for NMC Dual Enrollment or Early Middle College programming once they stop attending classes at GHS.

- The student's counselor will phone the student's parent/guardian to review our early graduation procedures prior to signing this form. As soon as the counselor signs this form, the student's courses scheduled after the early graduation date will be dropped.

To graduate at the end of 12th grade 1st semester, this request must be completed and returned to the school counselor by November 1st. To graduate one year early, this request must be completed and returned to the school counselor by March of the student's 11th grade year.

The student must be in good academic standing in order to be considered for early graduation, with anticipated credit completion in January of their senior year.

Cell Phone Policy – MS/HS

This policy is intended to ensure that Personal Electronic Devices:

1. Do not interfere with student learning.
2. Do not interfere with students' mental health, self-confidence, sense of calm, and overall well-being.
3. Do not inhibit students from regularly socially interacting and feeling comfortable with their Greenspire community members.
4. Do not distract a student from being mentally present and in the moment.
5. Are not used as a tool to spread misinformation, bully, harass, photograph, record, or otherwise negatively impact anyone in the Greenspire community.

For the purposes of this policy, a personal electronic device is any privately owned device that emits an audible signal, vibrates, displays a message or video image, or is otherwise capable of sending, receiving, emitting, photographing, recording, storing, or displaying any type of audio or visual communication, files, or data. This includes, but is not limited to, cellular phones, smartphones, Apple Watches and other smartwatches, camera phones, camera devices, video and audio recording devices, digital recording devices, MP3 players, iPads, tablets, personal laptops, any device that allows the user to access the Internet, or any similar device or accessories to such devices, including Bluetooth devices, earbuds, and headphones.

There is no reason that a student should need to routinely use a cell phone during the regular school day. In any instance requiring an emergency or necessary communication with a student, our school will immediately assist the student, guardian, or other responsible adult with that situation by using a school telephone. All classrooms are equipped with a landline phone. Any student may also request to visit the Main Office and be given permission to use their personal electronic device. If a student needs a private space to make a phone call, a space will be provided.

Personal electronic devices must be STOWED AWAY from a student's body during the entire school day. Students may stow devices in their lockers or backpacks. If a staff member can see that a student has a cell phone or other personal electronic device stored on their body or left out, it will be confiscated. Cell phones may not be used for personal music selections during the school day. Students may access personal music selections through their school-issued devices when permitted by staff.

This policy does not apply to school-issued Wacoms, DSLR cameras, iMacs, MacBook Airs, Chromebooks, or other school-issued devices being used for an authorized educational purpose.

In accordance with Michigan law, personal electronic devices may be used during the school day in the following circumstances:

- When the device is **medically necessary** for the student.
- When the device is **owned or issued by Greenspire**.
- When a device has been **specifically designated by Greenspire for an instructional purpose**.
- When use of the device is included as part of a student's **IEP, Section 504 Plan, special education program, or other legally required accommodation**.
- When a teacher gives a student permission to use a device for a **specific academic assignment or instructional activity**. Permission applies only to that specific activity and does not give the student permission to otherwise use the device during the school day.

- During an **emergency**, when device use is permitted under Greenspire’s Emergency Operations Plan and at the direction of school personnel. Device use during an emergency may not interfere with emergency procedures, first responders, or the safety of students and staff.

Students with IEPs, 504 Plans, medical needs, or other legally required accommodations will receive all documented accommodations. Nothing in this policy is intended to limit a student’s legally protected accommodations.

Students may possess or use personal electronic devices on school property or at school-sponsored events according to the following guidelines:

- Before Early Hour begins (8:00 AM)
- After school (MS after 3:45 PM; HS after 3:45 PM)
- School dances or other after-hours events, unless otherwise directed by school staff

Students may not use personal electronic devices to photograph, video record, or audio record another student or staff member in violation of school policy or applicable law. Personal electronic devices may not be used for bullying, harassment, intimidation, threats, academic dishonesty, or to spread knowingly false or harmful information about anyone in the Greenspire community.

If a student is found to be in violation of the Cell Phone Policy, the personal electronic device (cell phone, smartwatch, etc.) will be confiscated by school personnel. Student devices will be placed into a secure phone locker in the Main Office and returned to the student at the end of the school day: MS – 3:30 PM; HS – 3:45 PM.

If a student’s device is confiscated frequently or the student repeatedly violates this policy, administration will involve the student’s guardian to solve the problem together. Repeated violations may result in additional expectations, including requiring the device to be turned in to the Main Office at the beginning of the school day, requiring a guardian to pick up the device, or other appropriate consequences consistent with the Student Code of Conduct.

Greenspire staff will not search the contents of a student’s personal electronic device simply because the device has been confiscated. Any search of a personal electronic device must comply with applicable law and Greenspire’s student search policies.

Students who bring personal electronic devices to school are responsible for those devices. Greenspire is not responsible for lost, stolen, or damaged personal electronic devices to the extent permitted by law.

