# OXFORD HIGH SCHOOL

# STUDENT HANDBOOK

Visit our website

**www.oxfordschools.org**

At OHS, we want to feel:

**C**onfident

**A**ccepted

**T**hankful

**S**afe

# PURPOSE OF THIS HANDBOOK

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word “parent” in this handbook means a student’s natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their students with following its rules and procedures.

Students must comply with all school policies, regulations, rules, and expectations. The use of the word “Policy” in this handbook includes bylaws or policies adopted by the Board of Education. Although the information in this handbook is comprehensive, it is not intended to address every situation that may arise during a school day or school year. This handbook does not create a contract between the District and parents, students, or staff. The administration is responsible for interpreting the rules contained in the handbook to ensure the implementation of the school’s educational program and well-being of all students. If a situation arises that is not specifically addressed by this handbook, the administration may respond based on applicable law and policy.

The rules and information provided in this handbook may be supplemented or amended by the administration at any time, consistent with applicable law and policy.

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# IMPORTANT INFORMATION

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

## ONLINE ACCESS

District Website: www.oxfordschools.org

OHS Website: www.oxfordhigh.oxfordschools.org

PowerSchool Access: https://oxford.powerschool.com/public/home.html

Schoology: https://www.oxfordschools.org/for_parents___students/schoology

Nutrislice: https://www.oxfordschools.org/for_parents___students/nutrislice

## SCHOOL ADDRESS

Oxford High School is located at 745 North Oxford Road, Oxford, Michigan 48371.

## MISSION

Providing a supportive, safe, and opportunity-rich educational experience that fosters belonging, builds self-empowerment, and prepares learners to contribute to a connected community.

## VISION

Empowering Learners. Building Community. Inspiring Futures.

## CORE VALUES

Empowerment
Belonging
Innovation
Integrity

## OXFORD MASCOT, COLORS, & FIGHT SONG



# DISTRICT SUPERINTENDENTS

## Superintendent of Oxford Community Schools

**Dr. Tonya Milligan**
tonya.milligan@oxfordschools.org
(248) 969-5000

## Assistant Superintendents

**Ms. Anita Qonja-Collins**
anita.qonjacollins@oxfordschools.org
(248) 969-5096
Curriculum and Instruction

**Ms. Ryan Reid**
ryan.reid@oxfordschools.org
(248) 969-5004
Human Resources

**Mr. John Fitzgerald**
john.fitzgerald@oxfordschools.org
(248) 969-5009
Business and Operations

# OHS ADMINISTRATION & COUNSELING

**OHS Main Office** (248) 969-5100
**Attendance Line** (248) 969-5130
**Fax Number** (248) 969-5130

## OHS Principal

**Mr. Brad Bigelow**
brad.bigelow@oxfordschools.org
(248) 969-5101
OHS Principal

## Dean of Students

**Mr. Mitch Brooks**
mitchell.brooks@oxfordschools.org
(248) 969-5106
Dean of Students

## Supporting Students A - F

**Ms. Kristy Gibson-Marshall**
kristy.gibsonmarshall@oxfordschools.org
(248) 969-5097
Assistant Principal (A-F)

**Mr. Charles Jergler**
charles.jergler@oxfordschools.org
(248) 969-5154
Counselor (A-Ca)

**Ms. Anna Hotchkiss**
anna.hotchkiss@oxfordschools.org
(248) 969-5152
Counselor (Ch-F)

**Ms. Renee Davidson**
renee.davidson@oxfordschools.org
(248) 969-1899
Family School Liaison (A-F)

## Supporting Students G - M

**Mr. Kurt Nuss**
kurt.nuss@oxfordschools.org
(248) 969-5107
Assistant Principal (G-M)

**Ms. Alison Muehlman**
alison.muehlman@oxfordschools.org
(248) 969-9594
Counselor (G-Ko)

**Mr. Mike Brennan**
michael.brennan@oxfordschools.org
(248) 969-5155
Counselor (Kr-M)

**Taylor Djurovski**
taylor.djurovski@oxfordschools.org
(248) 969-9598
Family School Liaison (G-M)

## Supporting Students N - Z

**Mr. Kevin Nelms**
kevin.nelms@oxfordschools.org
(248) 969-1896
Assistant Principal (N-Z)

**Ms. Kristen Glaz**
kristen.glaz@oxfordschools.org
(248) 969-9593
Counselor (N-Sh)

**Ms. Laura Stanjones**
laura.stanjones@oxfordschools.org
(248) 969-5153
Counselor (Si-Z)

**Ms. Pam Fine**
pamela.fine@oxfordschools.org
(248) 969-9469
Family School Liaison (N-Z)

## DISTRICT DIRECTORS AT OHS

**Mr. Tony DeMare**
tony.demare@oxfordschools.org
(248) 969-5111
Director of Athletics

**Ms. Lisa Butts**
lisa.butts@oxfordschools.org
(248) 969-5112
Director of CTE / K-12 CFE

**Mr. Mark Suckley**
mark.suckley@oxfordschools.org
(248) 969-5017
Director of OSEC

## MAIN OFFICE

**Ms. Nicole Welsh**
nicole.welsh@oxfordschools.org
(248) 969-9563
Principal's Administrative Asst.

**Ms. Rochelle Beaumont**
rochelle.beaumont@oxfordschools.org
(248) 969-5105
Front Desk Secretary

**Ms. Stephanie Shefcyk**
stephanie.shefcyk@oxfordschools.org
(248) 969-9575
Attendance Secretary

**Ms. Kendrea Shenfeld**
kendrea.shenfeld@oxfordschools.org
(248) 969-5151
Counseling Secretary

**Ms. Alanna Weber**
alanna.weber@oxfordschools.org
(248) 969-5150
Counseling Secretary

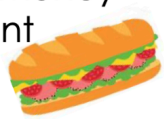
**Ms. Lori Ballard**
lori.ballard@oxfordschools.org
(248) 969-5110
Athletics Secretary

## WHERE DO I FIND OUT ABOUT . . . ????




Established: 1848
Coordinates: 42.8247° N
83.2647° W
Elevation: 1056 ft.

### Lunch Money Account



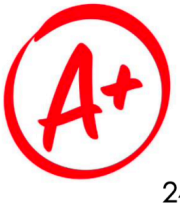
Food Service Office
Mrs. Bellamy
248-969-5167

### Bus Schedule



Transportation
Mrs. Vanhuylenbrouck
248-969-1888

### Grades




Counseling Office
Mrs. Weber
248-969-5150

### Technology

PowerSchool, Username setup, access to computer network, replacement student ID cards
Mr. Stawick 248-969-5122
Mr. Zolman 248-572-7027_



### Attendance Line

248-969-5130
Attendance Errors
Mrs. Shefcyk
248-969-9575

### Academic Counseling Appointment




Counseling Office
Mrs. Shenfeld
248-969-5151

### Parking Permits

Main Office
Mrs. Beaumont
248-969-5105



### Sports & Eligibility



Athletics Office
Mrs. Ballard
248-969-5110

### Oxford Schools Website



School staff, calendars, clubs, scholarship info, arts, athletics and so much more.
www.oxfordschools.org

# SCHOOL YEAR CALENDAR

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **August 2025** | | | | | | |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | PD | PD | PD | A | A | 23 |
| 24 | A | A | A | A | NS | 30 |
| 31 | | | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **September 2025** | | | | | | |
| | NS | A | A | A | A | 6 |
| 7 | B | C | D | E | F | 13 |
| 14 | B | C | D | E | F | 20 |
| 21 | B | C | D | E | F | 27 |
| 28 | B | C | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **October 2025** | | | | | | |
| | | | ALT | E | F | 4 |
| 5 | B | C | D | E | F | 11 |
| 12 | NS | NS | A | A | A | 18 |
| 19 | B | C | D | E | F | 25 |
| 26 | B | C | D | E | F | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **November 2025** | | | | | | |
| | | | | | | 1 |
| 2 | A | PD | A | A | A | 8 |
| 9 | B | C | D | E | F | 15 |
| 16 | B | C | D | E | F | 22 |
| 23 | A | A | NS | NS | NS | 29 |
| WC | | | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **December 2025** | | | | | | |
| | B | C | D | E | F | 6 |
| 7 | B | C | D | E | F | 13 |
| 14 | B | C | D | E | F | 20 |
| 21 | NS | NS | NS | NS | NS | 27 |
| 28 | NS | NS | NS | | | |

| LEGEND | |
|---|---|
| NS | No School |
| DS | Delayed Start |
| TD | Testing Day |
| DS | Delayed Start (12:15 pm) |
| PD | No Stud. - Teacher Day |
| ER | Early Release |
| WC | Wildcat Remembrance Day |

| CALENDAR OF EVENTS | |
|---|---|
| 8/11-15/25 | Teachers/ancillary to work 1 floating work day |
| 8/18/25 | Teacher PD (Building) |
| 8/19/25 | Teacher PD (District) |
| 8/20/25 | AM Welcome Back/PM Work Day |
| 8/21/25 | First Day of School |
| 8/29/25 | No School - Labor Day Recess Begins |
| 10/1/25 | Student Count Day |
| 10/2/25 | PM Conferences (4-7 pm) |
| 10/7/25 | PM Conferences (4-7 pm) |
| 10/13/25 | No School - Fall Break Begins |
| 11/4/25 | No School - Teacher PD (District) |
| 11/26/25 | No School - Thanksgiving Recess Begins |
| 11/30/25 | Wildcat Remembrance Day |
| 12/22/25 | No School - Holiday Recess Begins |
| 1/15/26 | AM Students - Exams/PM Records |
| 1/16/26 | AM Students - Exams/PM Records |
| 1/16/26 | End of 1st Semester |
| 1/19/26 | No School - MLK Day/Teacher PD (District) |
| 2/11/26 | Student Count Day |
| 2/16/26 | No School - Mid-Winter Break Begins |
| 2/24/26 | PM Conferences (4-7 pm) |
| 3/27/26 | No School - Spring Break Begins |
| 4/8/26 | Testing - 9th & 11th Grade Only |
| 4/9/26 | Testing - 10th & 11th Grade (7:48 am start) |
| 4/9/26 | Late Start - 9th & 12th Grade (12:15 pm start) |
| 4/29/26 | Senior's Last Full Day |
| 5/1/26 | AM Students/PM Records |
| 5/22/26 | No School - Memorial Day Recess Begins |
| 6/4/26 | AM Students - Exams/PM Records |
| 6/5/26 | AM Students - Exams/PM Records |
| 6/5/26 | Last Day of School |
| 6/8-6/10 | Potential Make-Up Days |

| OXFORD HIGH SCHOOL SCHEDULE | |
|---|---|
| Regular Schedule | 7:48 a.m. - 2:58 p.m. |
| Early Release Schedule | 7:48 a.m. - 11:00 a.m. |
| Delayed Start Schedule | 10:20 a.m. - 2:58 p.m. |

| SEMESTERS | |
|---|---|
| End of 1st Semester | 1/16/26 |
| End of 2nd Semester | 6/5/26 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **January 2026** | | | | | | |
| | | | | NS | NS | 3 |
| 4 | B | C | D | E | F | 10 |
| 11 | A | A | A | ER | ER | 17 |
| 18 | PD | A | A | A | A | 24 |
| 25 | B | C | D | E | F | 31 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **February 2026** | | | | | | |
| 1 | B | C | D | E | F | 7 |
| 8 | B | C | ALT | E | F | 14 |
| 15 | NS | NS | A | A | A | 21 |
| 22 | B | C | D | E | F | 28 |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **March 2026** | | | | | | |
| 1 | B | C | D | E | F | 7 |
| 8 | B | C | D | E | F | 14 |
| 15 | B | C | D | E | F | 21 |
| 22 | A | A | A | A | NS | 28 |
| 29 | NS | NS | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **April 2026** | | | | | | |
| | | | NS | NS | NS | 4 |
| 5 | A | A | TD | DS | A | 11 |
| 12 | B | C | D | E | F | 18 |
| 19 | B | C | D | E | F | 25 |
| 26 | A | A | CAR | A | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **May 2026** | | | | | | |
| | | | | | ER | 2 |
| 3 | B | C | D | E | F | 9 |
| 10 | B | C | D | E | F | 16 |
| 17 | A | A | A | A | NS | 23 |
| 24 | NS | C | D | E | F | 30 |
| 31 | | | | | | |

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| **June 2026** | | | | | | |
| | B | A | EX | ER | ER | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

# BELL SCHEDULES

## First Week of School

| 7:48-8:30 | Advisory |
|---|---|
| 8:36-9:18 | 1st |
| 9:24-10:06 | 2nd |
| 10:12-10:54 | 3rd |
| 11:00-12:34 | 4th/Lunch |
| 12:40-1:22 | 5th |
| 1:28-2:10 | 6th |
| 2:16-2:58 | 7th |

## Lunch Schedule

| | Time |
|---|---|
| A | 10:54-11:24 |
| Class | 11:29-12:34 |
| Class | 11:00-11:30 |
| B | 11:30-12:00 |
| Class | 12:05-12:34 |
| Class | 11:00-12:04 |
| C | 12:04-12:34 |

****Important Note****

School staff will supervise students on school grounds 18 minutes (7:30 a.m. ) before the first class at 7:48 a.m.

The OHS School day ends at 2:58 pm.
All students MUST be in a SUPERVISED activity (Ex. Club, athletic practice or event) in order to remain on school premises. Any student not attending a supervised event should make arrangements to be off campus after dismissal in order to avoid disciplinary consequences for loitering. Any parent pick-up that happens after 3:15 pm, must be done so by the main office.

**Unless students are participating in a school activity, school staff will not provide supervision before or after these times.**

## OHS Rotating Schedule

| CATS: At OHS, we want to feel Comfortable, Accepted, Tranquil, Safe | Monday B | Tuesday C | Wednesday D | Thursday E | Friday F |
|---|---|---|---|---|---|
| | NO 7th | NO 6th | NO 1, 2, 3 | NO 5th | NO 4th |
| 7:48-8:50 | 1st | 1st | Delayed Start | 1st | 1st |
| 8:56-9:57 | 2nd | 2nd | 4th 10:20-11:08 | 2nd | 2nd |
| 10:03-11:04 | 3rd | 3rd | 5th 11:13-12:47 | 3rd | 3rd |
| 11:10-12:46 LUNCH | 4th | 4th | Advisory 12:52-1:17 | 4th | 5th |
| 12:52-1:50 | 5th | 5th | 6th 1:12-2:13 | 6th | 6th |
| 1:56-2:58 | 6th | 7th | 7th 2:18-2:58 | 7th | 7th |

### Lunches on Monday, Tuesday, Thursday, Friday

| | | |
|---|---|---|
| | 11:05-11:35 | |
| A 10:59-11:30 | B 11:35-12:06 | 11:05-12:10 |
| 11:35-12:41 | 12:08-12:41 | C 12:10-12:41 |

### Lunches on Wellness Wednesday

| | | |
|---|---|---|
| | 11:13-11:41 | |
| A 11:08-11:38 | B 11:41-12:11 | 11:13-12:13 |
| 11:42-12:43 | 12:13-12:43 | C 12:13-12:43 |

## "A" Day Schedule

| 7:48-8:38 | 1st |
|---|---|
| 8:44-9:34 | 2nd |
| 9:40-10:30 | 3rd |
| 10:36-11:26 | 4th |
| 11:32-1:06 | 5th/Lunch |
| 1:12-2:02 | 6th |
| 2:08-2:58 | 7th |

## Lunch Schedule

| | Time |
|---|---|
| A | 11:26-11:56 |
| B | 12:01-12:31 |
| C | 12:36-1:06 |

## EMERGENCY CLOSINGS AND DELAYS

In the event of an emergency school closure, such as a bad weather day or when school is unexpectedly closed early, the District will notify students, parents, and the general public about the closure in the following manner:

Oxford Schools website at www.oxfordschools.org

District will notify radio and television stations

## NON-DISCRIMINATION POLICY

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity that it operates, including in admission and employment.

Inquiries about unlawful discrimination, including unlawful harassment and retaliation, may be referred to the District's applicable Coordinator and/or an agency with jurisdiction, such as the U.S. Department of Education's Office for Civil Rights, the Michigan Department of Civil Rights, the Equal Employment Opportunity Commission, or the Department of Justice.

**Designated Title IX Coordinator:**

Ryan Reid, Assistant Superintendent of HR

775 W. Drahner Rd., Oxford, MI 48371

248-969-5004

Ryan.Reid@oxfordschools.org

**Designated Title IX Coordinator:**

Allison Willemin, Executive Director of School Safety, Security, and Student Services

775 W. Drahner Rd., Oxford, MI 48371

248-969-5166

Allison.Willemin@oxfordschools.org

**Designated Section 504 Coordinator:**

Pamela Biehl, Executive Director of Special Populations

775 W. Drahner Rd., Oxford, MI 48371

248-969-5015

Pamela.Biehl@oxfordschools.org

**Designated Civil Rights Coordinator/Employment Compliance Officer:**

Ryan Reid, Assistant Superintendent of HR

775 W. Drahner Rd., Oxford, MI 48371

248-969-5004

Ryan.Reid@oxfordschools.org

The District's Non-discrimination, Anti-Harassment, and Non-Retaliation Policy and Grievance Procedures is available at https://www.oxfordschools.org/o/ocs/page/board-of-education

To report information about conduct that may constitute unlawful discrimination, including unlawful harassment and retaliation, or make a complaint of such conduct, please contact the applicable Coordinator listed above.

Any student who witnesses an act of unlawful discrimination, including unlawful harassment or retaliation, is encouraged to report it to District personnel. No student will be retaliated against based on any report of suspected discrimination. A student may also anonymously report an incident of unlawful discrimination. The District will investigate anonymous reports pursuant to its investigation procedures described by Policy. Minor students do not need parent permission to file complaints or participate in the Grievance Process described by Policy.

A student found to have engaged in unlawful discrimination, including unlawful harassment or retaliation, may be subject to discipline, including suspension or expulsion, consistent with Policy 5206A.01.

The District provides equal access to the Boy Scouts and other designated youth groups as required by law.

**Examples of Unlawful Harassment**

"Unlawful harassment" is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment. Policy 3115 is attached to this handbook as Appendix A.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct. Policy 3115 is attached to this handbook as Appendix A.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policy 3118, and hyperlinked to this handbook as Appendix A.

# PARENT'S ROLE

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

# PARENT INVOLVEMENT PLAN AND PARENT COMPACT

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parent"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

PARENT INVOLVEMENT PLAN FOR OXFORD HIGH SCHOOL

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The Parent Involvement Plan for the District and the High School will include, among others, the following strategies:

- An Annual Report is presented each year for public review. Standardized test results are reviewed and sent home to parents. Educational Development Plans are created for each student detailing a student's projected career focus, educational outcomes, and course requests for the student's four years of high school.
- The Parent Involvement Plan will be sent home each year in the student handbook.
- Results of student assessments are provided regularly through a variety of channels:

| Student Assessment | Frequency of Communication |
|---|---|
| P-SAT (8th Grade) | Results will be made available upon receipt |
| M-STEP | Results will be made available upon receipt |
| Classroom Performance | Semester Report Cards, PowerSchool App, Conferences |
| PowerSchool | Updated frequently during the term |
| IEPs-Special Education | Semester, Annually, Every Three Years |
| Parent Teacher Conferences | October & February/March |

# PARENT COMPACT

| **Communication Strategy** | **Notes** |
|---|---|
| An **Open House** is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school.<br>● Parents can request a separate meeting to view the curriculum. | Sept. 4, 2024 |
| **Parent Teacher Conferences** are scheduled during the month of October and in February. Those parents unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via email, websites, phone calls, and voicemail. | Sept. 30, 2024<br>Oct. 3, 2024 |
| Parents also have the opportunity to access grades for their students through PowerSchool, which is updated frequently by teachers. Students have the opportunity to share their classroom work with their parents and to meet with the teacher as needed. | PowerSchool Mobile App<br>school code: TKJK |

| | |
|---|---|
| • Additional parent meetings are scheduled on an as need basis, before, after or during the teacher's conference hour.<br>• Parents are also scheduled for Assist Team meetings when there are concerns with the student's performance. | |
| A Parent-Student-Teacher Compact will be implemented. This compact outlines the needs and responsibilities for a strong partnership between home and school to provide a strong education for the student. This compact will be reviewed annually. | |
| At the beginning of each school year, teachers provide each student a course syllabus, detailing course objectives, classroom rules, etc.<br>• Parents can subscribe to Schoology for access to their child's class information | Subscribe at www.oxfordschools.schoology.com |
| School newsletters in the form of a S'more, School Messenger email and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Three times during the school year, the district provides a newsletter to inform parents of events and news throughout the district at all levels.<br>• Weekly Newsletters come from "Oxford Leadership Team" via S'more<br>○ For access, contact Kristy GibsonMarshall<br>• Senior Newsletters come from Kurt Nuss via S'more<br>• School Closings come from School Messenger via call & emaiS | Subscribe at https://www.smore.com/u/oxfordschools |

| Communication Strategy | Notes |
|---|---|
| As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services. | |
| Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships. | Subscribe at PeachJar |
| Tutoring lists are available through the counseling office for parents who wish to provide additional academic support to their student. | Access to Varsity Tutors |
| Involvement in PTO, as well as booster clubs for extracurricular activities, is available to all parents and community members. | Contact OHS Boosters |
| The school, principal, teacher, parent will work in partnership to maintain regular communication between home and school to provide the best education for the students. | Access District Directory |

## SUPPORTIVE PARENTING

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- participating in school functions, organizations and committees
- supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment
- requiring their child to observe all school rules and regulations
- supporting or enforcing consequences for their child's willful misbehavior in school
- sending their children to school with proper attention to his/her health, personal cleanliness, and dress
- maintaining and active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study
- reading all communications from the school, signing, and returning them promptly when required cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

# SECTION I:

# DISTRICT-WIDE POLICIES & PROCEDURES

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

# Keep Your Child on Track in Middle & High School:

## Pay Attention to Attendance

YOU MATTER
YOU BELONG HERE.
YOU HAVE SUPPORT HERE.
YOU DO IMPORTANT THINGS HERE.

