

Honey Creek Community School



Student/Parent Handbook

2018-19

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<http://honeycreekschool.org>



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<u>Welcome From The Director</u>	

Dear Community:

Welcome to Honey Creek Community School, Washtenaw County's first charter school. This handbook provides you with information about our school, its background, and what we are striving to be, as well as procedures, policies, and yearly events. Honey Creek Community School is student-focused and we strive to provide our students with lasting skills to resolve conflicts in fair and productive ways. However, in some instances it is necessary to rely on the behavior and discipline policies outlined in this handbook. Please take the time to review these policies with your child, as enrollment in Honey Creek Community School constitutes your agreement to abide by these policies.

If you need further information about any of the topics in this handbook, please feel free to consult the Honey Creek Community School Board Policy available on our webpage or in the school office. You may also contact the office staff, your child's teacher, or me.

Your support in maintaining a safe and productive learning community is truly valued. Any complaints of discrimination should be referred to our Title IX Coordinator, Shellee Almquist. (salmquist@hc.wash.k12.mi.us, (734) 994-2636 ext. 2210)

Al Waters
Executive Director

History

Honey Creek was started by parents who were interested in finding quality alternative education for their children. In 1995, a charter was granted through Washtenaw Intermediate School District, and Honey Creek opened its doors for its first school year.

Philosophy

Mission

Honey Creek Community School develops the whole child by integrating a rigorous, project-based curriculum, real-life experiences and expertise, a focus on relationships, and an emphasis on the importance of community in a supportive, multi-age classroom setting.

Vision

Honey Creek Community School will advance transformative education practices to empower students to reach their full potential and become engaged, successful community members ready to address the emerging challenges of the twenty-first century.

Teaching Philosophy

Honey Creek Community School's curriculum emphasizes the integration of thought and experience – thinking and doing. Learning is centered on themes and projects that have meaning and purpose in the students' lives. Adults – teachers, parents and other community members – with various kinds of expertise, share in the teaching of the children. Teachers guide students as they learn through hands-on activities, both individually and in groups.

Honey Creek students will be motivated to ask questions, to exhibit curiosity, to think critically and to seek new opportunities to learn. Students will be able integrate and synthesize information from a variety of sources in a variety of contexts. At Honey Creek, students learn to work effectively in teams, to appreciate differences and diversity, and to communicate through clearly written and spoken words. Ultimately, Honey Creek students will be ready to contribute

productively by being technologically literate, employing life management skills and sensitively working in their career, family, friendships and community.

Leadership

Administration

The Administrative team at Honey Creek is accessible and happy to assist families with questions or concerns. They are:

Al Waters has been the Director of Honey Creek since 2007. His role is to manage curriculum, lead the faculty and staff, work with the Board of Trustees to manage the school and its finances, and most importantly to monitor and promote the success of all students.

Shellee Almquist has been Assistant Director of Honey Creek since 1996. She is the person who manages Honey Creek's day to day functions, including finances and all manner of details.

Sue Hofbauer is the School Age Programs advisor, at Honey Creek since 2001. She organizes afterschool activities and summer camp.

Karen Giltrow has been the Administrative Assistant at Honey Creek since 2006. She knows everything about Honey Creek, and will happily answer all questions.

Board of Trustees

Honey Creek Community School is governed by a Board of Trustees, made up of parents of Honey Creek students and community members. The primary responsibility of the Board is to provide governance and financial and academic oversight in accordance with the school's mission and the directives of the charter from the Washtenaw Intermediate School District. Board members are elected to three-year terms and elections are held annually in May to fill vacancies. The public is welcome to attend Honey Creek Board meetings. If you have an item you would like to have on the agenda, please contact the Board Chair or the Executive Director. Board minutes are posted online after each meeting.

Parent Teacher Organization (PTO)

Parental involvement is one quality that sets Honey Creek apart. The PTO is a great way for parents to be active within the school and to share their time and talents. The HC PTO strives to build a stronger Honey Creek Community by promoting quality educational, recreational, and social programs for students and their families with activities such as the summer picnic, fall festival, Talent Show, and STEM fair. The PTO also raises funds for school equipment, classroom expenses, and other community needs. All Honey Creek parents and teachers are members, and all levels of participation are welcome. Theme committees include STEM (Science, Technology, Engineering, and Math), Arts, Wellness, and Literacy. More information is available at honeycreekpto.wordpress.com.

Honey Creek Community School Foundation

The Honey Creek Community School Foundation was created in 2012. Envisioning a future in which whole communities participate in public education, the Honey Creek Community School Foundation's mission is to facilitate exceptionally broad and deep participation in Honey Creek Community School's goals, bringing diverse resources to support its curriculum and sustain its tradition of excellence.