Emergency Use: Greenspire’s Emergency Operations Plan establishes when and how students may use wireless communication devices during an emergency. Students must follow the directions of school personnel during an emergency. Device use may not interfere with emergency procedures or first responders or create an additional safety concern.

This policy will be made available on Greenspire’s website and communicated to students, families, and staff in accordance with Michigan law.

Legal References: MCL 380.1303a; MCL 380.1308b.

Headphone Usage

Proper **over-the-ear** headphone usage is allowed at TGS. Students may use their own **over-the-ear** headphones or request a pair from the Main Office. Students are required to take headphones off during teacher instruction, collaborative learning time, passing time, and anytime a teacher requests. Earbuds are prohibited due to inability for staff members to see if a student is headphone free during instruction. Students must keep the volume low to hear any safety/community announcements over the PA system or from the classroom teacher. **Headphones may not be connected to cell phones during school hours; students may only connect to their school issued device.** Students who violate these usage rules will be subject to disciplinary action. IEP/504 Accommodations may supersede this policy in individual situations.

STUDENT REFUSAL TO SURRENDER PERSONAL ELECTRONIC DEVICE PROCEDURE

If a student is found to be in violation of the Cell Phone Policy, he/she will be asked by school personnel (administration) to surrender the device. If he/she does so, the administration will retain the phone for the remainder of the day. The student may retrieve the device from the Main Office after 3:45 pm, unless a parent/guardian directs administration otherwise.

If a student does not surrender the device after the first prompt, the student will be given an additional verbal prompt to do so. If the student refuses to surrender the device, the administration will issue a 1 day Out of School Suspension (OSS) or a 1 day Reverse Suspension (RSS) where the parent/ guardian joins the student for 1 full school day.

Student Support Services and Special Education – MS/HS

It is the goal of The Greenspire School to provide appropriate educational opportunities for all students. It is the school's obligation to provide appropriate educational opportunities to all students with suspected disabilities or disabilities, as defined under the Individual with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and state special education rules and regulations.

Child Find

The IDEA includes a Child Find Mandate. Child Find requires all school districts to locate, identify and evaluate all children with disabilities regardless of the severity of their disability. This obligation encompasses all children who are suspected of having a disability, including children receiving passing grades and "advancing from grade to grade...". A parent/ guardian who suspects that their child may have a disability and is in need of special education and related services may initiate a free evaluation of their child by contacting the Principal and providing a written request for an evaluation under IDEA and/or Section 504. The school must take the parents/guardians request into consideration and provide a response consistent with State and Federal special education requirements. If the school does not suspect a disability, it may refuse to conduct an evaluation. If the school refuses, it must give the parent/guardian written notice explaining the reason(s) why it is declining to initiate an evaluation, what data the decision was based upon, and other factors considered. The parents/guardians then have the right, if they choose, to request a due process hearing to seek a ruling to conduct an evaluation.

Rehabilitation Act of 1973 – Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as “Section 504”) prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the High School Curriculum Coordinator, who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the Principal. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable accommodation in order to do so, they should contact the Principal to request an accommodation. In addition, if you suspect that your child has a disability which may qualify him/her for support under Section 504, you should contact the Principal to begin the referral process. Upon initiation of the Section 504 referral process, parents/ guardians will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Guardian/Student Rights which contains complaint and due process procedures.

The Intervention Assistance Team

The Intervention Assistance Team (IAT) is a committee of school personnel set up by the Principal to ensure ongoing and effective support for students and classroom teachers. Parents/Guardians are informed if their child is being considered for referral to the IAT for behavioral and/or academic support. The IAT is a general education intervention process and team membership will generally include: a building administrator, the student’s general education teacher, and a staff member knowledgeable in accommodations and interventions. Parents/Guardians may also be invited to participate in this meeting. The team provides a forum to discuss the student’s academic and behavioral data and needs. In addition, the team generates, initiates, and monitors implementation of interventions designed to address the individual needs of the student. This includes use of the resources of the school, family, and the community. This process creates awareness and understanding of the issues affecting the student and their academic and behavioral performance. The IAT may serve as the pre-referral intervention-planning team for those “unidentified” students whose difficulties may suggest the presence of a disability. As appropriate, the IAT may refer a student to the Special Education team for formal assessment. Parents/Guardians should be informed if the IAT is considering a referral of their student to the Special Education team. Prior to initiating a special education evaluation, written parental consent/permission must be obtained. Information gathered through implementation of interventions identified by the IAT will be taken into consideration as a part of the special education evaluation along with progress monitoring and other data sources provided by the parent/guardian, educational staff, and others as deemed appropriate. The IAT’s review of documentation of intervention strategies, the student’s response (progress monitoring data), in addition to a referral for special education testing for a suspected disability, fulfills the Child Find requirement under IDEA and State special education requirements.