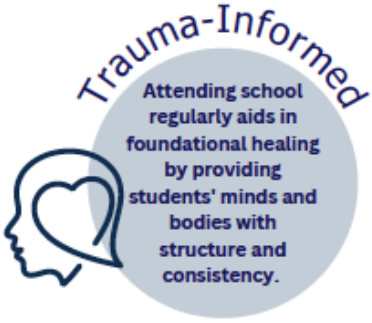
## DID YOU KNOW?

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school and on the job.

- Students should miss no more than nine days of school each year to stay engaged, successful, and on track to graduate.
- Missing 10%, or about two days each month over the course of a school year, can affect a student's academic success.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, or facing some other difficulty.
- By sixth grade, absenteeism is one of three signs that a student may drop out of high school.
- By ninth grade, attendance is a better predictor of graduation rates than eight grade test scores.
- Being in school helps students learn to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions

## WHAT YOU CAN DO

- Help your teen maintain daily routines, such as finishing homework and getting a good night's sleep.
- Speak with your child. Try to understand what's bothering them and why they are avoiding school.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Try to schedule medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, reach out to teachers or support staff to discuss your student's challenges, identify what can help your child, and develop a return-to-school plan.
- Contact the Family School Liaison at your child's school if you have other barriers that make attending school difficult. They are there to help connect you with resources.




Content adapted and used with permission from Attendance Works. www.attendanceworks.org

Non-Discrimination Clause: Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.

# Keep Your Child on Track in Middle & High School:

## Pay Attention to Attendance

## DID YOU KNOW?

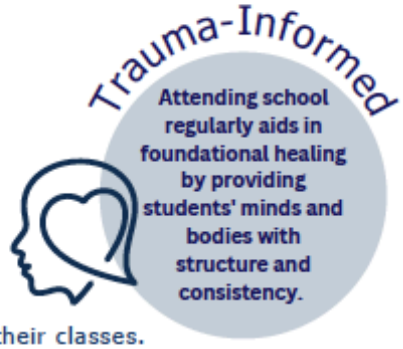
Even as children grow older and more independent, families play a keep role in making sure students access and participate in learning opportunities.

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- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, or facing some other difficulty.
- By sixth grade, absenteeism is one of three signs that a student may drop out of high school.

## WHAT YOU CAN DO

### COMMUNICATE WITH THE SCHOOL

- Contact your student's teachers and let them know how to reach you.
- Request a schedule of classes and login information for your student.
- Ask for help from school staff if you are having trouble getting online.
- Know the school's attendance policy and the consequences for absences.
- Check on your student's progress to make sure they are participating in all their classes.




### MAKE SCHOOL PARTICIPATION A PRIORITY

- Talk about the importance of participating in school every day so your teen knows this is your expectation.
- Encourage your student to maintain daily routines, such as finishing homework or getting a good night's sleep.
- Post your student's class schedule and login information in a visible location.
- Identify a quiet place for your student to participate in class and do school work.

### HELP YOUR CHILD STAY HEALTHY AND ENGAGED

- Check-in weekly about your student's academic progress and seek help from teachers.
- Stay on top of your teen's social contacts. Peer pressure can lead to skipping class/work. Teens who have a hard time making friends can feel isolated.
- If your teen seems disengaged, have a conversation to try to understand what's bothering them and why they are avoiding school. Reach out to teachers or support staff to discuss your student's challenges, identify what can help your child, and develop a plan.

Content adapted and used with permission from Attendance Works. www.attendanceworks.org

# ATTENDANCE POLICY

Michigan School Code 15, Section 73 – Compulsory Education "Every parent, guardian, or other people in the State of Michigan, having control and charge of any child between the ages of six and sixteen years, shall be required to send such a child to the public school during the entire school year and such attendance shall be continuous and consecutive for the school year fixed by the school district in which such a child is enrolled." State laws also require school boards and administration to be responsible for the whereabouts of students during school hours. The Oxford Board of Education believes that attendance is a cooperative effort between parents, students and the Oxford School District.

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

# TYPES OF ABSENCES

**Attendance Codes & Descriptions**

- **A - Absent from class**
  - Student was absent from class without a parent's contact
  - According to our records, the "A" code indicates the absence occurred without permission or knowledge of a parent or guardian; students are considered "skipping" and often lead to disciplinary measures. In addition, students are expected to request and make up the work missed
- **AT - Absent due to Tardy**
  - Occur when the student misses 10 minutes or more of class without parent or school approval.
- **NS - Not Scheduled**
  - *A class has been canceled by the instructor*
- **AD - Administrative Absence**
  - *A meeting with the student has been requested by administration or counseling offices,* ***does not count that absence toward their allotted nine (9) absences per semester.***
- **EX - Excused Absence**
  - *Student has been placed on a support plan to return to school that keeps them from immediately rejoining classes*
- **CV - College Visit**
  - *Students are allowed four (4) college visits that* ***will not count as absences toward their allotted nine (9) for each semester.***
  - Must be documented by an official from the college.
- **IS - In-School Suspension**
  - *Student will attend the SRC while at school and complete an accountability project*
- **MD - Medical Absence**
  - *Student is absent due to a medical reason*
- **OS - Out of School Suspension**
  - *Student is required to be out of school due to discipline*
- **SR - School-Related Absence**
  - *Student is absent from class due to a school-related event or responsibility,* ***does not count that absence toward their allotted nine (9) absences per semester.***

- **T - Tardy**
    - *Student is late to class (10 min or less)*
    - Remains as a tardy even when a parent calls to excuse the tardy
    - Three unexcused tardies are equal to one absence (for the attendance incentive)
- **PA - Parent Arranged Absence**
    - *Parent has scheduled the student's absence with the school (i.e. doctor's appointment, family obligation, illness, etc.)*
- **HB - Homebound**
    - *Student is unable to come into the school due to a medical reason and is receiving educational support from the school at home*
- **H - Hospitalization**
    - *Student is out for an extended period of time (>3 days) due to hospitalization (or medically directed to abstain from school),* ***does not count toward their allotted nine (9) absences per semester.***
- **FD - First Day**
    - *A student has enrolled after the start of the school year and this is their first day in attendance*

## EXCUSABLE REASONS FOR ABSENCES

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

- the student's physical or mental illness (a physician's verification is required after 4 consecutive days of absence for illness);
- severe weather;
- medical appointments for the student;
- death or serious illness of the student's family member;
- attendance at a funeral, wedding, or graduation;
- appearance at court or for other legal matters;
- observance of religious holidays of the student's own faith;
- college planning visits; and
- personal or family vacation

## REPORTING ABSENCES

Students are expected to attend school every day school is in session. Students are to arrive before the first class and stay until the scheduled end of their school day. If a student is unable to attend school, parents must call the school at 969-5130 before 3:00 p.m.

## TARDY POLICY

Students are expected to be in class on time every day. It is also expected that every teacher will have an effective classroom management policy that addresses tardies. Each teacher will designate on their syllabus what the definition of tardy is in their class (in the door, in-seat, gathering materials, tuning instrument, etc.).

Failure to be at the designated area at the designated time will be considered disregard for the educational environment and will be disciplined accordingly. Teachers will administer disciplinary action such as warnings, parent meetings, and detentions. Continued disregard for the educational environment will be referred to the administration for disciplinary action which may result in consequences (i.e. detentions, Wednesday Wake Up, or suspension from school). In the Attendance Incentive, three tardies are equal to one absence.

## PLANNED ABSENCES

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments

and school activities, must complete any work required by the teacher before the absence unless alternative arrangements are approved by the teacher in advance. Parents should make every attempt to schedule medical and other appointments outside of school hours. For more information, see Policy 5301.01.

**Students are expected to:**

- Complete all class work in advance for any absence that can be anticipated or make alternative arrangements with their teacher in advance of the absence.
- Sign out of school at the office if leaving school during the school day.
- Make up all work that is assigned by teachers for the instructional time that has been missed.

## TRUANCY

A student shall be considered truant each day or part of the day s/he is inexcusably absent from his/her assigned location. **Absence** is defined as nonpresence in the assigned location any time beyond the tardiness limit. A student will be considered tardy rather than absent if s/he is in his/her assigned location within fifteen (15) minutes after the official start of the school day or activity. An absence is 'unexcused' when there is no response or pre-arrangement made by a parent adhering to excusable reasons for absence above.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action taken will be as follows:

A. No credit will be recorded for work missed as a result of truancy.
B. A record of the truancy will be entered in the student's record file.
C. A parent conference may be held.

A student shall be considered a "habitual truant" when, in spite of warnings and/or his/her parent's efforts to ensure attendance, s/he has accumulated ten (10) truancies during a semester.

## ILLNESS AT SCHOOL

If a student gets sick during the day, he/she must secure a pass from his/her teacher to go to the office. A student must NEVER leave the building to go home or to seek medical assistance unless directed to do so. Please be aware that ONLY names listed on the contact cards will be called in case of an emergency.

## PARENT/GUARDIAN NOTIFICATION OF ABSENCES

Parents/guardians are encouraged to monitor their child's attendance through PowerSchool. Parents are also welcome to contact the main office, the child's counselor, or individual teachers should they have questions or concerns.

- No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

## MAKE-UP TEST AND OTHER WORK

A student may make-up units of study with a properly certificated teacher if prior approval has been granted by the principal.

- Students will be given the opportunity for making up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.
- Students will be given the opportunity to make-up work missed due to suspension (and other excused absences) . The make-up work

must be completed and presented to the teacher upon his/her return to school. Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

- A student wishing to make-up work must contact his/her teacher(s) to obtain assignments.

**A guideline for make-up work is as follows:**

1. One (1) day per missed day to make up work.
2. Tests and quizzes must be made up before or after school.
3. Students must see the teacher before or after school—not during class time to get make-up work.

Situations not resolved through the above guidelines will be resolved through a conference with an administrator.

## CLOSED CAMPUS

Oxford High School is a CLOSED campus. This means students are to remain INSIDE the building and in the assigned class during regular school hours. Students shall be excused to leave class or the building only through arrangements made with the Administrator's office.

Students requesting early dismissal must have their parent or guardian call 969-5100 requesting such release. The parent must speak with a person—no voicemail messages. In case of early dismissal due to illness or other non-arranged dismissal, the office will contact the student's parent or guardian for permission to release the student.

Once permission for early dismissal has been received, the student MUST come to the office to sign out. Students who leave class or campus without receiving permission by a parent, regardless of the student's age, will be considered truant and subject to the discipline policy.

The lunch period is a part of 4th or 5th hour. Thus, a student who leaves campus without permission during the 4th or 5th hour will receive an unexcused absence and will be subject to the discipline policy.

## LEAVING AND RETURNING TO SCHOOL

No student shall leave or return to the building without first obtaining permission from the high school office. Each student is required to sign in and out at the security desk.

## ATTENDANCE SUPPORT

### Parental Support:

1. Provide an attitude at home that school attendance is important and valuable to the student.
2. Be sure that their children will be in school every day.
3. Cooperate with the schools in correcting attendance problems.
4. Notify the 24-hour Attendance Line at 248-969-5130 before 3:00 p.m. of the day following the absence.
5. Make arrangements for materials to be sent home when the absence is more than two (2) days by contacting your child's teachers & counselors by email or phone.
6. Remember that students must be in attendance in school to participate in extracurricular activities unless the principal or designee grants prior permission.
7. Emergency contacts are housed in PowerSchool and are used for student information. This information must be completed online. Students will be released from school ONLY to the emergency contacts listed in PowerSchool.
8. In the case of a communicable disease (chickenpox, pink eye, mumps, etc.) the child will not be allowed to return to school without a note from the doctor.

9. If an absence is phoned in for medical reasons, medical and/or legal documentation may be requested upon your child's return.

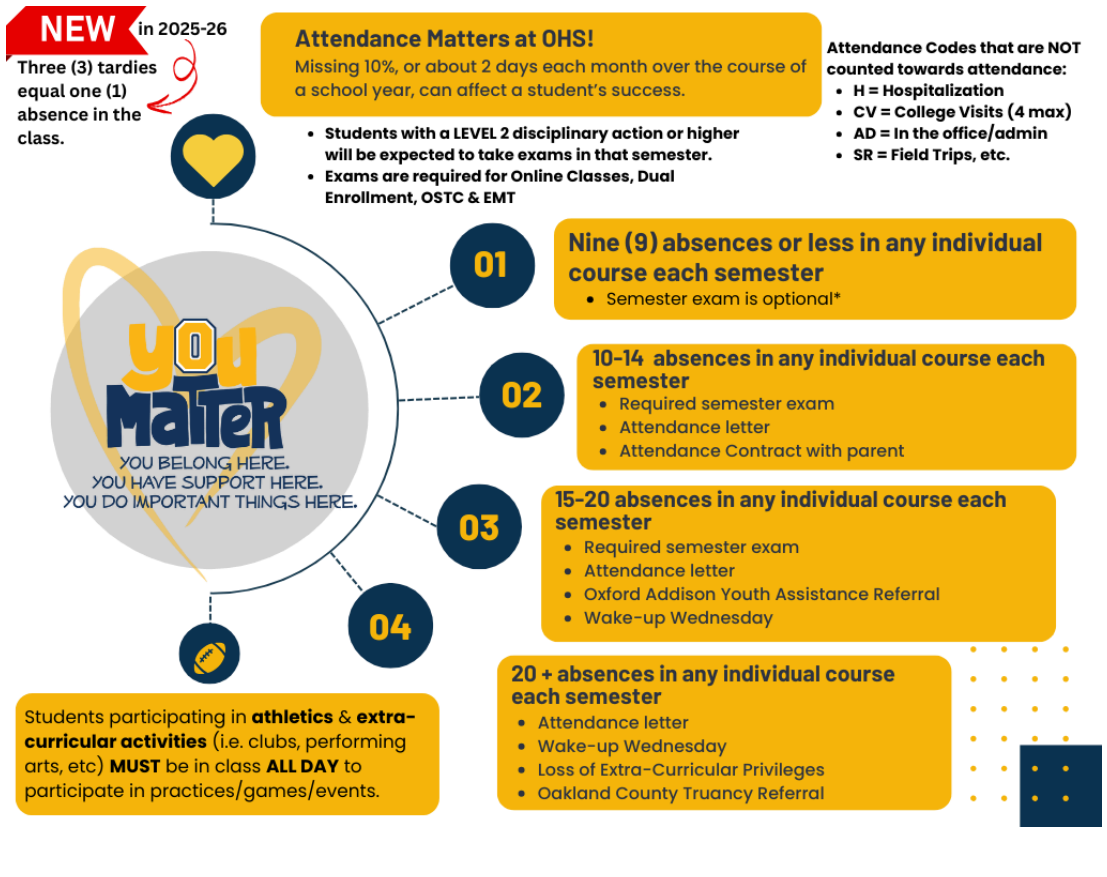
Student Responsibility:

1. Be in class every day that you are physically able to do so, prepared to work.
2. Provide documentation for absences immediately upon return to school to the office.
3. Leaving the class is detrimental to student learning. In order to maintain safety and control over student movement within the building, a student must have his/her student pass with them at all times.

School Support:

1. Implement a plan that assures parents that we are a partner with them, which provides a regular system with follow-up.
2. Counsel parent and student as to the consequences of non-attendance.
3. Adhere to all legal requirements regarding the student's rights regarding due process.
4. Recognize regular attendance as a worthy achievement.
5. Provide parents with materials in order to continue a student's educational progress during a prolonged absence.

## ATTENDANCE INCENTIVE PROGRAM




**Exam Incentives**

The Attendance Incentive allows students to earn an exam exemption based on attendance. The exemption can confuse students and parents regarding "excused" vs. unexcused absences. This section of the handbook is focused on providing clarification regarding which absences are applied to our attendance incentive and earn exemption from exams. There are only four (4) attendance types that are treated differently as an absence in our exam incentive process:

- **CV - College Visit:** *Students are allowed four (4) college visits that will not count as absences toward their allotted nine (9) for each semester.*
- **H - Hospitalization:** *If a student is out for an extended period of time (>3 days) due to hospitalization (or medically directed to abstain from school), count that absence toward their allotted nine (9) absences per semester.*
- **SR - School Related:** *If a student is absent from class due to a school-related reason, we do not count that absence toward their allotted nine (9) absences per semester.*
- ***AD - Administrative Absence:*** *If a student is absent from class due to an administrative absence, we do not count that absence toward their allotted nine (9) absences per semester.*

The purpose of the exam is to give the student an opportunity to improve their grade and possibly pass the course. If a student is meeting the exam exemption requirements yet is failing the class, they are required to take the exam to work toward improving their grade.

All other instances when a student is absent from school/classes are counted toward students' allotted nine (9) absences within our attendance policy and exemption from semester exams. In addition, three tardies equal one absence in the class.

## ACADEMIC INTEGRITY POLICY

**Oxford School's Philosophy:** According to our Oxford Community Schools Portrait of a Graduate, "learning is best in a safe and supported environment that upholds our district values of integrity, honesty, trust, accountability, collaboration, and commitment." Thus, students are instructed on practices that support academic integrity as students progress throughout the MYP programme and graduation from Oxford Schools.

As a core value of Oxford School's philosophy, we honor the importance of academic integrity through the following scaffolded consequences:

**DEFINITIONS AND EXAMPLES**

| Violation | Definition, according to the IB | Examples |
|---|---|---|
| **Plagiarism** | The representation of ideas or work of another person as the student's own<br><br>Presenting as your own (with or without the<br>author's permission) information collected, organized, or written by someone else<br><br>**See further explanation below chart | - Copying and pasting information from a website into your work without giving the website credit<br>- Claiming ideas from a source, whether paraphrased or quoted, as your own<br>- Portraying someone's art as your own<br>- using ideas from an AI tool such as Chat GPT and portraying them as your own, for all or part of an assessment, when prohibited from doing so<br>- Using an AI tool when allowed and not crediting the AI tool.<br>-<br>- |

| | | |
|---|---|---|
| **Cheating** | Behavior that gives an unfair advantage on an assessment | - Using cheat sheets, notes, electronic devices, AI, etc., on an assessment, when prohibited from doing so<br>- Fabricating information trying to earn more time or credit on an assessment<br>- Looking onto another student's work during an assessment |
| **Collusion** | Supporting another student's academic misconduct, such as allowing your work to be copied or submitted for assessment by another student | - Letting another student copy your homework<br>- Working with other students on a lab report that was supposed to be done individually, then submitting it with only your name on it.<br>- On an exam, test or quiz, you share your answers with other students<br>- Allowing another student to use all or part of an essay you've written as their own |
| **Duplication** | The presentation of your own work for different assessments or assessment components when not allowed | - Copying parts of a Design Analysis from 8th grade into your Personal Inquiry Project report |
| **Invention** | Creating information without history, support, or verification, and representing it as fact, either directly or through suggestion | - A student makes up a source for a debate |
| **Manipulation** | Refashioning legitimately borrowed information through any degree of alteration or withholding so that a student's argument appears more valid | - A student alters lab data to make it support their hypothesis |

**CLARIFICATIONS ON PLAGIARISM**

Plagiarism means turning in work based on other people's thoughts and ideas, without giving them credit. Paraphrasing (changing the words) does not make the work your own, and it still **might** be plagiarism. Here's how to tell when paraphrasing is OK and when it is plagiarism:

| ***When Paraphrasing is OK:*** | ***When Paraphrasing is plagiarism:*** |
|---|---|
| ● For short, factual information (example: there are 206 bones in the human body)<br>● For assignments that give information and then ask you to put it in your own words | ● When you use someone else's idea and just change the words (example: you are asked to explain why something happened or to give an opinion, and you paraphrase something you found online.) |

**Citing Sources**

If you need to include another person's ideas in your work, you must give credit to the author to make it clear that you are not trying to pass it off as your own. There are multiple ways to accomplish this depending on the subject area and type of assignment. This goes for books, speeches, websites, and AI tools, etc...

## BOOKS AND RESOURCES

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and parents may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A teacher may provide a list of suggested materials that students and parents may purchase. Purchasing materials is voluntary and not required for curricular activities. Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

## BULLETIN BOARDS

Space may be provided within school buildings or on school electronic media for students and student organizations to post notices about student groups. Rules for posting on bulletin boards are found in Policy 5503.

## BULLY PREVENTION

### OLWEUS Bullying Prevention Program

Oxford High School has implemented the Olweus Bullying Prevention Program. The Olweus definition of Bullying: "Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

Three Key Components of Bullying Behavior:

1. Involves an Aggressive Behavior
2. Involves a Pattern of Behavior over Time
3. Involves an Imbalance of Power or Strength

In the OCS Student Code of Conduct, the specific definitions and disciplinary consequence ranges for Bullying and Cyberbullying are as follows:

**Infraction #30- Bullying/Cyberbullying:** A student will not engage in bullying or cyberbullying any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored

activity or event whether or not it is held on school premises this includes outside of school day and off school premises and becomes a disruption to the school environment is subject to discipline. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

Oxford Community Schools practices the Olweus Bullying Prevention Program. This is a long term, system-wide program for change involving program components at four levels: School Level, Classroom Level, Individual Level, and Community Level. The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop.

“Bullying” means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one (1) or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one (1) or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.Mich. Comp. Laws Serv. § 380.1310b (2016) Level 2 – 5, Police may be contacted.

Refer to Policy 5207.01 Bullying and Other Aggressive Behavior Toward Students.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Mich. Comp. Laws Serv. § 380.1310b (2016) Level 2 – 5, Police may be contacted. Refer to Policy 5209: Student Technology Acceptable Use and Safety.

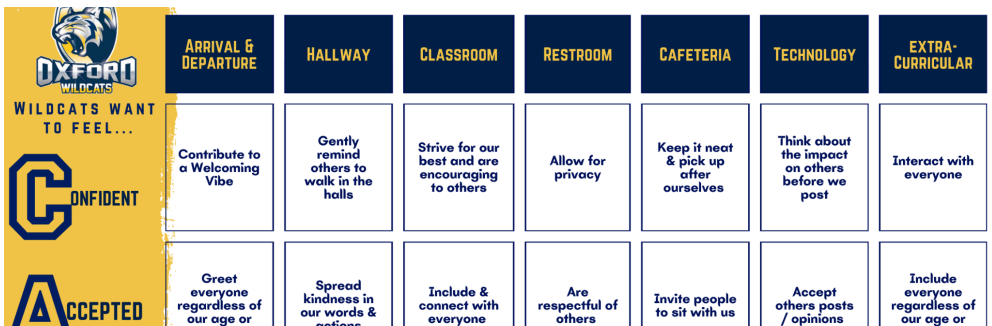
## CHILDRENS’ PROTECTIVE SERVICE INVESTIGATIONS

The District will cooperate with Children’s Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law,

the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

## CLASSROOM/SCHOOL BEHAVIOR

Teachers may establish classroom conduct rules that students must follow. In addition, our school has adopted a Positive Behavior and Intervention Supports to



contribute to a positive school climate.

To create the PBIS program,  students used data from our “Advisory Charters” to identify the top four feelings that OHS students want to feel while at school.

Once those feelings were identified, the students reviewed student surveys to determine “HOW’ we will accomplish or demonstrate these positive behaviors. In the graphics on this page, you will find the results of the students’ hard work to create a wonderful school community.

## CLOSED CAMPUS

Oxford High School is a CLOSED campus. This means students are to remain INSIDE the building and in the assigned class during regular school hours.  Students shall be excused to leave class or the building only through arrangements made with the Administrator’s office.

Students requesting early dismissal must have their parent or guardian call 969-5100 requesting such release. The parent must speak with a person—no voicemail messages. In case of early dismissal due to illness or other non-arranged dismissal, the office will contact the student’s parent or guardian for permission to release the student.

Once permission for early dismissal has been received, the student MUST come to the office to sign out. Students who leave class or campus without receiving permission by a parent, regardless of the student’s age, will be considered truant and subject to the discipline policy.

The lunch period is a part of 4th or 5th hour. Thus, a student who leaves campus without permission during the 4th or 5th hour will receive an unexcused absence and will be subject to the discipline policy.

## COMMUNICABLE DISEASES

The District, in conjunction with local health department officials, may exclude students who:

- Are suspected of having a communicable disease until a physician or local health department official determines the student is no longer a risk; or
- Lack documentation of immunity or are otherwise considered susceptible to a communicable disease until the local health department officials determine the risk of spreading the disease has passed.

Communicable diseases include, but are not limited to, diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, COVID-19, and other conditions indicated by the local and state health departments. Any removal will only be for the contagious period or as directed by the local health department.

## DAMAGE TO SCHOOL PROPERTY

Students who damage school property either intentionally or unintentionally may be subject to discipline and required to pay to replace or restore the property.

## DRESS CODE

Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of students or others; violates any statute or Policy 5101.01; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment,

is grounds for remedial or disciplinary action. The Superintendent or designee will develop and publish specific dress code regulations consistent with this Policy.

# DRIVING AND PARKING REGULATIONS

Student driving and parking on District property is a privilege, not a right, that may be revoked at any time. Students who drive to school must obey the following rules:

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.
4. Register your car in the main office during student registration before August 31st for $25 “Early Bird” price.
    a. Beginning September 1st, the cost to obtain a parking permit is $40
    b. If a student does not purchase a parking permit during the above timeframes and the administration must ask the student to purchase a parking permit, the cost will be $50 ($40 fee + $10 penalty).
5. Be in possession of a valid driver’s license
6. Drive safely in and around the school property.

Failure to comply with the above will result in a loss of driving privileges. Additionally, cars parked in the school parking lots may be subject to search.

### Accidents:

- A student who is injured in school or on school property should report the accident to the teacher and/or the main office and should fill out the appropriate accident report.

# EMERGENCY CONTACT INFORMATION

Parents must provide emergency information for each student enrolled in the District. The information should include the family physician’s name, contact information for parents or a responsible adult, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes.

# FEES

The District will not charge students a fee to participate in curricular activities. The District may charge students a fee to participate in extracurricular and non curricular activities to cover the District’s reasonable costs. The District may require students to furnish specialized equipment and clothing required for participation in extracurricular and non curricular activities or may charge a reasonable fee for the use of District-owned equipment or clothing. The activity’s coach or sponsor will provide students with information

about the fees charged and the equipment or clothing required.

# FOOD SERVICES

In 2024-2025, all students, regardless of household income, will receive one free breakfast and one free lunch per day at school per the new approved Senate Bill.

However, those whose income qualifies for free and reduced meals still need to complete the application. As a reminder, those who qualify for free and reduced meals, may receive discounted internet service, have SAT test fees waived, and (if the state chooses to issue them again) P-EBT cards. To determine if your household

income qualifies, please refer to the FAQs document with income guidelines, which can also be found on our wesbite.

Please continue to watch for updates from the district as we receive information from the state about the program. If you have any questions, contact the Director of Nutrition Services, Patty Silorey, patty.silorey@oxfordschools.org, or by phone 248-969-5120.

**School Meals and Summer EBT applications can be found here: https://oxford.familyportal.cloud/**

**Account Balances:**
If your child had a balance on his/her card from the previous school year, the balance will be carried over to the new school year. Free and Reduced lunch applications will be available in the main office.

**Lunchroom Behavior:**
Students should conduct themselves in an orderly fashion, taking care of their property and the property of others by keeping their environment clean and free of litter. Students should remain in the lunchroom until

dismissed and honor all requests from the lunch supervisors.

## FIELD TRIPS

Classes occasionally take field trips off school property for educational enrichment. Each student must submit a completed permission form signed by the student's parent before being allowed to attend a field trip.

A student's failure to comply with Board Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while on a field trip may result in disciplinary action and removal or exclusion from the trip or future field trips.

Students who have not met academic or behavioral expectations may not be allowed to attend field trips.

## FIRST AID, ILLNESS, OR INJURY AT SCHOOL

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member.

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law.

Students showing symptoms of a communicable disease may be sent home. The District may require a

statement from a licensed physician or local health official before allowing the student to return to school.

## HEAD LICE

A student with nits within ¼ inch of the scalp or live lice may remain at school. The student will be restricted from activities that involve close head-to-head contact or sharing of personal items. The District will notify the student's parent and provide educational materials on head lice prevention and treatment.

District personnel will not ostracize or embarrass a student with lice or nits and will maintain student confidentiality.

If a student has a persistent infestation after 6 weeks or 3 separate cases within 1 school year, the District will form a team that may include the student's parents, teacher, social workers, or administrators to determine the best approach to resolve the issue.

## HOMELESS CHILDREN AND YOUTH

The District will provide a free public education to homeless children and youth who are in the District and will afford them the educational rights and legal protections provided by federal and state law. Homeless children and youth will not be stigmatized or segregated based on their homeless status and will have the same access to services offered to students who are not homeless.

A student or parent in a homeless situation who requires assistance should contact the District's homeless liaison:

Ms. Pam Biehl
todd.barlass@oxfordschools.org

(248) 572-9588

For detailed information about Homeless Children and Youth, see Policy 5307.

## IMMUNIZATION POLICY

For a student entering the District for the first time and entering when 7th grade, a parent must provide the building principal or designee with a certificate stating that the student has received at least 1 dose of an immunizing agent against each disease specified by the Michigan Department of Health and Human Services (MDHHS) or other responsible agency or documentation of an applicable approved exemption.

The student's parent must provide the certificate or documentation at the time of registration, or no later than the first day of school. A parent of a student who has not received all doses of any required immunizing agent must provide the District an updated immunization certificate demonstrating that the immunizations have been completed as required by the MDHHS. The updated certificate must be provided within 4 months of the student entering the District for the first time or upon entering 7th grade. The District will not permit a student to attend school unless the parent provides evidence of immunizations or exemptions consistent with Policy 5713 and state law.

## LAW ENFORCEMENT INTERVIEWS

Law enforcement officers may be called to the school at the request of school administration. Students may be questioned by law enforcement consistent with Policy 5201. Students may be questioned by school officials at any time, without parent notice or consent, consistent with the District's obligation to maintain a safe and orderly learning environment.

## LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to a student's equal participation in the District's instructional or extracurricular programs. Those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular programs offered by the District.

## LOCKERS

**Only applicable in years where lockers are available, each student would be assigned a locker.**

Pursuant to Policy 5102, lockers are District property and may be made available for student use. Lockers are assigned to students on a temporary basis, and District administration may revoke a student's locker assignment at any time. The District retains ownership of lockers notwithstanding student use.

Students have no expectation of privacy in their lockers. The building principal or designee may inspect lockers without any particularized suspicion or reasonable cause and without advance notice. Upon the request of the building principal or designee, law enforcement may assist with searching lockers.

During a locker search, student privacy rights will be respected for any items that are not illegal or violate Board Policy or building rules.

## LOST AND FOUND

All lost and found items are to be taken to the Door 2 Security Desk. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

## MEDIA CENTER GUIDELINES

The Media Center is open before school, during the school day, lunchtimes and after school for student use.

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name. A daily fine per item may be charged for overdue materials. Each student is responsible for any fine that accumulates on materials charged to the student.

1. Students who have overdue media center materials are not allowed to check out additional materials until they have either returned the overdue material or paid any replacement costs.
2. Students who check out a book, magazine, or other materials from the media center and lose the item will pay the replacement cost of the item.
3. Students must have a pass to the media center, signed by their teacher, requesting to use the media center during the school day.

## MEDICATION POLICY

Whenever possible, parents should arrange student medication schedules to eliminate the need for administration of medication at school. When a student requires prescription or over-the-counter medication at school, the following procedures apply:

- The student's parent must annually submit a written request and consent form as required by the District.
- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy 5703.

**Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers**

A student may possess and use an asthma inhaler or epinephrine auto-injector or inhaler with written approval from the student's healthcare provider and consistent with Policy 5703. A minor student must also have written permission from the student's parent. The required documentation must be submitted to the building principal or designee. If a student is authorized to self-possess or self-administer an asthma inhaler or epinephrine auto-injector or inhaler, the building principal or designee will notify the student's teachers and other staff as appropriate.

Additionally, the school must maintain a written emergency care plan drafted by a physician in collaboration with the student's parent. The emergency care plan will contain specific instructions related to the student's needs. The physician and parent should update the emergency care plan as necessary to address any changes in the student's medical circumstances.

## MEDICAL ACTION PLANS

If your child has a medical condition that requires the school to follow a Medical Action Plan, please visit the school website or click the links below to complete and return the proper form. A Medical Action Plan must be updated every year.

- **Asthma Medical Action Plan**
- **Diabetes Medical Action Plan**
- **General Medical Action Plan**
- **Seizure Medical Action Plan**
- **Severe Allergy Medical Action Plan**

## MEDICAL SUPPORT

The school cannot offer direct medical services except for giving necessary first aid and dispensing prescription medications. Prescription medication should be delivered to the office by the parent along with the written physician authorization form used by Oxford Schools.

**Illness:**

Students who become ill during the school day should report to the office immediately. Whenever possible, they will be

returned to classes after a period of rest, but if necessary parents will be contacted to arrange for their transportation home.

**Medication:**

Parents of students who must take medication during the school day must:

- Bring the medication to the office.
- Provide a physician's statement stating the name of the medication, the directions for administering, and any possible side effects which might be expected.
- Parents must complete a form that is available in the office for this purpose
- Medication will be kept in the office with proper dosage instructions, and administered as required.
- Students may not carry over the counter or prescribed medicines with the exception of epi-pens and inhalers.

**Health Restrictions:**

Students with injuries or medical histories which might interfere with their regular participation in school activities are asked to provide their counselor with pertinent information in writing from their parents or physician. This information should include the nature of the problem, restrictions on activities, and any symptoms for which staff should watch. All medical information will be provided to necessary staff members.

## PARTIES

Classes may have seasonal or curriculum-related parties during the year. Students must follow all expectations and rules established by the teacher or other relevant staff during the party. Invitations for private parties and non-school-sponsored events may not be distributed in the classroom.

## PROTECTION OF PUPIL RIGHTS

The District respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy as required by law. The policy is available on the District's website or upon request from the District's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the Superintendent. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the Superintendent. A copy of the District's annual notice to parents regarding the Protection of Pupil Rights Amendment is attached as Appendix C.

## PUBLIC DISPLAY OF AFFECTION

Students may not engage in public display of affection that are disruptive to the school environment or distracting to others.

## RIGHTS OF CUSTODIAL AND NON-CUSTODIAL PARENTS

Unless a parent has provided the building principal or designee with a court order that provides otherwise, District personnel will treat each parent, regardless of custody or visitation rights, the same as to accessing student records, meeting and conferring with District personnel, visiting a child at school, and transporting a child to or from school. District personnel are not responsible for enforcing visitation or parenting time orders.

Parents, regardless of custodial status, will be provided information about conference times so both parents may attend a single conference. The District is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff may terminate a conference and reschedule it with appropriate modifications or expectations.

## SEARCH AND SEIZURE

To maintain order and discipline in school and protect the safety and welfare of students and school personnel, school authorities may search a student or the student's personal effects (e.g., purse, book bag, athletic bag) as permitted by law and may seize any illegal, unauthorized, or contraband materials discovered in the search. As noted in "Locker Use," student lockers and desks are school property and remain at all times under the District's control. Student lockers and desks are subject to search at any time for any reason and without notice or consent.

School officials may use canines, metal detectors, wands, or other tools to conduct searches.

A student's failure to permit a search and seizure may be grounds for disciplinary action. A student's person and personal effects may be searched whenever a school official has reasonable suspicion to believe that the student possesses illegal or unauthorized materials. If a properly conducted search yields illegal or contraband materials, these items may be turned over to law enforcement or stored in a secure place at school until a disciplinary hearing.

## STUDENT EDUCATION RECORDS

The District may collect, retain, use, and disclose student education records consistent with state and federal law. See Policy 5309 for an overview of the District's collection, retention, use, and disclosure of student records.

Parents may inspect and review their minor child's education records, regardless of custody status, unless a court order specifies otherwise. An eligible student (i.e., a student who is 18 years or older or an emancipated minor) may also inspect and review their education records.

## RIGHT TO REQUEST AN EXPLANATION OR INTERPRETATION

A parent or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

## RIGHT TO REQUEST AMENDMENT OF EDUCATION RECORDS

A parent or eligible student may request that a student's education record be amended if the parent or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights as explained in Policy 5309.

## DIRECTORY INFORMATION

The District designates the following information as directory information:

"Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

- student names, addresses, and telephone numbers;
- photographs, including photographs and videos depicting a student's
- participation in school-related activities and classes;
- date and place of birth;
- major field of study;
- grade level;
- enrollment status (e.g., full-time or part-time);
- dates of attendance (e.g., 2013-2017);
- participation in officially recognized activities and sports;
- weight and height of athletic team members;
- degrees, honors, and awards received; and
- the most recent educational agency or institution attended.

The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

School officials may disclose “directory information” without the prior written consent of a parent or eligible student unless the parent or eligible student specifically notifies the District that the parent or eligible student does not consent to the disclosure of the student’s directory information for 1 or more of the uses for which

the District would commonly disclose the information.

A Directory Information Opt Out Form is attached to this handbook as Appendix D. This form allows the parent or eligible student to elect not to have the student’s directory information disclosed for 1 or more of the listed uses. Upon receipt of a completed Directory Information Opt Out Form, school officials may not release the student’s directory information for any of the uses selected on the form.

**Address Confidentiality Program**
The District will not disclose a student’s or parent’s phone number or address or the parent’s employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student’s parent notifies the District that the student or the student’s parent has obtained a participation card issued by the department of attorney general.

# TECHNOLOGY

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents are required to sign and return the Acceptable Use Agreement attached as **Appendix E** before they may use or access District technology resources. Students who violate the District’s Acceptable Use

Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

# TECHNOLOGY ACCEPTABLE USE POLICY

Prior to accessing Oxford School District technology, students and their parents are required to read the “Student Acceptable Use Policy Guidelines” and sign the “Student Technology Contract.” The guidelines were developed to promote the appropriate educational use of the technology that your tax dollars have so generously provided. Equally important are the student’s safety and well-being.

MISUSE OF TECHNOLOGY

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**Definition:**

- Using one’s own or another individual’s password to access unauthorized computer files.
- Careless, deliberate or intentional misuse of technology to damage equipment and computer files.
- Waste of supplies and paper.
- Willful or intentional damage to the computer network, equipment or furniture.

**Action to be Taken:**
Restitution, suspension, loss of privilege to access the computer network and equipment up through expulsion. Law enforcement authorities may be notified.

Use of the District’s Technology Resources, including access to the Internet, is a privilege, not a right. This policy shall apply to all students, teachers, administrators, and users of the Technology Resources who have access privileges through association with the District. Use of the Technology Resources entails responsibility and termination of this privilege, as well as other disciplinary or legal action, may result if this policy is violated or if another improper use is discovered.

It is the sole intent of the District that the Technology Resources will be used in compliance with the District’s curriculum, the students’ career development, and appropriate self-discovery. The District has not established Technology Resources as a public forum, either full or limited.

System security shall be protected through the use of passwords. Each user is responsible for maintaining the privacy of his or her password to avoid unauthorized access and/or inappropriate use. To protect the integrity of the system, the following guidelines shall be followed:

- Users shall not reveal their passwords to another individual.
- Users are not to use a computer that has been logged in under another user's name.
- Users shall immediately notify the District if a security problem is suspected or identified.

The District's Technology Resources shall only be used to access information related to the District's curriculum. The District's curriculum shall include, by way of demonstration and not limitation, a student's course work, a teacher's instructional program, and an administrator's duties. The use of all technology is for educational purposes only.

For the complete copy of the Oxford Community Schools' Acceptable Use Agreement Policy 5208, please link to http://oxfordschools.org/

## USE OF CELLPHONES & PERSONAL DEVICES AT SCHOOL

OHS Student Cell Phone Classroom Procedures

To maintain a focused and engaging learning environment, the following procedures will be implemented:

1. Collection Process: At the start of each class, students will place their cell phones into an area in the classroom designated by the classroom teacher for the duration of class.
2. Accessibility in Emergencies: In case of an emergency, students will be granted permission to access their cell phones.
3. Device Settings: Students are required to silence or turn off their phones before placing them in the designated area.

Please note, students will have access to their cell phone during classroom transitions and lunch time.

Enforcement and Consequences

To ensure compliance with these expectations, the following steps will be taken if a student is either found with a cell phone after class has started or using a cell phone during class:

1. 1st Occurrence:
    - Incident logged in PowerSchool by teacher
    - Parent/guardian contacted by teacher via email
    - Incident logs in PowerSchool are monitored by OHS Administration
2. 2nd Occurrence:
    - Incident logged in PowerSchool by teacher
    - Parent/guardian contacted by teacher via email
    - Referral to the Dean of Students
        i. Potential Course Consequences
            1. Parent Communication from Administration
            2. Restorative Practices
            3. Prevention Program for violation
3. 3rd Occurence:
    - Incident logged in PowerSchool
    - Parent/guardian contacted
    - Referral to the Dean of Students, resulting in detention or further consequences such as suspension

Classroom Assessment Expectations

On assessment days, any student caught with a communication device (cell phone, air pods, smart watches) will receive an automatic zero. Student will then be given consequences that follow the OHS Academic Integrity Policy.

Earbuds/Smart Watches Expectations

The use of earbuds & smart watches are restricted unless explicitly permitted by the teacher. Students must ensure that earbuds remain out of their ears and smart watches remain out of sight during class to prevent any potential distraction. Both of these items should remain in the student's backpack.

By adhering to this expectation, we aim to create a more productive and immersive educational experience for all students at Oxford High School. We appreciate the cooperation of students, parents, and staff in upholding these guidelines.

Policy 5209:

- Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.
- Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

Taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transferor otherwise (including via cell phone or other electronic device), may constitute a crime under state or federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, may be subject to discipline pursuant to this Policy and the student code of conduct. A student engaged in any of these activities
outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.

The Superintendent, building principals, and teachers are authorized to develop building-level and classroom rules for students' use of cell phones and other electronic devices. A student who violates the rules or this Policy are subject to corrective or disciplinary action, consistent with Policy and the student code of conduct. School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates this Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent/guardian to discuss the rule violation before returning the cell phone or electronic device. Legal authority: MCL 380.1303(2)

## THREAT ASSESSMENT RESPONSE

The Board of Education is committed to providing a safe environment for all members of the school community. Our commitment to security includes creating and maintaining a safe school climate and supportive culture as a foundation for preventing violence and mitigating risk.