The Individual Education Program

The school will comply with the IDEA and state regulations and every student identified as having a disability will be provided an Individual Educational Program (IEP) designed to address their unique needs. All required components of the IEP will be addressed including but not limited to: a description of the student’s present level of academic achievement and functional performance including disability related needs, goals and objectives, supplementary aids and services, program services, ancillary services, extended school year, etc. All students with disabilities are considered general education students first. Each IEP is designed to assure that eligible students receive a free appropriate public education (FAPE) and specialized instruction delivered by highly qualified special education staff within the least restrictive environment

(LRE). Prior to the opening of school, registration forms are reviewed to identify students with current IEPs from previous schools attended. The parents/guardians are informed of their rights, procedures, and responsibilities under special education law. Decisions regarding an IEP are made by the IEP Team. This team has required participants which minimally includes, general and special education providers, administrators, and the parent(s)/guardian(s).

The IDEA includes specific rights for parents/guardians of children with disabilities. This information is contained in the document commonly referred to as the *Procedural Safeguards*. We encourage parents/guardians to review this document carefully so they are fully informed of their rights. Copies of this document are provided at a minimum of at least once per school year and can be obtained from the school office or by contacting the state's Department of Education.

Educational Placement of Students with Disabilities

The school is committed to educating students with disabilities in the least restrictive environment (LRE) in order to meet their educational needs as determined by the student's IEP Team. This means that to the maximum extent appropriate, children who are disabled are educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In an effort to meet the LRE requirements, the school must ensure that a continuum of placement options is available to students with disabilities, including: services provided within the general education classroom; pull-out services; special classes; home instruction; instruction in hospitals and institutions; and in unique circumstances, access to programs and services located in settings outside the school. Placement decisions are the determination of the Individualized Education Program Team (IEPT).

Transfer Students

In-State transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in the same state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents/ guardians) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP, until the public agency adopts the prior IEP or develops, adopts, and implements a new IEP that is consistent with federal and state laws.

Out-of-State Transfer: If a child with a disability (who had an IEP in effect in a previous public agency) transfers to a new school in a different state and enrolls in the new school within the same academic year, the public agency (in consultation with the child's parents/ guardians) shall provide such a child with a free appropriate public education, including services comparable to those described in the prior IEP's until the public agency conducts an evaluation, if determined to be necessary by such agency, and develops a new IEP, if appropriate, that is consistent with federal and state laws. The evaluation conducted is considered an initial evaluation. In order to comply with these transfer requirements, under certain circumstances the school may need to contract with another school/entity for the provision of educational services.

Parent/Guardian Participation

Parents/Guardians are an important member of the school community and have the right to participate in all meetings involving the evaluation, identification, and educational placement of their student.

Parents/Guardians will be invited to participate and share information about their student prior to and during the IEP meeting. Parents/Guardians are encouraged to review the *Procedural Safeguards* so that they are fully informed of their rights.

Crisis Management: De-escalation, Isolation and Restraint of Student

The school is committed to maintaining a safe learning environment for all students, staff, and visitors. It is the policy of our school to only utilize approved physical restraint in response to emergency or crisis situations. Use of restraint procedures should: (a) not be viewed as a behavior change or intervention strategy, (b) be implemented only under extreme situations such as danger to self or others and as a matter of last resort, (c) be implemented only by CPI trained personnel, and (d) be accompanied by school wide proactive positive behavior supports to prevent the need for their use. When such activities are utilized, documentation procedures are required in addition to timely communication with parents/ guardians and other key members of the educational system. This documentation must remain on file at the school and is considered part of the student's educational record.

[Conduct/Discipline – MS/HS](#)

Code of Conduct

The goal of our Code of Conduct is to protect the educational rights of each of our students at all times. Families sign the code at the beginning of each year as a pledge to respect the rights of the members of our school community.

The Greenspire School offers a unique educational program based on purposeful connections between individuals, communities and the environment. Greenspire is founded on the principle of community and global responsibility to each other and the Earth. The Greenspire School uses a project-based learning method, place-based education in collaboration with many community partners, hands-on learning indoors and out, and small multi-age classes.

In order to deliver such a rich educational experience, Greenspire must operate as a cooperative community of engaged citizens. Therefore, as a group and individually, we are called on to respect the following rights of others:

- The right to be safe both physically and emotionally at all times
- The right to an orderly, distraction-free learning environment
- The right to speak and, more importantly, be heard
- The right to participate in all activities
- The right to be treated fairly and honestly
- The right to the security of personal belongings
- The right to a clean, cared for campus – inside and out
- The right to quality instruction, assignments and projects
- The right to speak with any staff member upon request

Actions that interfere from these rights are to be avoided, including:

- Interrupting others
- Speaking out of turn
- Talking over others

- Disrupting class
- Excluding people from activities
- Treating people unfairly including unfair or unhelpful criticism
- Being dishonest
- Touching or taking the property of others
- Not cleaning up after yourself
- Doing damage to our campus

The Greenspire Code of Conduct can be summed up this way: let's be kind to one another. By signing this contract, you are agreeing to try your best to live up to these ideals. In turn, know that each of your fellow students and teachers has also made the same commitment to you. Our code of conduct is closely connected to our Core Values of Self-Efficacy, Listening, Optimism, Trust, and Honor. Think: SLOTH

Self-Efficacy

Build student confidence and self-efficacy so that each student successfully transitions beyond high school.