Students are encouraged to report any threat immediately. Threats may be reported to any District employee

in-person, by e-mail, or by telephone. Students may also report threats through the OK2SAY program.

The District's Threat Assessment and Response is found in Policy 5714.01.

## OK2SAY AND STUDENT REPORTING

We strongly encourage our students to download the OK2SAY app on their phones. OK2SAY is the student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. It uses a comprehensive communication system to facilitate tip sharing among students, parents, school personnel, community mental health service programs, the Michigan Department of Health and Human Services, and law enforcement officials about harmful behaviors that threaten to disrupt the learning environment. We also encourage our students to help keep OHS safe by reporting any concerns to our staff about other individuals or situations that make them feel unsafe or

draw concerns. We also encourage our students to report any individuals or situations to OHS staff regarding bullying, harassment or mental health concerns of others or themselves.

## TRANSPORTATION SERVICES

**School Vehicle Rules**

Riding in school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must comply with the Student Code of Conduct while in school vehicles.

When in school vehicles, the following rules apply:

1. Students must promptly comply with any directive given by the driver.
2. Students must wait in a safe place for the vehicle to arrive, clear of traffic and away from where the vehicle stops.
3. Students may not fight or engage in bullying, harassment, or horseplay while riding or waiting for school vehicles.
4. Students must enter the vehicle without crowding or disturbing others and go directly to a seat.
5. Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6. Students may not throw or pass objects on, from, or into vehicles.
7. Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8. Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9. Students may converse in ordinary tones and volumes but may not be loud or boisterous and should avoid talking to the driver while the vehicle is moving. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
10. Students may not open windows without the driver's permission. Students may not dangle body parts or other items (e.g., legs, arms, backpacks) out of the windows.
11. Students must secure any item(s) that could break or cause injury if tossed about the inside of the vehicle if the vehicle were involved in an accident.
12. Students must respect the rights and safety of others at all times.
13. Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14. Students may not vandalize or intentionally cause damage to the vehicle.
15. Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the Director of Transportation.

Video cameras may be placed on vehicles and buses to monitor student behavior on the vehicle/bus. Exceptions or modifications to these rules may be made as necessary to accommodate a student with a disability.

**School Vehicle Misconduct Consequences**

Students who violate the school vehicle rules will be referred to the Dean of Student for discipline. Disciplinary consequences may include parent notification, suspension of vehicle/bus riding privileges, exclusion from extracurricular activities, in-school suspension, and suspension or expulsion.

These consequences are not progressive and school officials have discretion to impose any listed

consequence they deem appropriate in accordance with state and federal law and board policy.

Records of vehicle misconduct will be forwarded to the appropriate building's Dean of Students and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be reported to law enforcement.

## VIDEO SURVEILLANCE AND PHOTOGRAPHS

The District may monitor any District building, facility, property, bus, or vehicle with video recording equipment other than areas where a person has a legally recognized and reasonable expectation of privacy (e.g., restrooms and locker rooms). Except in those school areas, a person has no expectation of privacy.

The District may use video recordings for any lawful purpose, including student discipline, assisting law enforcement, or investigations.

Students may not make recordings: on school property; when on a vehicle owned, leased, or contracted by the District; or at a school-sponsored activity or athletic event unless otherwise authorized by Policies 5210 or 5805, applicable law, or a District employee.

## WITHDRAWAL FROM SCHOOL

No student under the age of 18 will be allowed to withdraw from school without the written consent of his/her parents. The student must complete the proper forms, return all school textbooks and materials, and pay any fee or fines that are due before being allowed to withdraw.

Students who are transferring from the District must submit written notice to the building principal at least one (1) week before the withdrawal.

# SECTION II: ACADEMICS

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

To encourage students and parents to stay apprised of student academic information, grades, attendance, and other information can be accessed via PowerSchool and Schoology (student portal).

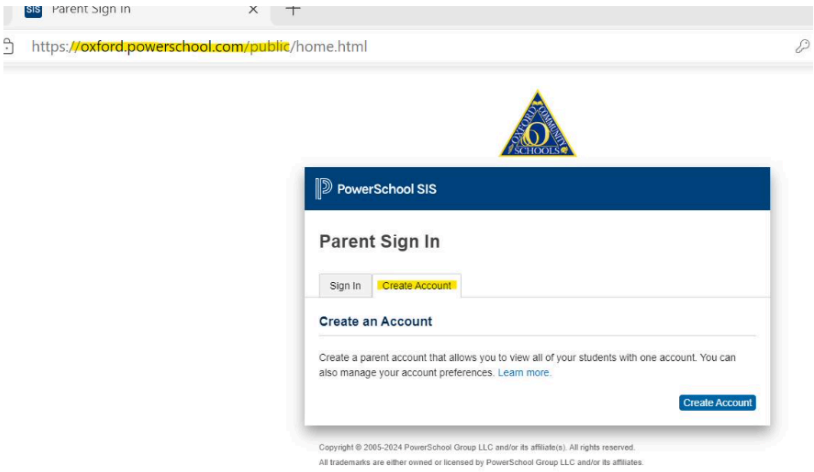
# ACCESSING POWERSCHOOL'S PARENT PORTAL

To access the PowerSchool Portal, Parents must have an account that is linked to their child.

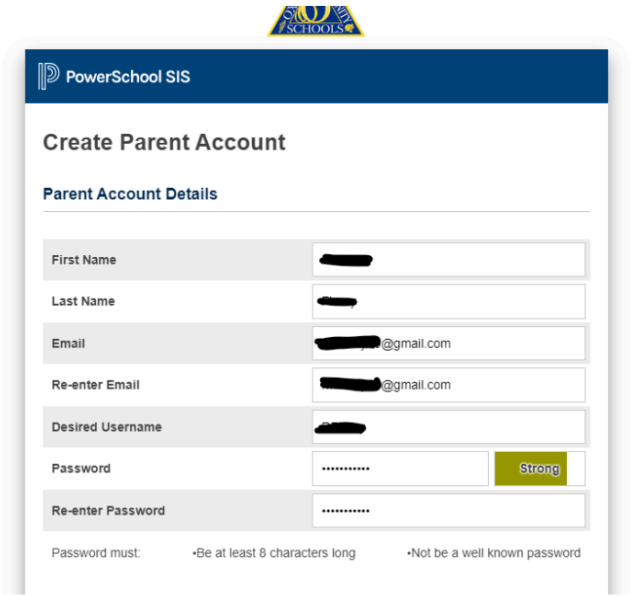
- If you already have an account, you may need to reset your password.
- If you do not have an account, please follow the steps outlined in the graphics below.

## HOW TO CREATE YOUR NEW POWERSCHOOL PARENT PORTAL ACCOUNT

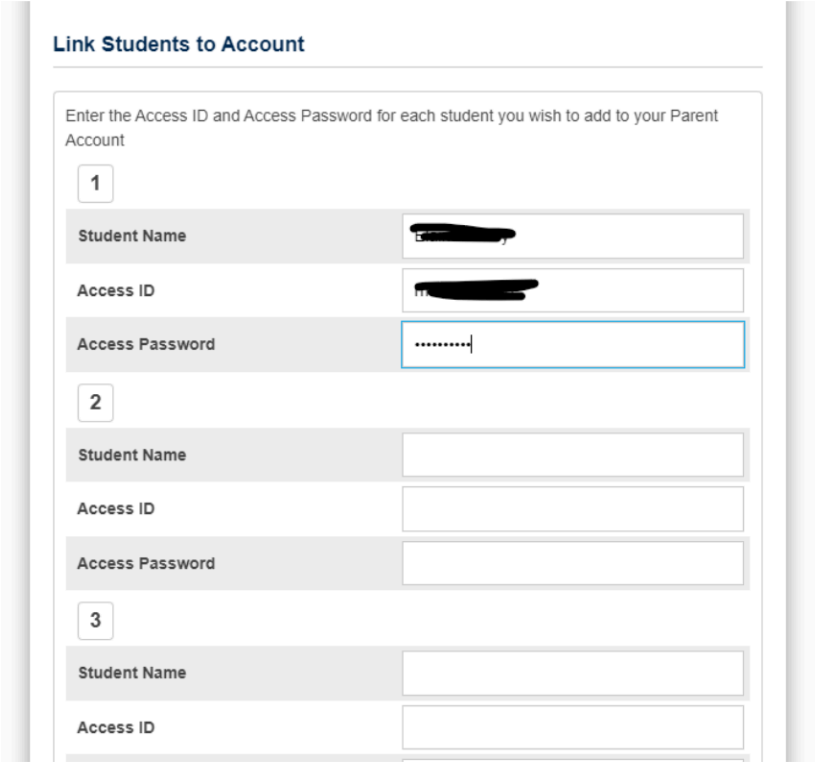
1. **Go to the url: oxford.powerschool.com/public**
2. **Select the Create Account tab.**



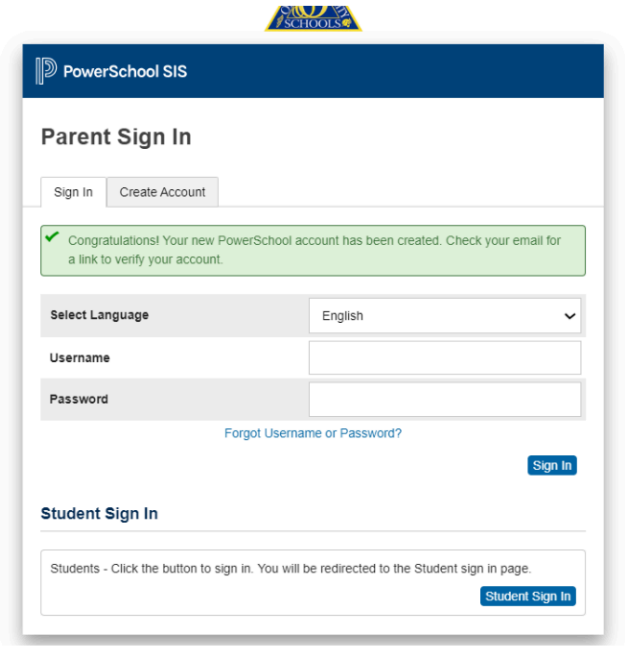

3. **Enter your Parent Account Details: First Name, Last Name, Email, Username and Password.**



4. **Next use the credentials provided in your confirmation email to add your student(s) to your parent portal account. Copy and paste your student(s) AccessID: and Access Password credentials directly into these fields.**




5. **Confirmation of Parent PowerSchool account and check email to verify account.**



# ACCESSING SCHOOLOGY

1. To access the Schoology Student Portal, students should login to the computer and go directly to "Class Link"
2. Select the "Schoology" link
3. Login to Schoogy using the student's school/Google credentials

# ACADEMIC HONORS

Honor Roll Students who received a semester grade point average of 3.0 or higher have earned a place on the Honor Roll. Undergraduate Honors Sophomores, Juniors, and Seniors will be recognized for their previous school year accomplishments at an Awards program each September. The following GPA averages will be used to determine academic honors awarded each September.

| **Sophomores** | **Juniors** | **Seniors** |
|---|---|---|
| Cumulative GPA:<br>3.3-3.49 receive Certificate<br>3.5-4.00 receive Pin | Cumulative GPA:<br>3.3-3.49 receive Certificate<br>3.5-4.00 receive Academic Letter | Cumulative GPA:<br>3.3-3.49 receive Certificate<br>3.5-4.00 receive Pin or Academic Letter |

## Recognition at Senior Awards Night:

- Graduation Graduating Seniors with a 3.3 or higher will be invited to Senior Awards night and presented with the following:

| **Cords** | **Medals** |
|---|---|
| Determined by cumulative GPA<br>• ≥3.85 Summa Cum Laude – Gold Cords<br>• 3.70-3.849 Magna Cum Laude – Silver Cords<br>• 3.50-3.699 Cum Laude – White Cords | Determined by Scholar Rank<br>• Top Scholar – Recognition of the top 25 students based on cumulative GPA and SAT scare (Scholar Rank)<br>• Salutatorian<br>•Valedictorian |
| **Stoles**<br>• IB Full Diploma Candidates<br>• OSEC Candidates | **Departmental Awards**<br>Recognition for students who have achieved academic success in a specific field of study. |

## Graduating Seniors - Scholar Rank:

The mechanism used to calculate Top Scholar class standing is based upon a 100* point system, with a score of 100 representing a 4.0 GPA and a perfect 1600 on the SAT. Weighting factors will be calculated within a student's GPA, which adds 0.5 to a student's grade point in specified AP and IB courses. Once the SAT scores are recorded, it will then factor into a student's scholar ranking with the student's GPA representing 80% and the SAT representing 20% of the scholar ranking score.

# INTERNATIONAL BACCALAUREATE - DIPLOMA PROGRAMME

The IB Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. By providing the internationally recognized IB DP pathway, OCS prepares students to thrive in the world that awaits them after graduation and greatly enhances their ability to be accepted into the college or university of their choosing.

The purpose of the IB Diploma Programme is to develop the whole child and prepare them for success in the next level of their education. The IB DP program is universally recognized by universities as one of the most challenging and academically rigorous programs in the world. Due to this established rigor, IB DP students are highly valued by elite universities as evidenced by both increased admittance rates and awarding of credits prior to post-secondary enrollment. Graduates of the IB DP are not only prepared to succeed academically, they are also ready to contribute significantly to the culture and capacity of the community they will enter after high school.

The end result of the IB Diploma Programme is to provide students with two diplomas, one from Oxford Community Schools and one from The International Baccalaureate Organization. Even if students do not earn their IB Diploma, they are still excellently prepared for success in college. The Diploma Programme's rigor and required modes of thinking prepares students for success at high level universities world-wide.

IB DP Student Profile – Who should be DP

- Well rounded
- Inquisitive
- Open minded
- Strong work ethic
- Organizational skills
- Desire to question and learn
- Adaptable
- Perseverance

# STUDENT PROFILE

Oxford learners strive to be:

| | |
|---|---|
| Inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| Thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned ethical decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |

| | |
|---|---|
| Principled | They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them. |
| Open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experiences. |
| Caring | They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment. |
| Risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs. |
| Balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| Reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

## OXFORD BRIDGES HIGH SCHOOL

At OHS, our goal is to optimize student success toward achieving graduation and in meeting students' academic goals. That said, some students are given an opportunity to attend our alternative high school, Oxford Bridges High School (OBHS). Oxford Bridges is a program designed specifically to assist students who are challenged in a traditional high school. It is made up of a smaller population which allows for more individualized instruction, intervention and assistance. With reduced credit requirements, and smaller student population, students have the opportunity to graduate in a timely manner. Students still earn a high school diploma from Oxford Community Schools, and are still in a position to further their education through college and/or trade school if that is the goal.

Due to a limited number of student spaces available, being accepted to Oxford Bridges High School is a privilege. Ultimately, if a student has failed or is failing too many courses to recover by the graduation deadline, they will be considered for enrollment in Bridges High School beginning in the next school term. Because spaces are limited, only a number of students will be accepted in the Bridges program. Acceptance in this program is based on several factors including but not limited to, credit deficiency and potential ability to recover the credits lost.

## COMMENCEMENT

The District may conduct a commencement ceremony for eligible students at the end of the school year. Participation in the ceremony is a privilege, not a right. Students may be prohibited from participating in the ceremony as a consequence for misconduct. A student's disqualification from participating in the commencement ceremony does not impact the issuance of a diploma to the student, provided that all graduation requirements have been satisfied.

The commencement ceremony for the **class of 2025** will be held at Pine Knob on May 15,, 2025. Tickets will be available for students to reserve in late April / early May.

# COURSE PLANNING

Beginning in January and continuing until March, counselors schedule class meetings to help students plan their schedules for the following school year. All students should consider their options for taking the required courses for graduation requirements and making elective choices to meet individual interests and need.

After this information session, students take home their registration forms so that parents may review their child's planned schedule. Together, parents and students should access the on-line course catalog and complete course selection sheet to pre-register for the appropriate classes.

It is important that students, aided by their parents, choose carefully. Course offerings and staffing are based upon the requests made by students. IB, AP, and Honors Commitment forms must be signed by the student and a parent/guardian in order to be placed in such a class.

The OHS Course Catalog is available via this website:
https://cdnsm5-ss8.sharpschool.com/UserFiles/Servers/Server_734760/Image/Academics/Counseling/4_12_2023%20OHS%202023-2024%20Course%20Catalog.pdf

# CREDITS AND GRADUATION REQUIREMENTS

At Oxford High School, students have four (4) years to complete their Educational Development Plan, Personal Inquiry Project (beginning with the Class of 2027), and the following graduation requirements:

| **Graduation Requirements**<br>Twenty-six (26) credits are required for graduation. | Credit |
|---|---|
| Physical Education | 0.5 |
| Health | 0.5 |
| Language Arts / Language A | 4 |
| Mathematics | 4 |
| Science | 3 |
| Social Studies/Humanities | 3 |
| Technology | 0.5 |
| Visual and Performing Arts | 1 |
| World Language (2 years while in High School) | 2 |
| Remaining Electives | 7.5 |
| **Total** | **26** |

**Physical Education: ½ Credit**
**Health: ½ Credit**

**Language Arts: 4 Credits**
- Language Arts 9 (1 credit)
- Language Arts 10 (1 credit)
- Language Arts 11 (1 credit)
- Language Arts 12 (1 credit)

**Mathematics: 4 Credits**
- Algebra I (1 credit)
- Geometry (1 credit)
- Algebra II (1 credit)
- 1 Credit during Senior Year

**Science: 3 Credits**
(Optional Paths)
Biology (1 credit),
Chemistry (1 credit) **and**
Physicals Science (1 credit)

**OR**

Biology (1 credit)
Chemistry (1 credit),
Physical Science P (1/2 credit)
Chemistry (1 credit) **and**
Science Elective (½ credit)

**OR**

Biology (1 credit),
Physical Science C (1 credit)
Physics (1 credit)
Science Elective (1/2 credit)

**Social Studies: 3 Credits**
- US History & Geography (1 credit)
- Economics (½ credit)
- US Civics (½ credit)
- World History & Geography (1 credit)

**Technology: ½ Credit**

**Visual/Performing Arts: 1 Credit**

**World Language: 2 Credits**
- Must be a continuation of the student's Middle School World Language, and at least 2 credits must be taken at the High School while in grades 9 and 10.

## STANDARDIZED TESTING

| Test | Grade | Notes |
|---|---|---|
| SAT & Workkeys | 11th (required) | To locate additional test sites and see additional testing dates, locations visit the SAT website at https://collegereadiness.collegeboard.org/sat |
| MSTEP | 11th (required) | The 11th grade MStep involves two (2) days of on-line testing in the areas of Science and Social Studies |
| PSAT | 9th & 10th | 9th and 10th grade students will be taking the Preliminary SAT in preparation for the SAT |
| PSAT/NMSQT | *11th Optional* | *Register in OHS Counseling Office before deadline posted in the school year*<br>*Check payable to Oxford Schools $20* |
| ACT | *11th Optional* | *To view test dates, locations and*<br>*register for the ACT, go to www.actstudent.org* |

The successful completion of all state-mandated tests is a requirement for graduation. All tests will be given at Oxford High School, except those in italics.

## DUAL ENROLLMENT

Students in grades 9 and above may be eligible to dually enroll in college classes to obtain high school and college credit. Please contact your assigned counselor for information about enrollment eligibility, charges paid by the District, eligible institutions, and other matters related to dual enrollment.

By March 1 of each year, the District will provide general information to all students in grades 8 or above about postsecondary enrollment options. In addition, the District will provide detailed information to all high-school students about postsecondary enrollment options. That information will include all of the following:

- enrollment eligibility;
- the institutions and types of courses in which students may enroll;
- the District's decision-making process for granting academic credits;
- an explanation of the costs that the District will pay and financial arrangements for paying costs not paid by the District;
- an explanation that the District will pay the eligible postsecondary institution directly upon being billed by the postsecondary institution for those charges that are the District's responsibility and that the student will be responsible for additional costs not paid by the District;
- available support services provided by the District;
- the need to arrange an appropriate schedule;
- consequences to the student for failing or not completing an eligible course, including the possibility of being required to repay the District for money paid by the District on the student's behalf to the postsecondary institution;
- the effect of enrolling in an eligible postsecondary course on the eligible student's ability to complete the required high-school graduation requirements; and
- the academic and social responsibilities that must be assumed by the eligible student and his or her parent.

The District will, to the extent possible, offer counseling services to a student and his or her parent before the student enrolls in an eligible postsecondary course to ensure that the student and his or her parents are fully aware of the benefits, risks, and possible consequences of enrolling in an eligible course. The District will also encourage eligible students and their parents to use available counseling services from the postsecondary institution.

The spirit of Postsecondary Options, or "dual enrollment" is that it is an extension of the high school's curriculum, not a lateral supplement. Every effort will be made to fill a student's schedule with appropriate courses from the Oxford High School curriculum before considering other postsecondary options.

To qualify, all the following conditions must be met:

1. Students in grades 9 through 12 must have qualifying scores on the following tests: PSAT, PLAN, ACT or other to be determined college placement assessments. See your counselor for your scores.
2. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
3. The college courses must not be offered by the district. An exception to this could occur if the Board of Education determines that a scheduling conflict exists, which is beyond the student's control.
4. The college courses cannot be a hobby, craft, or recreation courses; nor can they be courses in physical education, theology, divinity, or religious education.
5. Students are responsible for applying to the postsecondary institution. Acceptance is not guaranteed. Proof of registration in college courses must be provided to the high school counselor before the first day of high school classes each semester. Otherwise, the student will be enrolled in 7 courses at the high school, and the district will not pay any college tuition or fees for that semester.