Listen

Wait and listen, rather than interrupt another.

Optimism

Practice optimism.

A negative outlook may reflect in the mind, body, and spirit.

Trust

Building student trust in others
through successful collaborative relationships.

Honor

Honor others' thoughts, wishes, and words.

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.

Discipline Policy- MS/HS

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.

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.

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 chart outlines 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, possible legal ramifications, and the severity of the incident (Tier 3 and above). **The number of incidents for a student may carry forward to the next year.** Days of suspension are accumulated for the period of one school year only.

The *Tier System* is designed to:

- Provide clarity for students, parents/guardians, faculty/staff members, and administrators of the course of action to be taken in handling disciplinary matters.
- Provide consistency in the administration of disciplinary action.
- Provide students with the opportunity to modify behavior.
- Provide a program that is progressive.

Tier 1: Administrative conference with the student/ Mediation as needed**

Tier 2: Administrative conference with student and parent/guardian/ Mediation as needed**

Tier 3: One day (short-term) suspension* (ISS, RSS, or OSS)

Tier 4: Three day (short-term) suspension* (OSS)

Tier 5: Five day (short-term) suspension* (OSS)

Tier 6: Six day to ten day (short-term) suspension* (OSS)

Tier 7: Seven-Ten day suspension with possible recommendation for expulsion* (OSS)

Tier 8: Recommendation for expulsion

*Days are school days, not calendar days (snow days and half days do not count toward suspension days)

** Mediations occur when all parties agree to meet/discuss incident with a goal of resolution

OSS: Out of School Suspension

ISS: In School Suspension

RSS: Optional Reverse School Suspension (Parent/ Guardian joins student at school)

At the discretion of the administrator and/or separate board policies addressing specific disciplinary actions, a student may be placed on any of the tiers under each code of conduct violation depending on the severity of the incident.

At Greenspire, the use of restorative practices to address conflict between students or between students and adults will be utilized to the greatest extent possible as an alternative to punitive consequences as research has found there is a more positive immediate and long term impact on student behavior. A restorative approach to behavior is one which focuses on open communication, respectfully listening to others' perspectives, taking accountability, and working to restore the relationship that was harmed by the misbehavior. Typically implementing restorative practices will take the form of the student(s) involved in the conflict initially completing a written self-reflection of what occurred. They then participate in open dialogue with a teacher, Assistant Principal, or Principal through questioning to help inform the adult of the student's perspective and allow the student to begin the self-reflection process. Students then participate in

a mediated conversation with others involved to share their perspectives and listen to one another. Students are asked to determine for themselves what they should do to repair the harm caused. Because conflict tends to be influenced by multiple factors, mutual apologies are often the outcome.

Middle School– Students involved in this process may be given a copy of their written self-reflection to take home, along with a short summary of the incident for parents/ guardians to review and sign. For more repeated or escalated incidents, parents/guardians will be emailed or called. We appreciate the additional encouragement and support students receive at home in acknowledging their missteps and making good decisions. It is critical to acknowledge that students are in a crucial developmental and learning phase and as such, are afforded grace throughout the process. Restorative practices aims to help students learn from their mistakes and take responsibility for how they have impacted others.

A student may move to succeeding steps for each subsequent occurrence of misconduct at administrative discretion. Steps assigned will be proportionate to the severity of the misconduct.

In compliance with the law and in cooperation with school police liaisons, some school code of conduct infractions will be reported to law enforcement.

Records of student suspension and/or expulsion (Tier 3–8) will be transferred to any other private or public school in which the student may seek enrollment. Disciplinary records may be deleted upon graduation with the exception for expulsion for possession of dangerous weapons, arson, criminal sexual conduct, or the physical assault of a faculty/staff member, student, visitor, volunteer, or contractor.

Infractions: The Greenspire School establishes the following categories of misconduct, which may result in suspension or expulsion. These categories are descriptive of the most obvious types of misconduct and are not to be construed as an exclusive list or limitation upon the authority of school officials to address any other types of conduct which interfere with the proper functioning of the educational process.