**Please Note:**

- Students can earn both college and high school credit.
- Request deadlines: June 1st (for fall semester courses); November 1st (for winter semester).
- Districts are required to pay the lesser of (a) the actual tuition charge, mandatory course fees, materials fees, and registration fees; or (b) the portion of the student's foundation grant
- allowance, adjusted to the proportion of the school year they attend the post-secondary institution.
- Dual enrollment classes do not qualify for GPA added value points.

## EDUCATIONAL DEVELOPMENT PLAN REQUIREMENTS

All students are required to have an EDP which will be updated annually. In addition to creating and maintaining the EDP with their counselors, students are encouraged to work with their parents to design a four-year planned program for grades 9-12. More information available in Section 3: Advisory.

## EARNING CREDITS & ACADEMIC OPPORTUNITIES

Credit is awarded in units of ½ for the successful completion of a semester course. An exception is that some vocational, technical and cooperative courses are multiple period courses, and students receive credit corresponding to the amount of time spent in class or on the job.

Students must be enrolled full time unless approved for a reduced schedule through an Individual Education Plan (IEP).

The following course offerings are limited electives: Independent Study, Physical Education, Work based Learning, Transition (when scheduled during school time), Technical Block Class, and/or any Oakland Schools Technical Center Program. Only one section of each of these limited electives may be taken during a given semester. Only two sections of any combination of these course offerings may be taken during any given semester.

**Oakland Schools Technical Centers (OSTC)**

OSTC offers career preparation programs for 11th and 12th-grade students in three-hour blocks of intensive, hands-on technical-vocational curriculum. Students attend half-day at OSTC and half-day at OHS. Applications

will be due in the spring of the 10th-grade year.

**On-Line Learning**

Students eligible for this option may enroll in online courses in place of their seated courses. The deadline to submit a request is the same day for other course requests for the following school year and requires pre-approval by the Principal.

**Pass/Fail**

A pass/fail option is available to juniors and seniors only and is limited to a maximum of one credit. It must be approved by the administrator, instructor, parent/guardian and counselor before the fifth week of class. Some colleges may not accept pass/fail credit. If a student fails the class an "E" will appear on the transcript.

**Work-Based Learning**

Students gain competitive occupational skills based on business and industry standards through carefully supervised work-based learning. This program combines study in school with a part-time job that the student has already secured prior to enrollment in the program. Students may earn up to 2 credits.

**Middle School Credits**

Credit will be granted toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided s/he completes the same content requirements as the high school subject area, and the student has demonstrated proficiency as defined as earning a 78% or better for the course, including the final exam grade. Any student who earns high school

credit in middle school will have the credit and grade earned posted to their high school transcript. However, the grade earned will not be factored into GPA or ranking formula. An explanation of the policy will be noted on the student's transcript.

**Test Out**

Credit will be granted toward high school graduation for any student not enrolled in the course but who has exhibited a reasonable level of knowledge of the subject-matter of the course and has tested out by achieving a seventy-eight percent (78%) or better on a final cumulative exam for the course, or if there is no final exam, through basic assessment used for the course, which may consist of a portfolio, paper, project, presentation, or other established means. The course will appear on the student's transcript with a "TO" designation for "Tested Out". The class will not factor into the student's GPA or Scholar Ranking formula. Please note, the school does not provide textbooks for students wishing to "Test Out". Students are allowed to attempt testing out twice before a "failure" is denoted on their transcript for a particular course.

# GRADES AND GRADING SCALE

Report cards will be issued at least once each semester. Grades are calculated using the following grading scale:

| GRADE | GPA PT | PERCENT |
|---|---|---|
| A | 4.0 | 93-100 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| Credit/No Credit 78 | | |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.0 | 66-69 |
| D | .7 | 65-66 |

# HOMEWORK

Each teacher sets the "ground rules" regarding how students are evaluated. Each teacher will distribute a course syllabus indicating grading expectations and classroom policies during the first week of class.

Classroom teachers may assign homework. Each student is expected to spend time preparing for classes outside of school hours. The amount of time that is needed will depend upon each student and each class.

When parents or students have questions about grading, **it is best practice to discuss the questions with the teacher directly.**

# PERSONAL CURRICULUM

For some students, it may be appropriate to modify the Michigan Merit Curriculum through implementation of a personal curriculum. All students who have completed 9th grade are entitled to a personal curriculum, and the District will implement a personal curriculum for a student if requested by a parent or by the student if the student is age 18 or older. A parent of a student with a disability under the Individuals with Disabilities Education Act may request a personal curriculum before the student has completed grade 9. Any modification to the Michigan Merit Curriculum must be consistent with Michigan law and must incorporate as much of the Michigan Merit Curriculum content standards as practicable for the student. The District retains discretion to determine what modifications to the Michigan Merit Curriculum are appropriate for a particular student through a personal curriculum. A student who successfully completes an approved personal curriculum will earn a regular high school diploma.

To request a personal curriculum, please contact your child's counselor to initiate the process.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy 5409.01.

# PLACEMENT

The District has the sole discretion to make promotion, retention, and placement decisions for its students, consistent with state and federal law. The District may consider parent requests that a student be placed in a particular classroom, building, educational program, or grade. The District's placement decision is final.

## SCHOLARSHIP OPPORTUNITIES

College-related and Financial Aid and Scholarship information can be found at www.oxfordschools.org, though the OHS counseling link. and Naviance. Also, visit www.fastweb.com, where you can connect with an extensive database of scholarship opportunities. Any questions concerning this information, please contact your counselor.

## STUDENTS WITH DISABILITIES

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and

federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A student can access special education services through the proper evaluation and placement procedure.

Parent involvement in this procedure is required. More importantly, the School wants the parents to be an active participant. A parent who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact:

| | |
|---|---|
| Pam Biehl<br>Director of Special Education<br>pamela.biehl@oxfordschools.org | Kevin Nelms<br>504 Coordinator<br>kevin.nelms@oxfordschools.org |

## TEST OUT

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5409.01 and make arrangements with their assigned counselor.

Credit will be granted toward high school graduation for any student not enrolled in the course but who has exhibited a reasonable level of knowledge of the subject-matter of the course and has tested out by achieving a seventy-eight percent (78%) or better on a final cumulative exam for the course, or if there is no final exam, through basic assessment used for the course, which may consist of a portfolio, paper, project, presentation, or other established means. The course will appear on the student's transcript with a "TO" designation for "Tested Out". The class will not factor into the student's GPA or Scholar Ranking formula. Please note, the school does not provide textbooks for students wishing to "Test Out". Students are allowed to attempt testing out twice before a "failure" is denoted on their transcript for a particular course.

## WORK PERMITS

Work permits are mandatory for youths under the age of 18 and are required by law for the protection of the student worker. Employers are limited to the types of work a student can perform safely and are limited to the number of hours a student can work each week, as well as how late a student can work. The hours vary with a student's age and are explained on the application form. Work permits can be obtained in the Main Office.

# SECTION III: ADVISORY

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

# EDUCATIONAL DEVELOPMENT PLAN / CAREER FOCUSED EDUCATION (EDP/CFE)

An EDP is an individualized approach to learning that documents an ongoing process in which a learner identifies both career goals and a plan of action to achieve them. It is a combination of tools and coursework that help students understand and appreciate their strengths and interests. The EDP does not take the place of either an Individualized Education Program (IEP) or a Personal Curriculum (PC).

Oxford High School utilizes Xello to meet our Michigan and federal requirements for college and career readiness. Xello ia an engaging program that accurately tracks student EDP progress and completion rates.

## Essential Components Of Xello:

**Assessments that Build Self-Knowledge**

- Students complete interactive career, personality, and learning style assessments to help them better understand their unique interests, skills, and strengths. Each engaging assessment encourages reflection, helping students connect who they are with relevant career options.

**Personalized Student Portfolios**

- Students personalize their Xello experience by creating a shareable, online portfolio that showcases their interests, skills, and abilities. Profiles are easily updated as students gain new experiences, reflecting who they are every step of the way.

**Career & College Profiles**

- Students explore hundreds of career and college options that align with their assessment results. Engaging content written at a grade 6 level, rich photography, and real-world interviews provide an authentic glimpse into their future and the critical knowledge to make informed decisions and plans

**Interactive Planning**

- Students translate their newfound knowledge into an actionable roadmap by piecing together their saved career and academic options to create a personalized plan. Plus, with integrated course planning, they'll have a clear path to their future goals.

**Employability Skill Building**

- With integrated lessons, students build essential skills and knowledge that can help them succeed in the real world. Personalized based on their work in Xello, lessons give students the chance to reflect, reassess, and build communication, problem solving, and teamwork skills to ensure smooth transitions between critical life stages.

# SOCIAL EMOTIONAL LEARNING (SEL)

Designed to be delivered in our advisory,  the instructional work of the OHS SEL team strengthens academic learning while fostering qualities such as empathy, self-awareness, and respect. By teaching brief lessons over the course of the school year, we can empower their students to build healthy relationships, manage strong emotions, and make caring, responsible decisions.

## Sel Instructional Focus:

**Self-Awareness** (Taught through EDP/CFE & PIP lessons)

- Noticing our thoughts, feelings, and urges to act

**Self-Management** (Taught through EDP/CFE & PIP lessons)

- Using skills to manage our thoughts, feelings, and behaviors in ways that are helpful in both the short- and long-term

**Social Awareness** (Taught through TRAILS curriculum & PIP lessons)

- Understanding the thoughts and feelings of others, and responding to them with empathy and respect

**Relationship Skills** (Taught through TRAILS curriculum & PIP lessons)

- Initiating, defining, and maintaining healthy relationships with others

**Responsible Decision-Making** (Taught through TRAILS curriculum & PIP lessons)

- Approaching problems and decisions systematically, using our values and goals as a guid

ADVISORY LESSON SCOPE & SEQUENCE:

Draft Copy of the Advisory Schedule for the **2025-26 School Year**

| Date | 9th | 10th | 11th | 12th |
|---|---|---|---|---|
| 8/22 | Welcome Back | Welcome Back | Welcome Back | Welcome Back |
| 8/23 | Class Meeting | Welcome Back | Welcome Back | Welcome Back |
| 9/10 | PBIS Charter | Charter & PIP | PBIS Charter | PBIS Charter |
| 9/17 | Tech Check | PIP | Tech Check | Tech Check |
| 9/24 | EDP/CFE | EDP/CFE | EDP/CFE | Class Meeting |
| 10/1 | Kindness | Kindness | Kindness | Kindness |
| 10/2 | EDP/CFE | EDP/CFE | EDP/CFE | EDP/CFE |
| 10/15 | EDP/CFE | EDP/CFE | EDP/CFE | EDP/CFE |
| 10/22 | EDP/CFE | EDP/CFE | EDP/CFE | EDP/CFE |
| 10/29 | EDP/Grade Check | PIP/Grade Check | EDP/Grade Check | EDP/CFE |
| 11/5 | EDP/CFE | PIP | TRAILS U4-L17 | TRAILS U5-L22 |
| 11/12 | Trusted Adult | Trusted Adult | Trusted Adult | Trusted Adult |
| 11/19 | SEL Gratitude | SEL Gratitude | SEL Gratitude | SEL Gratitude |
| 12/3 | EDP/CFE | PIP | EDP/CFE | EDP/CFE |
| 12/10 | EDP/CFE | PIP | TRAILS U4-L18 | TRAILS U5-L23 |
| 12/17 | EDP/CFE | PIP EXHIBITION | EDP/CFE | EDP/CFE |
| 1/7 | EDP/CFE | PIP | TRAILS U4-L19 | TRAILS U5-L24 |
| 1/14 | Advisory Choice | PIP | Advisory Choice | Advisory Choice |
| 1/28 | PIP | PIP | EDP/CFE | EDP/CFE |
| 2/4 | PIP | EDP/CFE/PIP | EDP/CFE | EDP/CFE |
| 2/11 | PIP/Grade Check | Erin's Law & PIP | Erin's Law | Erin's Law |
| 2/12 | OLWEUS Survey | | | |
| 2/25 | PIP | EDP/CFE | EDP/CFE | Class Meeting |
| 3/4 | PIP | Advisory Choice | Advisory Choice | Advisory Choice |
| 3/11 | PIP | Grade Check | Grade Check | EDP/CFE |
| 4/1 | PIP | TRAILS U3-L13 | TRAILS U4-L20 | TRAILS U5-L25 |
| 4/22 | PIP | EDP/CFE | EDP/CFE | Class Meeting |
| 5/6 | PIP/Grade Check | TRAILS U3-L14 | TRAILS U4-L21 | |
| 5/13 | PIP | CCR | CCR | |
| 5/20 | PIP | TRAILS U3-L15 | CCR | |
| 5/27 | Advisory Choice | 10.5 | Advisory Choice | |

# SECTION IV:

# STUDENT CLUBS, ACTIVITIES & ATHLETICS

At OHS, we want to feel:

**C**onfident

**A**ccepted

**T**hankful

**S**afe

Visit our website
**www.oxfordschools.org**

At OHS, we offer approximately 30 clubs/activities and 27 different athletic opportunities. Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

## EXTRACURRICULAR ACTIVITIES

Participation in extracurricular activities is a privilege, not a right. Students are encouraged to participate in extracurricular activities. Participation is open to students who meet the eligibility requirements established by the District and any applicable governing body.

The District has exclusive control over extracurricular activities including, but not limited to, formation, naming, structure, operation, financing, and discontinuance.

A student's failure to comply with Policy, the Student Code of Conduct, or any other applicable rules or behavioral expectations while participating in or attending a student club, activity, or athletic competition, meeting, event, or practice, may result in disciplinary action.

Student athletes are also subject to the Athletic Code of Conduct and any applicable team rules.

For more information, see Policy 5507.

## STUDENT INITIATED NON-CURRICULAR CLUBS

Students may voluntarily form clubs that are not directly related to the school curriculum. Membership in a student-initiated, non-curricular club must be open to all interested and eligible District students, and the club may not refuse membership to a student based on any protected classification under state or federal law.

For more information about student-initiated non-curricular clubs, including how to form a club, see Policy 5510.

## DISTRIBUTION OF LITERATURE

The school district has a responsibility to maintain the integrity of the educational environment of its schools. Due to this responsibility, students must obtain permission from high school administration before disseminating literature on school grounds.

Literature includes pamphlets, books, flyers, posters, etc. Only literature that pertains to school clubs, events, and other school-sanctioned activities and educational opportunities will be allowed to be posted after approval by administration.

## TRANSPORTATION TO / FROM ACTIVITIES

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor.

## OHS CLUBS

At OHS, we offer clubs for just about every student. Our club activities are typically held after school throughout the week. To get involved, visit our OHS Student Activities website and then click on the “Clubs & Activities List” link in the sidebar.

Typical Clubs & Activities Schedule:




## NATIONAL HONOR SOCIETY

National Honor Society recognizes students who have demonstrated academic achievement throughout their high school career. To be eligible, Juniors and Seniors that have attended Oxford High School for at least one year must have a minimum 3.4 GPA to be invited for selection. If invited, students must attend a mandatory meeting where they will be given paperwork that must be completed. From this information, the NHS faculty council makes its decision on whom to invite for induction in the chapter. The following qualities must be demonstrated and evident in the paperwork: extracurricular activities, community service, leadership training and experience along with five faculty recommendations to support the candidate’s character. Discipline is also taken into consideration. As a member of the NHS, students are expected to maintain their 3.4 GPA and perform a minimum of 20 service hours per semester as well as attend regularly scheduled meetings.

## ATHLETIC PROGRAM

Oxford High School sponsors a well-rounded interscholastic athletic program for all eligible students. Our programs over the years have been consistently successful due in part to exemplary student-athletes and excellent staff. Oxford is a member of the Oakland Activities Association (OAA) and the Michigan High School Athletic Association (MHSAA). Students are encouraged to actively participate in our athletic program. We encourage you to contact the athletics office regarding eligibility, student transfer rules, and practice/tryout dates.

## PARENT & STUDENT ATHLETIC HANDBOOK

For Oxford High School's Athletic Code of Conduct, please refer to the Parent & Student-Athlete Handbook, found on the Oxford Schools Website at http://www.oxfordstrongathletics.org/

## ATHLETIC OFFERINGS

The following sports are available to student student-athletes:

| Fall | Winter | Spring |
|---|---|---|
| Boys Cross Country (V,JV) | Boys Basketball (V,JV,9) | Baseball (V,JV,9) |
| Girls Cross Country (V,JV) | Girls Basketball (V,JV,9) | Boys Golf (V,JV) |
| Football (V,JV,9) | Boys Bowling (V,JV) | Boys Lacrosse (V,JV) |
| Girls Golf (V,JV) | Girls Bowling (V,JV) | Girls Lacrosse (V, JV) |
| Boys Soccer (V,JV) | Competitive Cheer (V,JV) | Girls Soccer (V,JV) |
| Girls Swim & Dive (V,JV) | Ice Hockey (V) | Girls Softball (V, JV,9) |
| Girls Volleyball (V,JV,9) | Boys Swim & Dive (V,JV) | Boys Track & Field (V,JV) |
| Sideline Cheerleading (V,JV) | Wrestling (V,JV) | Girls Track & Field (V,JV) |
| Boys' Tennis (V, JV) | Boys & Girls Skiing (V,JV) | Girls Tennis (V,JV) |

V: Varsity, JV: Junior Varsity, 9: Freshman

## STUDENT REQUIREMENTS FOR PARTICIPATION

Student-athletes are not eligible to participate in any sport until the following requirements have been met:

1. A current physical examination (on or after April 15 of the previous school year) completed and form turned into the athletic office.

2. All eligibility requirements have been satisfied.
3. Emergency treatment release card on file in the athletic trainer's office.
4. Transportation consent form completed and on file with the team coach.

## MEDICAL FORMS & ELIGIBILITY

- MHSAA Physical Form
- Athlete Registration Form
- MHSAA Disqualification Guide
- MHSAA Concussion Protocol
- Dual Sport Participation Form
- Playing out of Level Guidelines & Parent Consent Form

## IMPORTANT WEBSITES FOR ATHLETICS

- State Tournament information and regulations: www.mhsaa.com
- Schedules, maps, ticket Information and more at: www.oxfordstrongathletics.org
- Oakland Activities Association (OAA) Information: www.oaasports.com

# SECTION V:

# DISCIPLINE & CODE OF CONDUCT

At OHS, we want to feel:

**C**onfident

**A**ccepted

**T**hankful

**S**afe

Visit our website
**www.oxfordschools.org**

# GENERAL OVERVIEW

The District may discipline students who engage in misconduct, up to and including suspension or expulsion from school.

The District will take steps to effectively discipline students in a manner that appropriately minimizes out-of-school suspensions and expulsions. The District will comply with applicable laws related to student discipline, including the consideration of specific factors and possible use of restorative practices.

If an administrator determines that an emergency requires the immediate removal of a student from school, the administrator may contact the student's parent or local law enforcement or take other measures to have the student safely removed from school.

Students who are involved in extracurricular activities and engage in misconduct may face consequences related to the activity in addition to the consequences provided in this handbook.

The District reserves the right to refer to an appropriate non-school agency any act or conduct which may constitute a crime. The District will cooperate with those agencies in their investigations as permitted by law.

The District's rules and policies apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity or function, or whose conduct at any time or place directly interferes with the operation, discipline, or general welfare of the school, regardless of location, date, or time.

# EXPECTED BEHAVIOR

Each student shall be expected to abide by national, state and local laws, as well as the rules of the school;

- respect the civil rights of others;
- act courteously to adults and fellow students;
- be prompt to school and attentive in class;
- work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race or ethnic background;
- complete assigned tasks on time and as directed; help maintain a school environment that is safe, friendly, clean and productive; and
- act at all times in a manner that reflects pride in self, family and in the school.

# FORMS OF SCHOOL DISCIPLINE AND APPLICABLE DUE PROCESS

**After-School Detention**

Teachers and administrators may require students to stay after school to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of a detention so that parents may make transportation arrangements for the student the following day.

**Saturday School / Wake Up Wednesdays**

The building administrator may require a student to attend Saturday School or a Wake Up Wednesday. Students follow strict rules and must work on assignments the entire time, except for short breaks. Students who do not follow Saturday School / Wake Up Wednesday rules will be removed and will face further disciplinary action.

**In-School Suspension**

The building administrator may require a student to serve in-school suspension, during which students follow strict rules and must work on assignments the entire time, except for short breaks. Students not completing their In-School Suspension will face further disciplinary action.

**Snap Suspension** - Suspension from Class, Subject, or Activity by Teacher

A teacher may suspend a student from any class, subject, or activity for up to 1 full school day if the teacher has good reason to believe that the student:

- intentionally disrupted the class, subject, or activity;
- jeopardized the health or safety of any of the other participants in the class, subject, or activity; or
- was insubordinate during the class, subject, or activity.

Any teacher who suspends a student from a class, subject, or activity must immediately report the suspension and its reason to the building principal or designee. If a student is suspended from a class, subject, or activity, but will otherwise remain at school, the building principal or designee must ensure that the student is appropriately supervised during the suspension and, if the student is a student with a disability, that all procedures applicable to students with disabilities are followed.

Any teacher who suspends a student from a class, subject, or activity must, as soon as possible following the suspension, request that the student's parent attend a parent/teacher conference to discuss the suspension. The building principal or designee must attend the conference if either the teacher or the parent requests the building principal's attendance. The building principal or designee must make reasonable efforts to invite a school counselor, school psychologist, or school social worker to attend the conference.