1. **Failure to follow school and classroom rules/ distraction of classroom environment** — Tier 1-3
2. **Insubordination, disrespect, or disregard** of verbal instruction or direction of school personnel — Tier 1-3
3. **Defiance** – open persistent defiance of the authority of a staff member — Tier 2-4
4. **Unauthorized entry, Trespassing**– Act of student breaking into a locked or prohibited area or district building. –Tier 7
5. **Loitering, Excessive Tardies, Skipping Class** – Act of student(s) being in an unauthorized place, lingering aimlessly, occupying bathroom stall with other student(s) in or about school, refusing to leave when directed to do so by school personnel, abuse of hall/work/break pass, or skipping class — Tier 2-5
6. **Verbal Assault** – oral threat against students, district employees, volunteers, or contractors – of bodily harm coupled with an apparent immediate ability or intent to commit same and which puts a person in a reasonable apprehension of such bodily harm — Tier 2-8
7. **Theft** – any theft of money or personal or public property from the school – Tier 2-6
8. **Offensive Speech/ Hate Speech**– speech, communication, displays which tend to disrupt the orderly conduct of the educational process — Tier 1-7

9. **Harassment/Bullying** - the act of verbal or physical behavior, written or electronic communication which could include any of the following items: an expressed or implied threat, interfering with an individual's participation in the activities of the school, unwelcome sexual advances or requests and/or creating an intimidating, hostile, or offensive school environment. Bullying is characterized by, but not limited to, deliberate hurtful behavior, or behavior that produces fear in others. As opposed to normal peer conflict, bullying is often repeated over a period of time, and it is difficult for those being targeted to defend themselves. This includes intimidation, physical acts, direct verbal communication, indirect communication, and hazing — Tier 1-8.
10. **Fighting** - the act of physical bullying or quarreling, including bodily contact, in and on school property, going to and from school, including any activity under school sponsorship. Physical assault against another student which intentionally causes or attempts to cause physical harm to another through force or violence. This can also include incitement or the prompting of others to action — Tier 1-8.
11. **Possession or use of fireworks and explosives** including stink bombs, bomb bags and bottle bombs— Tier 2-7
12. **Possession or use of fireworks and explosives** that have the potential to do great bodily harm or great physical damage — Tier 8
13. **Possession, sale, under the influence of, or use of matches or lighters, controlled substances, drug paraphernalia, alcoholic beverages, tobacco/nicotine, or over the counter drugs or medications, sale or supplying alcohol or prohibited products** - the act of possessing, selling, receiving, purchasing, supplying or arranging for the sale or supply of alcoholic beverages, nicotine, or other prohibited products including, but not limited to e-cigarettes, illegal and age-restricted drugs, vapor pens, or any other smokeless paraphernalia to another person on school property, in school owned vehicles, or at school events — Tier 3-8
14. **Negligence/Destruction of Property** - damage to the school or personal property through carelessness or inappropriate behavior — Tier 2-7
15. **Forgery** - the act of fraudulently, using, in writing or verbally, the name of another person, or falsifying times, dates, grade, address, absences, or other data pertaining to the school — Tier 1-4
16. **Threats of School Violence** - The act of making a threat (verbal, written, or electronic) to cause harm to another person(s) or property — Tier 7
17. **Fire Alarms and Red 911 Emergency Buttons**
 - a. Tampering with a fire alarm box or system or firefighting equipment — Tier 5
 - b. Setting off a false fire alarm — Tier 6-7
 - c. Purposely pressing the 911 Emergency Button on the wall when there is no emergency- Tier 3-8
18. **Electronic Communication Devices** - no student shall possess, display, record or distribute inappropriate information on cellular phones, laptops, or other electronic communication devices on school property or at a school sponsored event. Students may not use any electronic communication device in any way that is disruptive to the educational process — Tier 1-7

19. **Weapons** – Possession or use of [dangerous weapons](#) in a school building, on school premises or in a school owned vehicle. The term weapons shall mean any object or instrument, the principal use of which is to inflict injury or physical harm upon the person of another, or the use of which may result in pain or suffering. The term weapons shall additionally include an object or instrument which is not in and of itself a weapon as defined above, but where the possession or use of same is coupled with an intent by a student to inflict injury or harm upon another person. Knives or blades under three inches must remain out of sight and stowed away at all times to prevent administrative confiscation. — Tier 3-7
20. **Infraction of school rules not covered by another misconduct offense** — Tier 1-7
21. **Electronic Tampering** – Any unauthorized use, misuse or access of any of the school district’s electronic equipment including, but not limited to, voice and video equipment, computers, applications, or use of the internet. This includes connection of unauthorized devices or hardware to the network, downloading software or programs without staff authorization, and engaging in any activity which potentially or intentionally compromises network security — Tier 2-7.
22. **Starting A Fire**– The act of starting a fire on or around school property- whether intentionally or unintentionally- is strictly prohibited. Tier 3-8
23. **Vandalism**– The act of defacing or destroying school property by altering its current state in any manner (examples: unauthorized painting, breakage, burning) – whether intentionally or unintentionally- is strictly prohibited. Tier 3-8

Pursuant to state and federal law, the following acts of student misconduct will result in the recommendation for expulsion.