**REMOVAL FOR 10 OR FEWER SCHOOL DAYS**

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

1. provide the student verbal notice of the offense the student is suspected to have committed, and
2. provide the student an informal opportunity to explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the student code of conduct and that suspension is the appropriate consequence. A suspension of 10 or fewer school days may be appealed in writing to the Superintendent within 2 school days of the notice of the suspension. The written appeal must include the reason(s) that the suspension is being appealed. The student will remain suspended while the appeal is decided.

**REMOVAL FOR 11-59 SCHOOL DAYS AND EXPULSION MORE THAN 60 SCHOOL DAYS**

Superintendent – Long-Term Suspensions (disciplinary removal of 11-59 school days) and Expulsions (disciplinary removal of 60 or more school days, including permanent expulsion). Before suspending a student for more than 10 school days but less than 60 school days or before expelling a student, the student is entitled to a hearing before the District's Discipline Tribunal. The building principal or designee must provide the parent or student with:

1. written notice of the offense the student is suspected to have committed;
2. an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and
3. an opportunity for a hearing before the Discipline Tribunal at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension or expulsion is not an appropriate consequence. The building principal or designee will provide the parent or student at least 3 calendar days' notice before the hearing. The parent and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Discipline Tribunal will, after hearing all evidence, make a discipline recommendation to the Superintendent. The Superintendent will review the evidence and the Discipline Tribunal's recommendation and will notify the parent or student in writing of the final decision. The Superintendent will not suspend or expel the student unless, based on the evidence presented to the Discipline Tribunal, he or she is convinced by a preponderance of the evidence that the

student committed a violation of the student code of conduct and that suspension or expulsion is the appropriate consequence. A parent or student may appeal the Superintendent's decision to the Board. The appeal must be submitted to the Board within 10 calendar days of the decision. The appeal must include the reasons that the parent or student believes that the Superintendent's decision is not justified and provide any extenuating circumstances that the parent or student wants the Board to consider. The Board will hear the appeal at its next regularly scheduled meeting, or the Board may choose to hold a special meeting to hear the appeal. The Board's decision is final. The student's suspension will run while the appeal is pending.

## STUDENT CODE OF CONDUCT

The Student Code of Conduct is meant to be a guide and is subject to the discretion of administration and the Board.

Please refer to Oxford's Student Code of Conduct for a comprehensive description of student expectations.

- NOTE: Any amendments made to the Student Code of Conduct after the 2016-17 academic year will be posted on the district website at www.oxfordschools.org.

Each student is provided access to the Oxford Community Schools Code of Conduct at the beginning of the school year or when the student enrolls at the High School. The Code of Conduct contains policies adopted by the Board of Education for the governing of student behavior and the consequences for failure to adhere to these policies. The policies found in the Code of Conduct for high school students also covers school-sponsored activities, such as extra-curricular, social and athletic functions, local and out of town. While the Code of Conduct contains many of the rules and procedures at Oxford High School, students are expected to also follow the rules and procedures established in this student handbook and the informal rules and procedures established by the staff at Oxford High School.

Administration will, as required or permitted by state law, always consider the use of restorative practices as an alternative to, or in addition to suspension or expulsion. Nothing in the following table limits the District's ability to impose more or less severe disciplinary consequences depending on the situation's unique circumstances and the following factors:

1. the student's age;
2. the student's disciplinary history;
3. whether the student has a disability;
4. the seriousness of the behavior;
5. whether the behavior posed a safety risk;
6. whether restorative practices will be used to address the behavior; and
7. whether a lesser intervention would properly address the behavior.

The District will also comply with Policy 5206.01 Section I for victims of an alleged sexual assault.

Nothing in this handbook limits the District's authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules.

# SECTION VI:

# OHS DAILY PRACTICES

At OHS, we want to feel:

**C**onfident

**A**ccepted

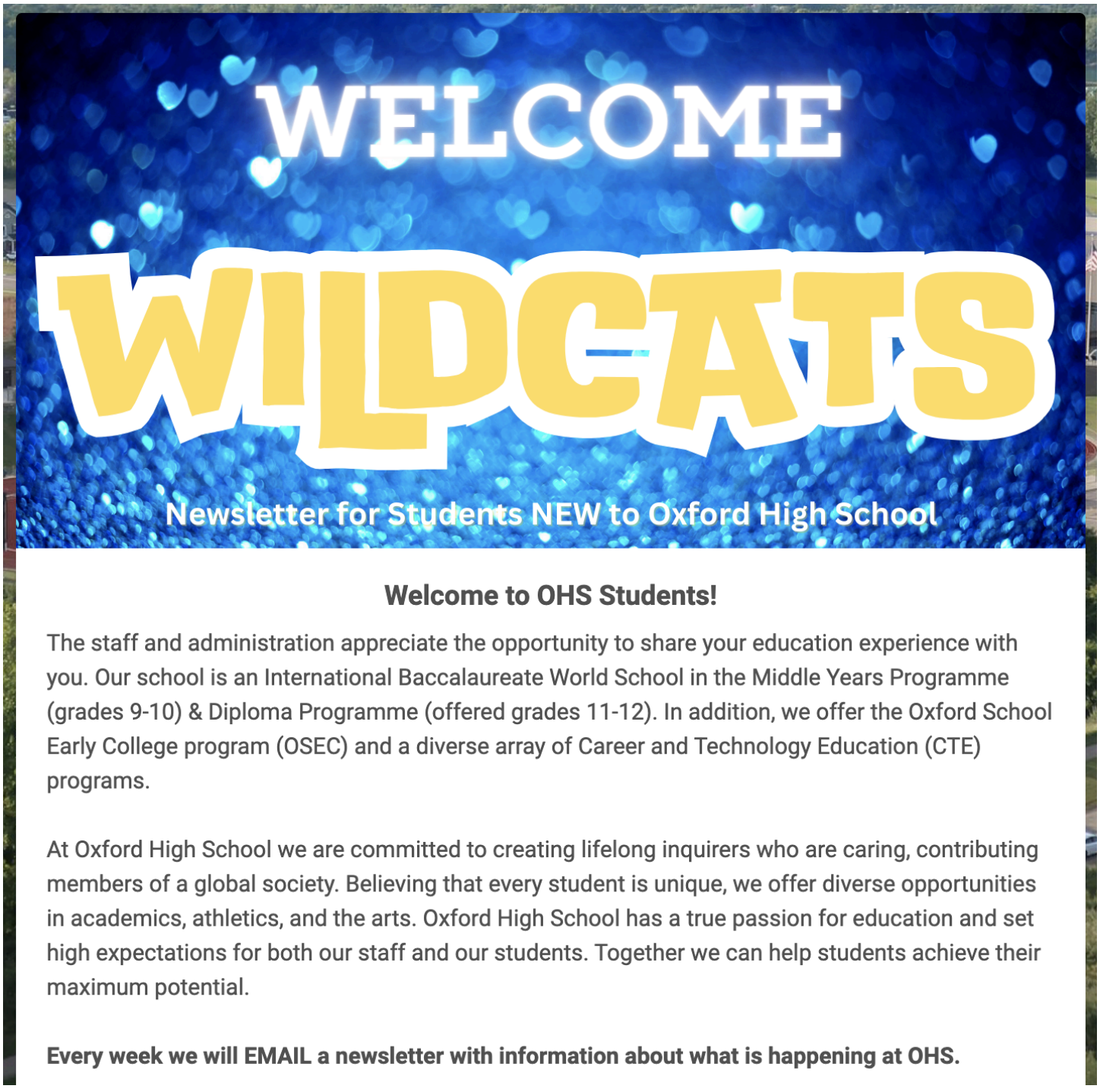
**T**hankful

**S**afe

Visit our website
**www.oxfordschools.org**

## NEW STUDENT NEWSLETTER

To help students transition to OHS, we provide a New to OHS Newsletter that provides information about our daily practices and procedures.




## COOPERATION WITH SCHOOL PERSONNEL

School staff is acting “in loco parentis”, which means staff is allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Violations of this rule will result in a minimum one-day suspension.

- Students must provide a current Oxford High School ID card to any staff member upon request. Failure to comply with this request will result in a suspension.
- By virtue of being a student of Oxford High School, each student agrees to abide by the rules of the school. All students shall comply with the requests of the administration, teachers and staff employees who have been employed by the Board of Education. Any member of the faculty or staff, whether or not he/she is a direct control of the group, may make a request of any student. When a student does not comply with the law and/or school rules, the privilege of attending school and all school-related activities may be revoked.
- Courtesy for every staff member (teachers, custodians, secretaries, aides, monitors, cafeteria staff, etc.) is expected from each student.

### Obstructing an Investigation

- Any student, who assists another student in violating school rules, can be disciplined and may be subject to suspension or expulsion. Students are expected to cooperate with administration, resist peer pressure and exercise sound decision-making regarding their behavior

## CELL PHONES & ELECTRONIC COMMUNICATION DEVICES

**5209 Student Use of Cell Phone and Electronic Communication Devices:**

**OHS Student Cell Phone Classroom Procedures**

To maintain a focused and engaging learning environment, the following procedures will be implemented:

1. **Collection Process**: At the start of each class, students will place their cell phones into an area in the classroom designated by the classroom teacher for the duration of class.
2. **Accessibility in Emergencies**: In case of an emergency, students will be granted permission to access their cell phones.
3. **Device Settings**: Students are required to silence or turn off their phones before placing them in the designated area.

Please note, students **will** have access to their cell phone during classroom transitions and lunch time.

**Enforcement and Consequences**

To ensure compliance with these expectations, the following steps will be taken if a student is either found with a cell phone after class has started or using a cell phone during class:

1. **1st Occurrence**:
    - Incident logged in PowerSchool by teacher
    - Parent/guardian contacted by teacher via email
    - Incident logs in PowerSchool are monitored by OHS Administration
2. **2nd Occurrence**:
    - Incident logged in PowerSchool by teacher
    - Parent/guardian contacted by teacher via email
    - Referral to the Dean of Students
        i. Potential Course Consequences
            1. Parent Communication from Administration
            2. Restorative Practices
            3. Prevention Program for violation
3. **3rd Occurence**:
    - Incident logged in PowerSchool
    - Parent/guardian contacted
    - Referral to the Dean of Students, resulting in detention or further consequences such as suspension

**Classroom Assessment Expectations**

On assessment days, any student caught with a communication device (cell phone, air pods, smart watches) will receive an automatic zero. Student will then be given consequences that follow the OHS Academic Integrity Policy.

**Earbuds/Smart Watches Expectations**

The use of earbuds & smart watches are restricted unless explicitly permitted by the teacher. Students must ensure that earbuds remain out of their ears and smart watches remain out of sight during class to prevent any potential distraction. Both of these items should remain in the student's backpack.

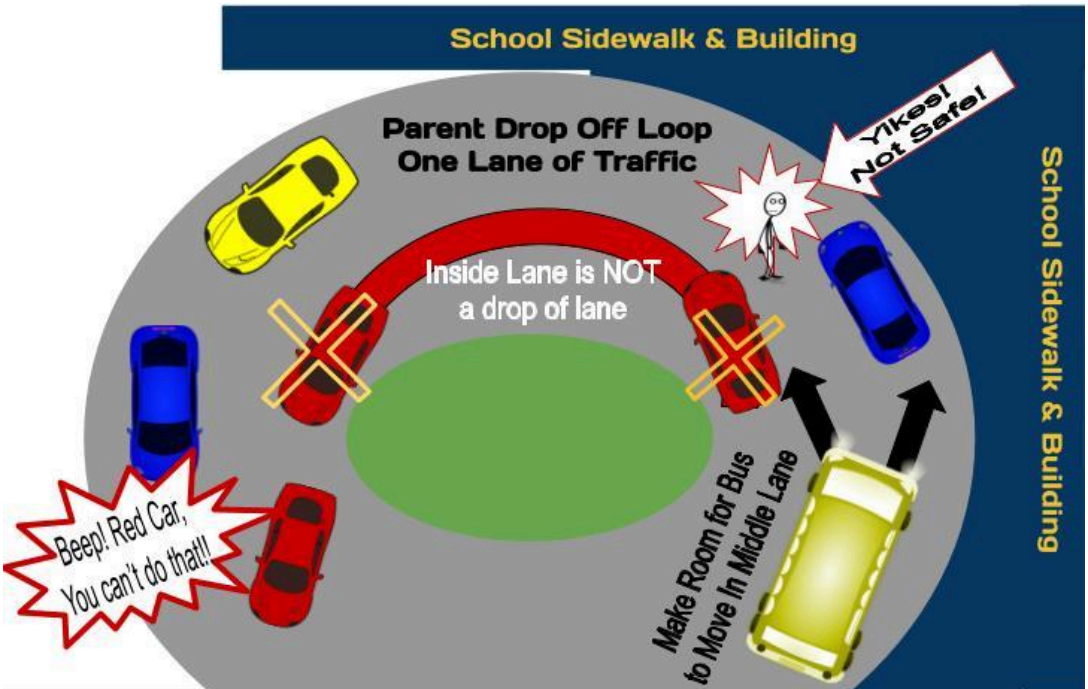
By adhering to this expectation, we aim to create a more productive and immersive educational experience for all students at Oxford High School. We appreciate the cooperation of students, parents, and staff in upholding these guidelines.

## DANCE PROCEDURES

Dances will be held in the Ian Smith Gym. This will allow for better lighting and more space for students to dance. Lighting will be at the level that chaperones can readily identify students for proper behavior, but an appropriate dancing atmosphere will be maintained.

1. Guest Passes – OHS students inviting guests will need to complete a digital guest pass and have the form completed three days prior to the dance. Guests must currently be in grades 9-12 or less than 20 years of age.
    a. When guests do not meet qualifications, dance sponsors and/or OHS administration reserve the right to deny guest passes and/or entry to the dance.
2. Dress Code – Formal or Semi-formal attire is expected. No Jeans, T-Shirts or Hats. Dresses must be no shorter than finger length with arms draped at sides. Clothing must be securely in place, not sagging or falling off the body. Heeled shoes will not be permitted on the dance floor.
3. Acceptable Dancing – dancing shall be appropriate for a school function with no sexually explicit, lewd, or bump and grind dancing. All dance styles must comply with standards of modesty and safety. Dance supervisors in attendance will be the final judges of the appropriateness of dance styles. Repeat offenders will be asked to leave and a refund will not be issued.
4. Refreshments – water and light snacks will be provided on a complimentary basis.
5. Song Play List – DJ's will provide a "Playlist" in advance to the Student Council Advisor representing several genres of radio edited dance music. Classic Rock, Country Western, Alternative, Hip Hop, etc.
6. Faculty, parents or students with any questions may contact an Administrator for clarification.

## DROP OFF & PICK UP






## E-PASS HALL PASS PROCEDURES

For students requesting to use a hall pass:

- When you need to leave class, open the EHallpass app or website and submit a request, indicating:
  - Pass type (bathroom, nurse, etc.)
  - Destination name
  - Expected return time

- Teacher Approves the Pass
    - The teacher will review your request on their dashboard and approve or deny it based on classroom policies. **You cannot leave the classroom until your specific pass request is approved.**
- Display Your Digital Pass
    - Once approved, open the pass on your device to display the QR code. As you walk through the halls, staff may scan your pass to confirm it is valid.
- Mark Your Return
    - When you arrive back to class, open the app and select “Returned from Pass” to officially mark your return time. This alerts the teacher and documents the duration.
- Pass History
    - You can always view your full history of pass requests and usage in the app to stay organized and accountable.

## SCHOOL VISITORS

Students may not have visitors in school during the regular school day. Visitors are unacceptable distractions to the educational process.

## STUDENT IDENTIFICATION CARDS

NEW Student ID cards are provided each year. Students will be in possession of their IDs (backpacks, phone cases, wallets, etc. while in the school building daily. Each student MUST get a new card each year. There is a small charge for the replacement of a lost ID card. Many school activities will require you to show your ID card for admission. Any staff members may also ask you for it. Please wear it on you at all times.

## EMERGENCY CLOSINGS AND DELAYS

If the School must be closed or the opening delayed because of inclement weather or other conditions, the information will be posted on the Oxford Schools website at www.oxfordschools.org and the District will notify radio and television stations.

## EVOLV ENTRANCE SCANNER

Evolv Express is a security checkpoint screening system placed at student entrances. Students walk through the Evolv checkpoint at a natural pace without stopping or opening bags. The Evolv weapons detection system combines sensor technology with artificial intelligence (AI) to identify weapons placed on a person or in their belongings. Evolv checkpoints are monitored by trained school security and administration.

# SECTION VII:
# SAFETY & SECURITY

At OHS, we want to feel:

**C**onfident
**A**ccepted
**T**hankful
**S**afe

Visit our website
**www.oxfordschools.org**

## FIRE, TORNADO, EMERGENCY, AND CRISIS DRILLS

Periodic drills are held at regular intervals during the school year. The purpose of these drills is to make you acquainted with standard procedures in case of an emergency. Become familiar with the rules and the proper exit from each building area. Each room has a poster that gives directions. The teacher in each classroom will review instructions with students. A student failing to follow emergency procedures or teacher requests will be disciplined by administration. Students who set off false fire alarms or tamper with fire extinguishers could endanger someone's life and will be held liable for any damage or costs incurred by the Oxford School District. Also, students will be disciplined according to the Code of Conduct by school administration and law enforcement agencies will be contacted.

## ALICE PROCEDURES

Active shooter training for schools, workplaces and other communities. It empowers people to make good survival decisions. We will be taking a trauma-informed approach to drills as evidenced by transparent communication about timing, time for debriefing, slow and deliberate introductions of processes/technology.

ALICE stands for:

- ➔ Alert
- ➔ Lockdown
- ➔ Inform
- ➔ Counter
- ➔ Evacuate

## GAGGLE

A web detection software program which monitors outgoing student activity and automatically alerts school officials with possible safety and student well-being concerns.

## GO GUARDIAN

A web detection software program which monitors incoming online student activity, filter content, and automatically alerts school officials to possible suicidal or self-harm ideations.

## OK2SAY AND STUDENT REPORTING

We strongly encourage our students to download the OK2SAY app on their phones. OK2SAY is the student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. It uses a comprehensive communication system to facilitate tip sharing among students, parents, school personnel, community mental health service programs, the Michigan Department of Health and Human Services, and law enforcement officials about harmful behaviors that threaten to disrupt the learning environment. We also encourage our students to help keep OHS safe by reporting any concerns to our staff about other individuals or situations that make them feel unsafe or draw concerns. We also encourage our students to report any individuals or situations to OHS staff regarding bullying, harassment or mental health concerns of others or themselves.

## SCHOOL RESOURCE OFFICER (SRO)

Law enforcement officers trained in school-based law enforcement. In addition, OHS is staffed with armed security personnel. These employees help to oversee the safety and security at Oxford High School.

## ZERO EYES

Zero Eyes is a proactive A.I. (artificial intelligence) weapon detection software program that integrates into existing Oxford High School security cameras and alerts front office staff and local police dispatch if a weapon is detected.

## SECURE FIREARM STORAGE AWARENESS

The safety and wellbeing of our students and staff is a top priority. Across the country, lawmakers, community members and local leaders are working together to raise public awareness about secure gun storage practices.

Unsecured guns in the home pose a risk to students beyond gun violence in schools. Every year, 350 children under the age of 18 unintentionally shoot themselves or someone else. That's roughly one unintentional shooting per day. More than 1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that 70 percent of parents believe their teen cannot access the gun(s) in their home. Yet, the study also found that half of teens said they could gain access to a loaded gun in their home in under an hour, including one-third who said they could do so in under five minutes. Research shows that secure firearm storage practices are associated with up to an 85 percent reduction in the risk of self-inflicted and unintentional firearm injuries among children and teens. Storing firearms securely protects any child in the home as well as students throughout the school district and community.

Studies of all types of school based gun violence across decades all point to the same significant point of intervention—**addressing students unauthorized access to guns in the home**. For example, a recent Secret Service National Threat Assessment Center study of targeted school violence incidents from 2008 to 2017, found that 76 percent of the firearms were obtained from the home of a parent or close relative.

In April 2023, the Michigan legislature passed Senate Bill 79 which amends the handgun licensure act. It requires the owner of the firearm to do one or more of the following: store the firearm in a locked box or container or keep the firearm unloaded and lock the firearm with a locking device that was properly engaged to render the firearm inoperable by any individual other than the owner or an authorized user.

To help keep our children safe, the School Board and our administration are raising awareness on secure storage by helping to spread information on this topic to our school community. You can learn more and download helpful resources; including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at https://www.michigan.gov/mdhhs/safety-injury-prev/firearm-safety and BeSMARTforKids.org/resources.

Please educate yourselves on the importance of secure firearm storage in your home and the importance of asking about secure firearm storage in the homes that your child visits.

# Appendix A:

## Non-Discrimination, Anti-Harassment, and Non-Retaliation

**Appendix A: Non-Discrimination, Anti-Harassment, and Non-Retaliation**
**(including Title IX and Elliott-Larsen Civil Rights Act)**

***3115 Non-Discrimination, Anti-Harassment, and Non-Retaliation***

The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis in admission, access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.

Title IX sexual harassment is covered by Policy 3118.

A contract to which the District is a party will be read to include a covenant by the contractor and its subcontractors not to discriminate against an employee or applicant for employment with respect to hiring, tenure, terms, conditions, or privileges of employment, or a matter directly or indirectly related to employment, because of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, and marital status.

The Board directs the Superintendent or designee to designate one or more employees to serve as the District's applicable Coordinator(s), as described in Policy 3115B.

A. Definitions: For definitions related to the District's non-discrimination, anti-harassment, and non-retaliation policy, including examples of prohibited conduct, see Policy 3115A – Definitions.

B. Designation of Coordinators: To find the appropriate coordinator/compliance officer, see Policy 3115B – Designation of Coordinators.

C. Supportive Measures: For more information about supportive measures, see Policy 3115C – Supportive Measures.

D. Informal Resolution: For more information about informal resolution, see Policy 3115D – Informal Resolution.

E. Grievance Procedure and Remedies: For more information about the grievance procedure for investigating unlawful discrimination, harassment, and retaliation complaints, and for possible remedies, see Policy 3115E – Grievance Procedure and Remedies.

F. Complaint Dismissal and Appeals: For more information about dismissing a complaint, appealing a complaint dismissal, or appealing a determination of responsibility, see Policy 3115F – Complaint Dismissal and Appeals.

G. Reserved

H. Training and Notice: For more information about training requirements and notice of the District's non-discrimination policy, see Policy 3115H – Training Requirements and Policy Notice.

Legal authority: 20 USC 1400 et seq., 1681 et seq.; 29 USC 206 et seq., 621 et seq., 701 et seq., 794, 2601 et seq., 6101 et seq.; 38 USC 4301 et seq.; 42 USC 1983, 2000d et seq., 2000e et seq., 2000ff et seq., 6101 et seq., 12101 et seq.; 29 CFR 1604.1 et seq., 1635; 34 CFR 106.1, et seq.; MCL 37.1101 et seq., 37.2101 et seq.

Date adopted:

Date revised:

## *3118 Title IX Sexual Harassment*

Consistent with Policy 3115, the District prohibits unlawful sex discrimination, including harassment and retaliation, in any of its education programs or activities in accordance with Title IX of the Education Amendments of 1972 and its implementing regulations.

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020 unless the District previously investigated the allegations under a different policy pursuant to the now-vacated Title IX 2024 regulations. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of Unlawful Discrimination and Unlawful Harassment (e.g., race, age, disability) that cannot be reasonably separated into distinct complaints should be investigated under this Policy. Complaints that include allegations of Title IX sexual harassment may be investigated under this Policy or bifurcated and investigated pursuant to the applicable Grievance Procedure under Policies 3115-3115H. Investigating other forms of discrimination, including harassment and retaliation, pursuant to this Policy will fulfill the District's investigation requirements under Policies 3115-3115H, 4104, and 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 3115-3115H, 4104 or 5202 or any other applicable Policy.

The Board directs the Superintendent or designee to designate one or more employees who meet the training requirements in Section M of this Policy to serve as the District's Title IX Coordinator(s). The Title IX Coordinator will designate an Investigator, Decision-Maker, and Appeals Officer, if applicable, for each Formal Complaint made under this Policy. If a Formal Complaint is made under this Policy against the Title IX Coordinator, the Board President will designate the persons who will serve as the Investigator, Decision-Maker, and Appeals Officer and will work with District administrators to ensure that all other requirements of this Policy are met.

The Investigator, Decision-Maker, Appeals Officer, and Informal Resolution Facilitator cannot be the same person on a specific matter, and the persons designated to serve in those roles may or may not be District employees. Any person serving as the Investigator, Decision-Maker, Appeals Officer, or Informal Resolution Facilitator must meet the training requirements in Section M of this Policy.

Inquiries about Title IX's application to a particular situation may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

I. Definitions

For purposes of this Policy only, the below terms are defined as follows:

1. "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

a. a District employee conditioning the provision of a District aid, benefit, or service on a person's participation in unwelcome sexual conduct;

b. unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

c. "Sexual assault" as defined in in 20 USC 1092(f)(6)(A)(v), "dating violence" as defined in 34 USC 12291(a)(10), "domestic violence" as defined in 34 USC 12291(a)(8), or "stalking" as defined in 34 USC 12291(a)(30).

    i. "Sexual assault" is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.

        A) Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

        B) Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

        C) Sexual Assault With an Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

        D) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

        E) Incest: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

F) Statutory Rape: Nonforcible sexual intercourse with a person who is under the statutory age of consent.

ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.

iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

2. "Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only District employee with actual knowledge is the Respondent.

3. "Appeals Officer" is the person designated by the District to decide appeals of a dismissal or determination of responsibility for matters investigated under this Policy. The Appeals Officer may not be the same person as the Investigator, Title IX Coordinator, Decision-Maker, or person designated to facilitate an informal resolution process on a specific matter.

4. "Complainant" is a person who is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

5. "Consent" means a voluntary agreement to engage in sexual activity by a person legally capable of consenting. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent. Sexual conduct or relationships between District employees, volunteers, or contractors and students, regardless of age or consent, are prohibited.

6. "Day," unless otherwise indicated, means a day that the District's central office is open for business.

7. "Decision-Maker" is the person designated by the District to review the investigation report and provide a written determination of responsibility that provides the evidentiary basis for the Decision-Maker's conclusions. The Decision-Maker may not be the same person as the Investigator, Title IX Coordinator, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter.

8. "Education Program or Activity" means any location, event, or circumstance over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred.

9. "Formal Complaint" means a written document or electronic submission signed and filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the sexual harassment allegation.

10. "Grievance Process" is the process by which the District investigates and determines responsibility for Formal Complaints.

11. "Investigator" is the person designated by the District to investigate a Title IX Formal Complaint. The Investigator cannot be the same person as the Decision-Maker, Appeals Officer, or person designated to facilitate an informal resolution process on a specific matter. The Title IX Coordinator may serve as the Investigator on a particular investigation, unless the Title IX Coordinator has a conflict of interest or bias.

12. "Report" means an account of alleged Title IX sexual harassment made by any person (regardless of whether the reporting party is the alleged victim).

13. "Respondent" is a person who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.

14. "Supportive Measures" are non-disciplinary, non-punitive, individualized supports offered and implemented by the Title IX Coordinator as appropriate, as reasonably available, and at no-cost to the Complainant and the Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed. Supportive measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

15. "Title IX Coordinator" is the person(s) designated by the District to coordinate the District's Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on any matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from

serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

J. Posting Requirement

The Title IX Coordinator's contact information (name or title, office address, electronic mail address, and telephone number), along with the District's Title IX nondiscrimination statement, must be prominently posted on the District's website and in any catalogs or handbooks provided to applicants for admission or employment, students, parents/guardians, and unions or professional organizations with a collective bargaining or professional agreement with the District.

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

K. Designation of Title IX Coordinator

All Coordinators, including the Title IX Coordinator, are identified in Policy 3115B.

L. Reporting Title IX Sexual Harassment:

A person may make a report of sexual harassment or retaliation at any time. Reports may be made in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Any District employee who receives a report of sexual harassment or has actual knowledge of possible sexual harassment must convey that information to the Title IX Coordinator by the end of the next day.

Any other person who witnesses an act of sexual harassment is encouraged to report it to a District employee and may do so anonymously. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

M. General Response to Sexual Harassment

1. District's Obligation to Respond without Deliberate Indifference

Upon actual knowledge of Title IX sexual harassment, the Title IX Coordinator must respond promptly in a manner that is not deliberately indifferent. The District will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

If the Title IX Coordinator receives a report of sexual harassment and the Complainant does not file a Formal Complaint, the Title IX Coordinator must evaluate the information and determine whether to sign and file a Formal Complaint. If the Title IX Coordinator determines not to sign and file a Formal Complaint, the Title IX Coordinator must address the allegations in a manner that is not deliberately indifferent.

2. Response to Report of Title IX Sexual Harassment

   Upon receipt of a report of sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to the Complainant the process for filing a Formal Complaint.

3. Formal Complaint Filed

   Upon the receipt of a Formal Complaint, the District must follow the Grievance Process in Section F of this Policy. A Formal Complaint may be submitted using a designated Title IX Sexual Harassment Formal Complaint Form.

4. Equitable Treatment

   The District will treat the Complainant and Respondent equitably throughout the Grievance Process, which may include offering supportive measures as described in Subsection E(6) of this Policy.

5. Documentation and Recordkeeping

   The Title IX Coordinator will document all sexual harassment reports and all incidents of sexual harassment that the Title IX Coordinator receives or personally observes.

   The District will retain this documentation in accordance with applicable record retention requirements in Section N of this Policy.

6. Supportive Measures

   After receiving a report of Title IX sexual harassment, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of supportive measures, with or without the filing of a Formal Complaint. If the District does not provide a Complainant with supportive measures, then the Title IX Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

   The District may provide, as appropriate, non-disciplinary, non-punitive individualized services to the Complainant or Respondent before or after the filing of a Formal Complaint or when no Formal Complaint has been filed.

Supportive measures should be designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party.

Supportive measures are offered without charge and are designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to:

a. District-provided counseling;

b. course-related adjustments, such as deadline extensions;

c. modifications to class or work schedules;

d. provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and

e. no-contact orders.

All supportive measures must be kept confidential, to the extent that maintaining such confidentiality would not impair the District's ability to provide the supportive measures.

7. Respondent Removal

   a. Emergency Removal (Student)

      The District may only remove a student Respondent from a District program or activity if, following an individualized safety and risk analysis, the District determines that there is an immediate threat to the physical health or safety of any student or other person arising from the sexual harassment allegations. The District must provide the Respondent with notice and an opportunity to immediately challenge the removal decision. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

   b. Administrative Leave (Employee)

      The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

8. Law Enforcement

   In appropriate circumstances, a District employee will notify law enforcement or Child Protective Services, consistent with Policies 4202, 5201, and 5701.

The District will attempt to comply with all law enforcement requests for cooperation with related law enforcement activity. In some circumstances, compliance with law enforcement requests may require the District to briefly suspend or delay its investigation. If an investigation is delayed, the District will notify the parties in writing of the delay and the reasons for the delay.

If the District's investigation is suspended or delayed, supportive measures will continue during the suspension or delay. If the law enforcement agency does not notify the District within 10 days that the District's investigation may resume, the District will notify the law enforcement agency that the District intends to promptly resume its investigation.

N. Grievance Process

1. Generally

The Grievance Process begins when a Formal Complaint is filed or when the Title IX Coordinator signs a Formal Complaint and concludes the date the parties receive the Appeals Officer's written decision or the date on which an appeal is no longer timely. The District will endeavor to complete the Grievance Process within 90-120 days, absent extenuating circumstances or delays as described below. The District will treat both the Complainant and the Respondent equitably throughout the Grievance Process.

Neither the Title IX Coordinator, the Decision-Maker, the Investigator, Appeals Officer, nor any person designated to facilitate an informal resolution process will have a conflict of interest or bias for or against Complainants or Respondents generally or for or against an individual Complainant or Respondent.

The Grievance Process requires an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.

Throughout the Grievance Process, there is a presumption that the Respondent is not responsible for the alleged conduct unless, in the determination of responsibility, the Decision-Maker finds the Respondent responsible for the alleged conduct.

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include, but is not limited to, absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

Any disciplinary action resulting from the Grievance Process will be issued in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

After the investigation portion of the Grievance Process has concluded, the Decision-Maker will endeavor to issue a determination of responsibility within 30 days, absent extenuating circumstances.

2. Notice of Allegations

   Upon receipt of a Formal Complaint, the District must provide written notice to the parties who are known at the time that includes:

   a. a copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;

   b. the sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;

   c. a statement that the Respondent is presumed not responsible for the alleged conduct;

   d. a statement that a determination of responsibility is made at the Grievance Process's conclusion;

   e. a statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;

   f. a statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and

   g. if the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during an investigation or the disciplinary process, a citation to that portion of the Code of Conduct. If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in the initial notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

3. Informal Resolution

   During the Grievance Process, *after* a Formal Complaint has been filed but before a determination of responsibility has been made, the District may offer to facilitate an informal resolution process, or either party may request the

informal resolution process. A Formal Complaint must be filed to initiate the informal resolution process.

Informal resolution does not require a full investigation and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice. The Title IX Coordinator will determine the informal resolution process that will be used, including the person who will facilitate that process.

Informal resolution is not available for a Formal Complaint alleging that an employee sexually harassed a student.

A party is not required to participate in an informal resolution process.

When offering informal resolution, the Title IX Coordinator must (1) provide both parties written notice of their rights in an informal resolution; and (2) obtain written, voluntary consent from both parties to enter into the informal resolution process. The written notice must contain the:

a. allegations;

b. informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;

c. right to withdraw from informal resolution and resume the Grievance Process at any time prior to a final resolution; and

d. any consequences resulting from participating in the informal resolution process, including the records that will be maintained or that could be disclosed.

4. Investigation

The District has the burden of proof and the burden to gather evidence sufficient to reach a determination of responsibility.

a. Investigation Process

The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless the person holding the privilege has waived the privilege in writing.

The District may not access, consider, disclose, or otherwise use a party's medical records, including mental health records, which are made and maintained by a healthcare provider in connection with the party's treatment unless the District obtains that party's voluntary, written consent to do so for the Grievance Process.

The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory or exculpatory evidence. The Investigator cannot restrict parties from discussing the allegations under investigation, nor can the Investigator restrict parties from gathering or presenting relevant evidence.

Parties may be accompanied by an advisor of their choice, including an attorney, during the Grievance Procedure. If a party chooses an advisor who is not a District employee, the District is not responsible for any associated costs. The Investigator or Title IX Coordinator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties (e.g., abusive, disruptive behavior or language will not be tolerated; advisor will not interrupt the investigator to ask questions of witnesses).

The Investigator must provide the date, time, location, participants, and purpose of all hearings (if any), investigative interviews, and meetings, to a party whose participation is invited or expected. Written notice must be provided a sufficient time in advance so that a party may prepare to participate.

As described in Section L of this Policy, retaliation against a person for making a complaint or participating in an investigation is prohibited.

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

Before the investigation's completion, the Investigator must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 calendar days to submit a written response to the Investigator. The party's response must be considered by the Investigator before completing the final investigation report.

b. Investigation Report

The Investigator must create an investigation report that fairly summarizes relevant evidence and submit the investigation report to the Decision-Maker.

At least 10 calendar days before a determination of responsibility is issued, the Investigator must send the investigation report to each party for review and written response. Written responses to the investigation report must be submitted directly to the Decision-Maker.

The Investigator will endeavor to complete the investigation and finalize the report within 60 days.

5. Determination of Responsibility

The Decision-Maker cannot be the same person as the Title IX Coordinator, Investigator, Appeals Officer, or person designated to facilitate an informal resolution process.

Before the Decision-Maker reaches a determination of responsibility, and after the Investigator has sent the investigation report to the parties, the Decision-Maker must:

a. afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness; and

b. provide each party with the answers, and allow for additional, limited follow-up questions from each party.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless offered to prove that someone other than the Respondent committed the alleged misconduct, or the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the Decision-Maker decides to exclude questions from either party as not relevant, the Decision-Maker must explain the decision to the party proposing the questions.

The Decision-Maker must issue a written determination of responsibility based on a preponderance of the evidence standard (i.e., more likely than not) simultaneously to both parties. The written determination of responsibility must include:

a. identification of the sexual harassment allegations;

b. description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:

   i. notification to the parties;

   ii. party and witness interviews;

   iii. site visits;

   iv. methods used to collect evidence; and

   v. hearings held.

c. factual findings that support the determination;

d. conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;

e. a statement of, and rationale for, the result as to each allegation, including:

   i. a determination of responsibility;

   ii. any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and

   iii. whether remedies designed to restore and preserve equal access to the District's education program or activity will be provided to the Complainant.

f. appeal rights.

6. Appeals

Notice of the determination of responsibility or dismissal decision must include notice of the parties' appeal rights.

Both parties may appeal a determination of responsibility or the decision to dismiss a Formal Complaint in whole or in part for the following reasons only:

a. A procedural irregularity that affected the outcome.

b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.

c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

An appeal must be filed with the Title IX Coordinator within 5 calendar days of the date of the determination of responsibility or dismissal decision.

Upon receipt of an appeal, the Title IX Coordinator will assign an Appeals Officer who will provide both parties written notice of the appeal and an equal opportunity to submit a written statement in support of, or challenging, the determination or dismissal decision.

The Appeals Officer must provide a written decision describing the result of the appeal and the rationale for the result to both parties simultaneously. The Appeals Officer will endeavor to decide an appeal within 30 days.

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also

cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

The determination of responsibility is final upon the date the parties receive the Appeals Officer's written decision or on the date on which an appeal is no longer timely.

O. Dismissal

1. Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

a. the Formal Complaint's allegations, even if substantiated, would not constitute sexual harassment as defined in this Policy;

b. the Formal Complaint's allegations did not occur in the District's programs or activities; or

c. the Formal Complaint's allegations did not occur in the United States.

2. Discretionary Dismissals

The Title IX Coordinator may dismiss a Formal Complaint if:

a. the Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;

b. the Respondent's enrollment or employment ends; or

c. specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

The Title IX Coordinator will promptly and simultaneously notify both parties when a Formal Complaint is dismissed. The notice must include the reasons for mandatory or discretionary dismissal and the right to appeal. Appeal rights are discussed above in Subsection F(6) of this Policy.

Dismissal of a Formal Complaint under this Policy does not excuse or preclude the District from investigating alleged violations of other policy, rule, or law, or from issuing appropriate discipline based on the results of the investigation.

P. Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one Respondent, references in this Policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Q. Remedies and Disciplinary Sanctions

The District will take appropriate and effective measures to promptly remedy the effects of sexual harassment. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appropriate remedies will be based on the circumstances and may include, but are not limited to:

1. providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;
2. offering the parties school-based counseling services, as necessary;
3. providing the parties with academic support services, such as tutoring, as necessary;
4. rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;
5. moving the Complainant's or the Respondent's locker or work space;
6. issuing a "no contact" directive between the Complainant and Respondent;
7. providing counseling memoranda with directives or recommendations.

These remedies may also be available to any other student or person who is or was affected by the sexual harassment.

The District will impose disciplinary sanctions consistent with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts. Discipline may range from warning or reprimand to termination of employment, or student suspension or expulsion.

After a determination of responsibility, the Title IX Coordinator should consider whether broader remedies are required, which may include, but are not limited to:

1. assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;
2. additional staff training;
3. a climate survey; or
4. letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public

education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

R. False Statements

Any person who knowingly makes a materially false statement in bad faith during a Title IX investigation will be subject to discipline, up to and including discharge or permanent expulsion. A dismissal or determination that the Respondent did not violate this Policy is not sufficient, on its own, to conclude that a person made a materially false statement in bad faith.

S. Confidentiality

The District will keep confidential the identity of a person who reports sexual harassment or files a Formal Complaint, including parties and witnesses, except as permitted or required by law or to carry out any provision of this Policy, applicable regulations, or laws.

T. Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this Section.

When processing a report or Formal Complaint of sexual harassment, pursuing discipline for other conduct arising out of the same facts or circumstances constitutes retaliation if done for the purpose of interfering with that person's rights under Title IX.

Any person who engages in retaliation will be disciplined in accordance with District Policy, as applicable, and any applicable codes of conduct, handbooks, collective bargaining agreements, and individual employee contracts.

U. Training

All District employees must be trained on how to identify and report sexual harassment.

Any person designated as a Title IX Coordinator, Investigator, Decision-Maker, Appeals Officer, or any person who facilitates an informal resolution process must be trained on the following:

1. the definition of sexual harassment;

2. the scope of the District's education programs or activities;

3. how to conduct an investigation and the District's grievance process, including, as applicable, hearings, appeals, and informal resolution processes; and

4. how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Investigators must receive training on how to prepare an investigation report as outlined in Subsection F(4)(b) above, including, but not limited to, issues of relevance.

Decision-Makers and Appeals Officers must receive training on issues of evidence and questioning, including, but not limited to, when questions about a Complainant's prior sexual history or disposition are not relevant.

Any materials used to train District employees who act as Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, or who facilitate an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of Formal Complaints. These training materials must be posted on the District's website.

V. Record Keeping

The District will maintain records related to reports of alleged Title IX sexual harassment for a minimum of seven years. This retention requirement applies to investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, such as supportive measures.

The District will also retain any materials used to train Title IX Coordinators, Investigators, Decision-Makers, Appeals Officers, and any person designated to facilitate an informal resolution process.

W. Office for Civil Rights

Any person who believes that he or she was the victim of sexual harassment may file a complaint with the Office for Civil Rights (OCR) at any time:

U.S. Department of Education Office for Civil Rights
Cesar E. Chavez Memorial Building
1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582
Telephone: 303-844-5695
FAX: 303-844-4303; TDD: 800-877-8339
Email: OCR.Denver@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint

with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

Legal authority: Education Amendments Act of 1972, 20 USC §§1681 - 1688; 34 CFR Part 106

Date adopted:

Date revised:

# Appendix B: Anti-Bullying

## 5200 Student Conduct and Discipline

### *5207.01 Anti-Bullying Policy*

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy is designed to protect all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

#### Notification

Notice of this policy will be **annually** circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, **confidentiality** will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate

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authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

**Reporting**

No later than May 30, 2015, the District shall submit to the Michigan Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

**Implementation**

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

**Procedure**

Students who believe they have been or are the victims of bullying, hazing, or other aggressive behavior should immediately report the situation to the principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

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The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and the student's parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall immediately commence the investigation and promptly continue to investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has 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, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

**Non-Retaliation/False Reports**

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the

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target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

**Prevention/Training/Restorative Practices**

The Superintendent shall establish an initiative involving school staff, students, clubs or other student groups, administrators, volunteers, parents, law enforcement, community members, and other stakeholders, aimed at the prevention of bullying or other aggressive behavior.