1. **Dangerous Weapons** – Possession or use of dangerous weapons in a school building, on school grounds, or in a school owned vehicle. The term “dangerous weapon” shall mean a firearm (including a starter gun) or any device which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. Any destructive device or any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device; a dagger, stiletto knife with a blade over three inches in length, or pocket knife opened by a mechanical device; an iron bar or brass knuckles; or any other weapon set forth in 18 USC Section 921 — Tier 8.
2. **Arson** – In a school building, on school grounds or in a school owned vehicle — Tier 8.
3. **Criminal Sexual Conduct** – In a school building, on school grounds, or in a school owned vehicle — Tier 8.
4. **Physical Assault** – Against school district employees, visitors, students, volunteers, or contractors — Tier 8.

[Conducting Student Searches](#)

Reasonable student searches will be conducted throughout the school year, when necessary. These searches are based on reasonable suspicion of illegal activity and or substances. Student personal items, locker, and backpacks are searched when appropriate. Students are asked to remove shoes, belts, empty pockets, and/or

disclose visibly obvious and obscure items below their top clothing. Administration/Staff are not permitted to “pat down” or touch student bodies. Parents are notified when a student is/was searched that day. If the police are called, parents are called in order to provide the student with an adult advocate when speaking with legal authorities.

Short Term Suspension – MS/HS

Out of School (OSS)

A short term out of school suspension is the denial of a student’s right to attend school. A short term suspension may be one to ten school days. Students serving suspensions will not be able to attend any Greenspire activity, event, or extra-curricular activity. The Principal, Assistant Principal, or designee shall inform (in-person or by phone) the student’s parent/guardian of the suspension and of the reasons and conditions of the suspension.

During a short term suspension, the student is required to continue to complete school assignments. The student and/or parent/guardian has the responsibility for obtaining the assignments from the school.

In School (ISS)

A short term in school suspension is the denial of a student’s right to attend classes. A short term suspension may be one to ten school days. Students serving suspensions will not be able to attend any Greenspire activity, event, or extra-curricular activity. The Principal, Assistant Principal, or designee shall inform (in-person, by email, or by phone) the student’s parent/guardian of the suspension and of the reasons and conditions of the suspension.

During a short term suspension, the student will be given the opportunity to check in with their teachers and complete school assignments. The student and/or parent/guardian has the responsibility for obtaining the assignments from the school.

HIGH SCHOOL ONLY-Optional Reverse School (RSS)

A short term reverse school suspension is when the student’s parent/ guardian attends school with their student in order to better understand their potential challenges, daily schedule, etc. Parents/ Guardians are essential to the success of a school, and the more they know, the better we can serve the student as a team. Students serving suspensions will not be able to attend any Greenspire activity, event, or extra-curricular activity. The Principal, Assistant Principal, or designee shall inform (in-person or by phone) the student’s parent/guardian of the suspension and of the reasons and conditions of the suspension. In order to serve an RSS as a replacement for OSS/ISS, a parent/ guardian must attend the full school day and must sign the Greenspire RSS agreement.

During a short term suspension, the student will be given the opportunity to check in with their teachers and complete school assignments. The student and/or parent/guardian has the responsibility for obtaining the assignments from the school.

Discipline Hearing Process- MS/HS

In accordance with the legislation in Michigan, specifically Section 380.1311 of the Michigan School Code, we follow a structured and comprehensive approach when addressing disciplinary matters, including expulsion if necessary. At the Greenspire School District, we prioritize the well-being and safety of our students, while also recognizing the importance of providing due process. When a disciplinary incident occurs, a discipline hearing is conducted to gather all relevant information and ensure fair treatment for all parties involved. The discipline hearing follows the guidelines established by MCL – Section 380.1311 to protect the rights of the student.

During the discipline hearing, the student and their parents or guardians have the opportunity to present their case, provide evidence, and share their perspective. The hearing panel consists of Greenspire administrators, counselors, and/or teachers who will carefully review the facts and circumstances surrounding the incident. They will consider all available information, including witness statements, documentation, and any other relevant evidence. All students with 504 Plans and IEPs will be provided a manifestation determination meeting prior to the pending discipline hearing to determine whether or not their behavior is a manifestation of their disability.

It is important to note that the discipline hearing process is conducted with professionalism, confidentiality, and respect. The primary goal is to determine the appropriate course of action that aligns with the best interests of the student and the school community. The decision reached will be based on a thorough evaluation of the incident, considering factors such as the severity of the offense, the student's previous disciplinary history, and any mitigating circumstances.

If, after the discipline hearing, it is determined that expulsion is necessary, the process will adhere to the guidelines set forth by Section 380.1311 of the Michigan School Code. The school administration will provide written notification to the student and their parents or guardians outlining the reasons for the expulsion, the duration, and any applicable conditions for re-entry.

We understand that the discipline hearing process can be challenging for all parties involved. However, we are committed to upholding the principles of fairness, transparency, and student rights as outlined in Michigan legislation. Our aim is to provide a safe and conducive learning environment where all students can thrive and grow.