The District shall provide, and all administrators, school employees, contracted employees and volunteers who have significant contact with students shall undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

The District shall provide, and all students shall undertake, annual training on preventing, identifying, responding to, and reporting incidents of bullying, cyber bullying and other aggressive behavior.

The District shall provide and all parents or legal guardians shall be offered the opportunity to undertake annual training on preventing, identifying, responding to, and reporting incidents of bullying, cyber bullying and other aggressive behavior.

The District will utilize restorative practices that emphasize repairing the harm to the victim and school community in the correction of bullying behavior, which may include victim-offender conferences that:

A. are initiated by the victim;

B. are approved by the victim's parent or legal guardian;

C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team"; the team shall have more than one (1) certified school district staff member);

D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these. The selected consequences and time limits for their

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completion will be incorporated into an agreement to be signed by all participants.

**Definitions**

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

**"Aggressive behavior"** is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

**"At School"** is defined as in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

**"Bullying"** is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;

B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;

C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or

D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

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A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.

C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

**"Harassment"** includes, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

**"Intimidation/Menacing"** includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

Adopted

Last Revised

Legal

M.C.L. 380.1310b (Matt's Safe School Law, PA 241 of 2011), PA 478 of 2014

Policies on Bullying, Michigan State Board of Education

Model Anti-Bullying Policy, Michigan State Board of Education

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# Appendix C: Protection of Pupil's Rights

**Series 5000: Students, Curriculum, and Academic Matters**

**5300 Student Enrollment, Attendance, and Records**

***5308 Protection of Pupil Rights***

A. Surveys, Analyses, and Evaluations

Parents/guardians may inspect any survey created by a third party before that survey is administered or distributed to their student. All survey inspection requests must be made in writing to the building principal before the survey's scheduled administration date.

The District must obtain written consent from a student's parent/guardian before the student is required to participate in a survey, analysis, or evaluation funded, in whole or in part, by the U.S. Department of Education that would reveal sensitive information. For all other surveys, analyses, or evaluations that would reveal sensitive information about a student, the District will provide prior notice to the student's parent/guardian and an opportunity for the parent/guardian to opt their student out.

Employees may not request or disclose the identity of a student who completes a survey, evaluation, or analysis containing sensitive information.

"Sensitive information" includes:

- political affiliations or beliefs of the student or the student's parent/guardian;
- mental or psychological problems of the student or the student's family;
- sexual behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other persons with whom the student has close family relationships;
- legally recognized privileges or analogous relationships, such as those with lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- income (other than that required by law to determine eligibility for participating in a program or for receiving financial assistance under that program).

B. Invasive Physical Examinations

Parents/guardians may refuse to allow their students to participate in any non-emergency, invasive physical examination or screening that is: (1) required as a

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condition of attendance, (2) administered and scheduled by the District, and (3) not necessary to protect the immediate health and safety of a student.

"Invasive physical examination" means:

1. any medical examination that involves the exposure of private body parts; or
2. any act during an examination that includes incision, insertion, or injection into the body that does not include a hearing, vision, or scoliosis screening.

C. Collection of Student Personal Information for Marketing

No employee will administer or distribute to students a survey or other instrument for the purpose of collecting personal information for marketing or selling that information.

"Personal information" means individually identifiable information that includes:

1. student's and parents'/guardians' first and last name;
2. home or other physical address;
3. telephone number; or
4. Social Security Number.

This Policy does not apply to the collection, disclosure, or use of personal information for the purpose of providing educational services to students, such as:

1. post-secondary education recruitment;
2. military recruitment;
3. tests and assessments to provide cognitive, evaluative, diagnostic, or achievement information about students; or
4. student recognition programs.

D. Inspection of Instructional Material

Parents/guardians may inspect instructional material consistent with Policy 5401.

E. Notification of Rights and Procedures

The Superintendent or designee will notify parents/guardians of:

1. this Policy and its availability upon request;
2. how to opt their child out of participation in activities as provided for in this Policy;
3. the approximate date(s) when a survey, evaluation, or analysis that would reveal sensitive information is scheduled or expected to be scheduled;

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4. the approximate date(s) when the District or its agents intend to administer a non-emergency, invasive physical examination or screening required as a condition of attendance (except for hearing, vision, or scoliosis screenings); and

5. how to inspect any survey or other material described in this Policy.

This notification will be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change to this Policy.

Parents/guardians who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal authority: 20 USC 1232h

Date adopted: July 1, 2024

Date revised:

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# Appendix D: Directory Information & Opt Out Form

**Series 5000: Students, Curriculum, and Academic Matters**

**5300 Student Enrollment, Attendance, and Records**

***5309 Student Records and Directory Information***

The District may collect, retain, use, and disclose student education records consistent with state and federal law.

A. Definitions

1. An "education record" is a record directly related to a student that the District or its agents maintain, except that an education record does not include:

   a. records kept in the maker's sole possession that are used as a personal memory aid and that are not accessible or revealed to any person except a temporary substitute for the maker;

   b. records maintained by a law enforcement unit of the District, as defined by the Family Educational Rights and Privacy Act (FERPA), if the record was created for a law enforcement purpose;

   c. records relating to a student who is at least 18 years old that are created or maintained by a psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in that capacity that are created or maintained only for the student's treatment (exclusive of remedial educational activities or educational activities that are part of the District's instructional program) and that are disclosed only to persons providing treatment (except that the records may be personally reviewed by a physician or other appropriate professional of the student's choice);

   d. records created or received by the District after a person is no longer a student in the District and that are not directly related to the person's attendance as a student in the District;

   e. grades on peer-graded papers or assignments before they are collected or recorded by a teacher; or

   f. records relating to a person employed by the District that are maintained in the normal course of business, relate only to the person's employment, and are not available for any other purpose. Records relating to a person employed as a result of that person's status as a student are, however, "education records."

2. "Personally identifiable information" means a student's name; the name of a student's parent/guardian or family member; the student's address or the address of a family member; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that alone or in combination is linked or linkable to a specific

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student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

3. "Directory information" is the information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. The Board designates the following as directory information:

   a. student names, addresses, and telephone numbers;

   b. photographs, including photographs and videos depicting a student's participation in school-related activities and classes;

   c. date and place of birth;

   d. major field of study;

   e. grade level;

   f. enrollment status (e.g., full-time or part-time);

   g. dates of attendance (e.g., 2013-2017);

   h. participation in officially recognized activities and sports;

   i. weight and height of athletic team members;

   j. degrees, honors, and awards received; and

   k. the most recent educational agency or institution attended.

   The Board further designates District-assigned student email addresses as directory information for the limited purposes of: (1) facilitating the student's participation in and access to online learning platforms and applications; and (2) inclusion in internal school and District email address books.

B. Collection and Retention of Records

School officials may collect and retain information about the District's students that is reasonably necessary for the District to perform its role as a public school district, including, without limitation, student work samples, assessments, evaluations, surveys, health and medical information, immunization records, birth certificates, proof of residence, proof of achievements and awards, behavior records, investigation reports, incident reports, attendance records, all records necessary for the District to satisfy state or federal legal obligations, and any record necessary for the District to prove that a student was accurately counted in membership for state aid and grant purposes.

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The Superintendent or designee will ensure that all student records are retained consistent with the Records Retention and Disposal Schedule for Michigan Public Schools and Policy 3502 and that reasonable steps (including, without limitation, physical or technological controls) are taken to protect education records, including those stored electronically, from inadvertent or unauthorized disclosure.

C. Right to Inspect and Review Education Records

Parents/guardians may inspect and review their minor child's education records, regardless of custody status, unless a court order specifically provides otherwise.

Parents/guardians may also inspect and review the education records of an "eligible student" if the student is considered a dependent under Internal Revenue Code Section 152. An "eligible student" means a student who is at least 18 years old, an emancipated minor, or a student enrolled in a postsecondary institution. Eligible students have the right to inspect and review their own education records.

The District will not disclose a student's or parent's/guardian's phone number or address or the parent's/guardian's employment address to another person who is the subject of a court order that prohibits disclosure of the information if the District has received a copy of the order. The District will not disclose a confidential address, phone number, or email address in violation of the Address Confidentiality Program Act if the student or the student's parent/guardian notifies the District that the student or the student's parent/guardian has obtained a participation card issued by the department of attorney general.

The District will make arrangements for a parent/guardian or eligible student to inspect and review the student's education records within a reasonable time from receiving a request and not more than 30 calendar days from the date of the request or, if the student whose records are requested is a child with a disability as defined by the Individuals with Disabilities Education Act, before any Individualized Education Program Team meeting, resolution meeting, or due process hearing.

D. Right to Request Explanation or Interpretation of Student Education Records

A parent/guardian or eligible student may request, in writing, an explanation or interpretation of a student's education records. School officials will respond to any reasonable request.

E. Right to Request Amendment of Education Records

A parent/guardian or eligible student may request that a student's education record be amended if the parent/guardian or eligible student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights. The Superintendent will develop administrative guidelines explaining the process by which a parent/guardian or eligible student may request an amendment to the student's records and that the parent/guardian or eligible student has the right to a hearing if the District refuses the request.

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F. Disclosure of Education Records to School Officials

Except as noted in "Disclosure to a For-Profit Business Entity" (section J), a school official may receive and review personally identifiable information from a student's education record only if the school official has a legitimate educational interest in the information. A school official has a "legitimate educational interest" if the record review is necessary for the school official to perform an administrative, supervisory, or instructional task as assigned by the District or to perform a service or benefit for the student or the student's family. For purposes of this Policy, a "school official" is any person employed by the District. The Board further designates the following persons and entities as "school officials":

1. a person or company with whom the Board has contracted to perform a specific task (such as an attorney, auditor, insurance representative, medical consultant, or online educational service provider or vendor);

2. a contractor, consultant, volunteer, or other party to whom the Board has outsourced a service or function otherwise performed by District employees (e.g., a therapist, a school resource officer, or an authorized information technology specialist);

# Appendix E: Acceptable Use Agreement

**Series 3000: Operations, Finance, and Property**

**3100 General Operations**

***3116 District Technology and Acceptable Use***

The Board will provide students, staff, volunteers, and other authorized users access to the District's technology resources, including its computers and network resources, in a manner that encourages responsible use. Any use of District technology resources that violates federal or state law is expressly prohibited.

A. Children's Internet Protection Act

The Board complies with the Children's Internet Protection Act ("CIPA") and directs its administration to:

1. Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, constitute child pornography, or are harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

   a. taken as a whole and as to minors, appeals to a prurient interest in nudity, sex, or excretion;

   b. depicts, describes, or represents, in a patently offensive way as to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

   c. taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

2. Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by authorized personnel during adult use to enable access to bona fide research or for other lawful purposes. The Superintendent or designee will determine which District personnel are authorized to disable the protection measures.

3. Educate minors about appropriate online behavior, including interacting with other people on social networking websites and chat rooms, as well as cyberbullying awareness and response.

4. The District will put forth it's best effort to prohibit access by minors to inappropriate matter on the internet.

5. Prohibit unauthorized access, including hacking and other unlawful online activity by minors.

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6. Prohibit the unauthorized disclosure, use, and dissemination of personal identification information about minors.

7. The District will put forth it's best effort to restrict minors' access to materials that are inappropriate for minors. The Board defines materials that are "inappropriate for minors" to include obscene depictions, child pornography, and any other material harmful to minors.

8. Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

The Superintendent or designee will take steps necessary to implement this Policy and to otherwise comply with CIPA.

B. Acceptable Use Agreement

The Superintendent or designee will develop, review, and revise as necessary an acceptable use agreement that must be signed before a user is provided access to the District's technology resources. Different acceptable use agreements may be developed based on the user's status. At a minimum, the Superintendent or designee will develop an acceptable use agreement to be signed by each of the following groups:

- adult users, including employees, volunteers, and Board members;
- students and their parent/guardian.

The acceptable use agreement must be consistent with this Policy and must include, at a minimum, all of the following:

1. A statement that:

   a. use of District technology resources is a privilege that may be revoked at any time;

   b. a user has no expectation of privacy when using District technology resources;

   c. District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation;

   d. District technology resources may not be used to bully, harass, or intimidate others;

   e. misuse of District technology resources may result in loss of access to the resources and potential disciplinary action; and

   f. the District does not guarantee that the District's technology resources will be error free or uninterrupted.

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2. Provisions to protect the integrity of District technology resources, including a requirement that each user only access the resources by using that user's assigned user name and password.

3. A list of what constitutes misuse of District technology resources.

4. A prohibition against:

   a. accessing other user accounts or files without authorization;

   b. conducting personal business or activities;

   c. accessing pornography;

   d. communicating inappropriately with students;

   e. accessing or downloading confidential student information which the employee has no legitimate educational need to know; and

   f. accessing or downloading unauthorized software or programs.

5. A requirement that users report any material that is threatening, harassing, or bullying.

6. A release of all claims and liability against the District for use of District technology resources.

C. District Personnel Use

District personnel must comply with Policies 4215 and 4216.

D. State Assessments

During the administration of state assessments (e.g., WIDA, M-STEP, etc.), unless otherwise permitted by this subsection, students and District personnel, including those individuals acting as test administrators, are prohibited from possessing, using, wearing, or otherwise accessing any electronic devices not being actively used for testing purposes when in an active testing session or while on a break when in an active testing session. Pictures, videos, or other communications regarding test content are prohibited during all testing and breaks.

For the purposes of this subsection, an "electronic device" includes any electronic device that can be used to record, transmit, or receive information not used for testing, including but not limited to computers, tablets, iPads, e-readers, smart watches (including Fitbits), smartphones and cell phones, Bluetooth headphones or smart earbuds, or smart glasses.

The Superintendent and building principals are authorized to develop additional building-level rules related to state assessments so long as those rules are not in conflict with this subsection.

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1. Students

    a. Students shall leave all electronic devices outside of the testing room or shall power off all electronic devices and surrender them to the test administrator for collection prior to beginning the testing session.

    b. If an additional electronic device is medically necessary for a testing student, the device must be left with the test administrator, unless the student is required to possess the device, in which case the test must be administered to the student by a test administrator in a one-on-one setting and the student must be actively monitored at all times while testing.

    c. During the testing sessions or breaks, students may not access any additional websites or applications on a device used for testing.

2. Test Administrators

    a. Test administrators or other District personnel monitoring or troubleshooting the administration of state assessments must:

        i. Ensure that all background applications and alternative websites are disabled on testing devices.

        ii. Actively monitor students in the testing room and verify that students do not have access to additional electronic devices before, during, and after testing, including breaks.

        iii. Refrain from disturbing the testing environment, including through texting, speaking, or using electronic devices for non-testing purposes (e.g., to complete other work). Test administrators must silence all electronic devices.

    b. Test administrators may use electronic devices to alert other personnel of issues or emergencies requiring assistance. Such other personnel may use their electronic devices for troubleshooting purposes, but should exit the testing room when engaging in those communications.

3. Penalties

    The failure to comply with this subsection may result, as applicable, in employee or student disciplinary action and such consequences as deemed necessary or appropriate by the Michigan Department of Education (e.g., invalidation of an individual student's test, or misadministration of the entire testing session and invalidation of all the students' tests).

E. Public Access to Technology

1. Pursuant to the Michigan Library Privacy Act, each school library offering public access to the internet or a computer, computer program, computer network, or computer system (a "Qualifying School Library") will limit minors to only use or

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view those terminals that do not receive material that is obscene, sexually explicit, or harmful to minors. Persons age 18 or older, or a minor accompanied by the minor's parent/guardian, may access a school library terminal that is not restricted from receiving such material, if any.

2. Only when a Qualifying School Library offers public access as described in subsection D.1., the District must designate at least 1 terminal that is not restricted from receiving such material and at least 1 terminal that is restricted from receiving such material. Library staff must take steps to ensure that minors not accompanied by a parent or guardian do not access the unrestricted terminal. The Superintendent or designee will determine which employees will implement subsection D in each Qualifying School Library.

3. As used in this Policy, "terminal" means a device used to access the internet or a computer, computer program, computer network, or computer system.

Legal authority: 47 USC 254; MCL 397.602, 397.606

Date adopted: July 1, 2024

Date revised:

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**OXFORD COMMUNITY SCHOOLS**
Dr. Ionya Milligan, Superintendent
Anita Qorja-Collins, Assistant Superintendent of Teaching and Learning
John Fitzgerald, Assistant Superintendent of Business & Operations
Ryan Reid, Assistant Superintendent of Human Resources

## PARENTAL INVOLVEMENT AT OXFORD HIGH SCHOOL

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student's parents/guardians ("parent"). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

The Parent Involvement Plan for the District and the High School will include, among others, the following strategies:

- An Annual Report is presented each year for public review. Standardized test results are reviewed and sent home to parents.
- Educational Development Plans are created for each student detailing a student's projected career focus, educational outcomes, and course requests for the student's four years of high school.
- The Parent Involvement Plan will be communicated via school newsletter.
- Results of student assessments are provided regularly through a variety of channels

| Student Assessment | Frequency of Communication |
|---|---|
| Benchmark assessments (Star) | Results inform instruction and may be shared during conferences |
| M-STEP | Results sent to parents (upon receipt) |
| Classroom Performance | Semester Report Cards, Conferences |
| Schoology Gradebook | Updated weekly |
| IEP's-Special Education | Quarterly, Annually, Every Three Years |
| Parent Teacher Conferences | October, March |
| SAT, PLAN, PSAT, ACT | Results sent to parents (upon receipt) |

- Parent Teacher Conferences are scheduled during the fall and in the spring. Those parents unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via e-mail, websites, phone calls, and voicemail.
- Curriculum Night is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school. Parents can request a meeting to view the curriculum.
- Parents also have the opportunity to access grades for their students through Schoology, which is updated regularly by teachers. Students have the opportunity to share their classroom work with their parents and to meet with the teacher as needed. Additional parent meetings are scheduled on an as needed basis, before, after or during the teacher's conference hour.

775 W. Drahner; Oxford, MI 48371 / Ph. 248.969.5000 / Fax 248.969.5013 / www.oxfordschools.org

*Non-Discrimination Clause: The District does not discriminate on the basis of race, color, national origin, ethnicity, religion, sex, sexual orientation, gender identity or expression, pregnancy, age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally protected basis, and prohibits unlawful discrimination, including harassment and retaliation, in any education program or activity the district operates, including in admission and employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Assistant Superintendent of Human Resources, 775 W. Drahner Rd., Oxford, MI 48371, (248) 969-5004.*

# Appendix G: Sexual Harassment And Sexual Assault Information Guide

**What Is Sexual Harassment?**

Sexual harassment is unwanted sexual remarks or behaviors. It can be verbal, physical, or visual. Here are a few examples of sexual harassment:

**Verbal**

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online)
- Making sexual jokes or comments about students' bodies or how they look or act
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love

**Physical:**

- Pulling at or touching someone's clothing in a sexual manner (like pulling down someone's pants or snapping a bra strap)
- Touching, pinching, or grabbing someone in a sexual way
- Brushing up against someone's body on purpose

**Visual:**

- Posting or sharing sexual comments, pictures, or videos
- Pressuring someone to take or send sexual pictures or videos ("nudes")

Sexual harassment can make someone feel many emotions.

You may feel scared, uncomfortable, upset, embarrassed or angry.

When it comes to sexual harassment, what matters is how the action makes a person think or feel--not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never okay. It is wrong and it is against the law.

**What Is Sexual Assault?**

Sexual assault is any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

Here are a few examples of sexual assault:

- Touching someone's genitals, breast, or butt without their permission (consent) over or under clothes
- Unwanted kissing
- Physically forcing someone to perform a sexual act
- Threatening or pressuring a person to do any sexual act
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape)

Sexually assaulting another person is wrong and it is against the law.

In Michigan statute, this is called "Criminal Sexual Conduct."

**About Consent**

- Consent means that each person agrees or gives permission.
- Anyone can change their mind at any time.
- Consent means each person understands what is going on and agrees to all of it.
- Someone needs to get consent every single time.

- Just because someone said “yes” before, does not mean “yes” now.
- It is not okay to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want.

If someone doesn’t consent to sexual acts, it is sexual assault.

**What if This is Happening to Me?**

It is not your fault. You are not alone.

- No one has the right to sexually harass or assault anyone else.
- You have the right to feel safe and respected.
- If you feel like you won’t be harmed, tell them this is not okay and to stop.
- Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you’re not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you (“I have a friend who…”).
- If the first person isn’t helpful, keep trying until you find someone who is.
- Speaking up is a brave thing to do. Don’t be afraid to seek help from someone you trust.
- Resources listed on the next page are available 24/7 to support you.

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is okay and is normal.

**What if This is Happening to Someone I Know?**

Believe. Listen. Support.

- Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them.
- Listen without judgment. Give them space and time to tell you what they feel comfortable sharing.
- Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.

**Resources**

There is Help.

You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. You don’t have to tell them your name. They can connect you with people and organizations nearby who can help you with questions or needs.

Michigan’s Hotline for Sexual Assault, Domestic Violence, and Human Trafficking (Voices4)

Text or Call: 855-864-2374 Chat: https://mcedsv.org/hotline/

Youth Resources Web Page: https://mcedsv.org/resources

School Title IX Coordinator

If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District’s Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation.

If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See Appendix A of the Student Handbook for your school's Title IX information and other related policies.

*This resource was developed in response to Public Act 57 of 2023 by the Michigan Department of Education in partnership with the Michigan Domestic and Sexual Violence Prevention and Treatment Board and the Michigan Coalition to End Domestic and Sexual Violence (MCEDSV).*