Appropriate Dress- MS/HS

The Greenspire School has basic student appearance principles that support our inclusive, academic community. Generally, students are prohibited from dressing, grooming, or decorating themselves in a manner that distracts others from meeting or surpassing the academic goals of the school.

Any clothing or attire that promotes any of the following is strictly prohibited: promoting drugs, alcohol, tobacco, vaping, vulgarity, profane comments or symbols, marginalizing language or symbols, sexual innuendos, depictions of hate speech, harassment, promoting ill-will, destruction, death, or divisiveness. Clothing cannot be prejudicial on the basis of race, national origin, ethnicity, religion, gender, disability, or threatens the health and safety of students.

Students must wear tops, bottoms (or the equivalent, e.g. dresses), and sandals, shoes or boots at all times. Undergarments and bathing suits are not considered a top or a bottom. Certain body parts must be covered in all circumstances for all students, at all times: genitals, breasts, chests, nipples, or buttocks may not be visible at any time.

Students will be outside in all weather conditions for extended periods of time. Students must wear weather-appropriate clothing for the entire time outdoors. As such, proper dress is mandatory to remain comfortable in the varied climates we experience in northern Michigan. Rain gear, water/snow resistant footwear, and extremely warm clothes such as snowsuits, are recommended. Failure to dress according to the weather may often result in a call home to get appropriate clothing. Continual failure to *wear* adequate clothing will result in disciplinary action following our tiered system.

Sunglasses are allowed for outdoor activities only; sunglasses may not be worn inside the school, unless they are prescription transition-style lenses.

Please label clothing. Unclaimed articles of clothing will be kept for a reasonable amount of time and then donated to a local charity.

Teachers and administrators need to focus on teaching and learning without the additional and uncomfortable burden of monitoring student appearance. Please do not put staff in a position where this becomes an issue. We are asking parents and guardians to be sensitive to attire in which their students are coming to school.

If clothing becomes an issue or a distraction, the administration will request a change in attire. Parents will be notified if necessary. Disciplinary action will take place if the student refuses to change or changes *back into their prohibited attire* after being warned at a previous time. Disciplinary action will be taken if a student demonstrates a consistent trend in violating dress code requirements. Violations of dress code will result in usage of the Discipline Tier System, progressing through levels 1-8 if the behavior continues.

Personal appearance, dress, or grooming must not disrupt the educational process. Disruption is defined as problems which interrupt an event, activity, or process.

Guidelines for What to Wear at Greenspire, based on frequently asked questions:

1. A top and bottom layer of clothing made of opaque material must be worn.
2. Bottoms that expose legs, thighs, hips and that expose straps and waistbands are allowed. The groin and buttocks must be covered.
3. Headwear and head coverings such as ball caps, head scarves and durags are allowed, but the face and eyes must be visible.
4. Dyed hair and body piercings are allowed.
5. Undergarments are not allowed to be worn as outerwear. Examples: A brassiere is not a shirt and underwear/panties/boxers are not shorts.
6. Facial masks/costumes are allowed if they do not distract learning and do not impair the ability to sit in a classroom comfortably to learn/see. Teachers/Admin will request removal of distracting masks/costumes.

The Greenspire School Board of Education authorizes the school's administration to review and approve such modifications to this policy as may be reasonable and appropriate to meet the needs and cultural climate of specific buildings, class levels, programs, and activities.

Students who believe they should be exempt from any part of the school's dress code policy must obtain advanced written permission from the building principal.

Facial Coverings/Masks

If deemed necessary, the Superintendent may require faculty/staff, students, visitors, and parents/guardians to wear masks while on campus due to local, regional, state, or federal health conditions.

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

Parent/Guardian Code of Conduct- MS/HS

Greenspire strives to involve parents/guardians in the education of their students. Please follow these professional guidelines when communicating and interacting with The Greenspire School staff:

When emailing staff members, please be kind and professional. If a parent/guardian is unhappy with a staff member, please call the school to speak with this staff member (Step 1). **Staff members are not required to respond to any unprofessional or unkind parent/guardian/student emails/messages.** The Greenspire School recommends that good communication starts with asking questions before making assumptions about a situation.

At the secondary level, we are teaching students how to be young adults. When students have a problem with something school-related, we recommend that **students first approach a staff member face to face** to discuss the situation, or make an appointment to discuss this situation later. This usually results in an efficient solution while also empowering students to self-advocate. We need to use every opportunity as a real-life learning opportunity!

If a student or parent/guardian remains unhappy with a staff member after speaking with them via phone call, we recommend proceeding with **Step 2: Conversation with an administrator**. We always recommend meeting with an administrator *after* you have spoken with the teacher.

If a parent/guardian is considered to be a threat to staff members and/or students, Greenspire reserves the right to suspend a parent/guardian from the school building/campus and/or school-related activities. In rare situations, we may take legal action and request a no trespassing order for a 30-60 day period.

Parents/guardians must keep a professional and calm tone at all times while conversing with a staff member. Yelling at a staff member will be treated as a zero tolerance act and will result in a parent/guardian being suspended from entering the school building unless given specific permission to do so.

Technology/Acceptable Use Policy * -MS/HS

The Greenspire High School is pleased to offer students a technologically blended environment that includes access to technology resources for creativity, communication, research, school resources, instructional material and other tasks and duties related to the academic program. The staff and students are required to follow the following guidelines). Failure to follow these policies and practices or misuse of technology will result in the students being subject to the Greenspire High School Discipline Policy.

*Please see The Greenspire School District Technology Handbook for extensive information on Greenspire technology usage, policies, and rights.

**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**

Non-Discrimination 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: Superintendent, 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 the 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

Understanding Homelessness and Legislation for Students

The McKinney-Vento Homeless Assistance Act was passed into federal law during Ronald Reagan's presidency, with 2017 marking the 20th anniversary of this important legislation existing. As the most significant piece of federal law focused on homelessness within the United States, McKinney-Vento works to ensure that academic barriers to success are resolved as efficiently and effectively as possible. It also works to provide support mechanisms to ensure that, at least while at school, students have access to basic care such as education, food, and shelter.

The McKinney-Vento Homeless Assistance Act defines homeless children and youth as any individual who does not have access to a permanent and satisfactory dwelling to return home to at night. Student populations included in this definition are those who are sharing transitory housing (e.g. motel, motor home, trailer) with other people who are also experiencing loss of housing; those whose primary dwelling was not created for residence and functions in a different capacity during daytime hours; those who are living in any type of vehicle, public structure, or abandoned space; and those who are considered migrants.

What ages does the McKinney-Vento Act cover?

The McKinney-Vento Act covers homeless children and youth who are aged 21 or younger.

What rights do homeless students have under law?

Under this law, homeless students have numerous rights when it comes to access to education and services, including:

- The right to be immediately enrolled in school and to participate fully in any school activities for which they are eligible – even if the child can't provide records that are typically required.
- The right to attend a school in their neighborhood or district where they previously had permanent housing, regardless of their current location.
- The right to receive transportation to and from school.
- The right to take advantage of educational programs and services, including Title I provisions, free meals, ESL programs, special education, gifted and talented, pre-school, vocational training, and pre-/post-school childcare.
- The right to receive specialized protections for homeless youth, including the ability to enroll in a school without documentation of guardianship.
- The right to debate a decision about enrollment if they feel it is unfair or disadvantageous.
- The right to request that a homeless educational liaison be appointed to ensure they have proper access and representation.

What are schools legally required to do for homeless students?

The rules below apply specifically to public schools, and private schools are not covered under the McKinney-Vento Act. Things that schools are required to do include:

- Not discriminate against any student, regardless of race, color, national origin, age, sex, or disability.
- Eliminate any identified barriers that prevent students from fully participating in school, including any “outstanding fees or fines”- particularly those associated with extracurricular activities.
- Enroll students at any time they come to the school, including mid-semester.
- Not discipline or expel a student for issue related to their homelessness (e.g. missing class).
- Provide free school meals, regardless of whether they provide income documentation.
- Provide any medical or dental services that can be accessed at the school.
- Ensure all students have access to safe and confidential services – especially when domestic abuse is a concern in their home.

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 complaints, which relate to these federal laws are to be directed to the Superintendent of The Greenspire School, 1026 Red Dr., Traverse City, Michigan 49684. Phone number (231) 421-5905

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 Principal/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/ guardian 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/ guardian or adult student of the time and place where the records can be inspected.
- ♦ request amendments if the parent/ guardian 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/ guardian 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/ guardian's request to amend the records through a hearing. If the Custodian of records decides not to amend the record, the parent/ guardian or adult student will be 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.

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 can be used by students for personal calls in the Main Office.

Electronic Devices – Electronic communication devices such as cell phones are not allowed to be turned on or used during regular school time, unless given special permission by the Main Office staff.

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 protection 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/ guardians 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 Principal. 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 Principal/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/ guardians, 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 handheld 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 Principal/Superintendent or Assistant Principal. 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 employees, exclusion for parents/ guardians, 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 of 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 Principal/Superintendent or Assistant Principal may make a referral to the Truancy Intervention Liaison at any time regarding past or current attendance concerns and at the principal's discretion. Excessive verified absences may be referred to Northwest Education Services 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: 32 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/ Guardians 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/ guardian should contact the Principal/Superintendent or Assistant Principal or an outside counseling service whenever such help is needed.

Notification to Parents/ Guardians of School Records

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

- A. The Principal/Superintendent is the School Records Officer responsible for the processing and maintenance of all students. The Principal/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. 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.

Community Policy Handbook Acknowledgement- Required Annually

In order to submit your acknowledgement of this handbook and its contents, community members are sent an electronic form in August/September of each school year.