To carry out this mission, the Foundation seeks gifts and grants; plans and executes social events and fundraisers; and maintains an organizational framework to inspire, support, guide and develop community engagement in Honey Creek Community School's success. More information can be found at <http://www.honeycreekfoundation.org>.

School Structure

Building/Facilities

Honey Creek is located in the High Point Building on the 40-acre campus of the Washtenaw Intermediate School District (WISD) campus. We share a gym, playground, nature trails, pool, greenhouse, district resource library, and cafeteria. Other programs and schools located in the building are High Point School (offering programming for students with mental and multiple impairments, ages 3 to 26), Gretchen's House IV childcare center, and The Huron Valley Cosmetology School. Sharing the building with others allows our students to interact with students from different backgrounds and age groups. They learn an appreciation for those different from themselves, and develop sensitivity to obstacles others may have in their lives, such as physical or cognitive handicaps.

Please keep in mind that building usage and improvements/modifications are conditional upon the approval of the Washtenaw Intermediate School District.

Enrollment

For new families:

- Interested parents must attend an enrollment information meeting (at least two are held, usually in January).
- Following the enrollment meetings, parents should fill out an online application (available during the period of February 1 through February 15). Directions for the application process are provided at enrollment meetings.
- Honey Creek conducts a lottery by early March to determine the order of admission at each grade level. Those who do not receive a spot for the following school year will be placed on a waiting list. Parents will receive a letter telling them whether their child(ren) have a spot or have been placed on the waiting list.
- Parents and students must make a partial-day visit to Honey Creek to experience our normal school setting. Once the families have visited Honey Creek, they are given a period of time to confirm their decision to attend in the fall.
- All admission paperwork must be turned in as stated on the forms.

Current families:

Students who are currently enrolled in Honey Creek and their siblings will be offered the opportunity in January to re-enroll for the next year. Those spots which remain after re-enrollment will be offered to students on the waiting list.

School Hours, Drop-off, and Dismissal

Honey Creek's school day is from 8:00am-3:15pm Monday through Thursday, and 8:00am - 2:10pm on Friday. Half-day dismissal is promptly at 12:00 pm.

Drop-off: Students may be dropped off in the morning no earlier than 7:50 am and may enter the classrooms at 7:55 am; class time begins promptly at 8:00 am. It is imperative that students are here on time. When a student is late, s/he misses out on important issues, disrupts the

routine of the class, and is distracting to the other students. All students not in class by 8:00 am must request a late pass and sign in at the HCCS office before going to class. We cannot stress enough how important this is to our community of learners. Because attendance is so important to school success, parents of students with a pattern of being late will be asked to work with the school to develop an intervention plan. Should the intervention plan be unsuccessful, the family will be referred to the Intermediate School District for further intervention. We appreciate your cooperation in advance!

K-1 classrooms welcome parents to come into the classroom in the morning, to help get children settled in for learning. As children move up in Honey Creek, parents may expect them to gain in responsibility and be ready for faster drop-offs.

Dismissal: In the afternoon, please pick your children up promptly at 3:15 (Mon-Thur) and 2:10 (Fri) to avoid confusion on their part. The After School Programs have a limited number of drop-in spots available for pre-enrolled students only. At the end of the day, students will be released to their parents or another person designated by their parents. Early Elementary students wait in their classroom and are dismissed when their transportation arrives. Middle Elementary, Later Elementary, and Middle School students will meet their parents at a predetermined location. Students not picked within 15 minutes of dismissal time will be dropped into the After School Program at parent expense.

Early dismissal: If you must pick your child up during the school day, notify the office and their teacher ahead of time. When you come to get your child, let the teacher or lunch supervisor know that you are taking the student and if s/he will be back before the end of the day. You must sign the child out in the front office. The school will not prepare students for early pick up. In the event that someone other than yourself or your student's usual ride home will be picking your child up at dismissal, please call the office to advise us of this change by 2:30 pm. The teachers will not release a child to anyone other than normal unless we have prior verbal or written permission, even if the person is well-known to the child.

Attendance

Student attendance has been demonstrated to be a key element in scholastic success. Students at Honey Creek are expected to attend school every day that class is in session. Attendance is required by state law. Section 1561 of the Michigan General School law reads "every parent, guardian, or other person in this state having control and charge of a child from the age of 6 to the child's eighteenth birthday shall send that child to a public school during the entire school year. The child's attendance shall be continuous and consecutive for the school year fixed by the school district in which the child is enrolled." County policy requires the school to refer students with excessive absences or tardies to the Intermediate School District. The state of Michigan considers any student with ten or more absences to be chronically absent.

If your child will be absent due to illness, or will arrive late, please call or email the office to let us know. Absences of more than three days in duration will immediately be reported to the Director, who shall determine if additional instruction is needed during the child's convalescence. Vacations may be considered excused absences if prior approval is requested from the Director and contain an educational component. Vacations may not be scheduled during school count days or school curriculum celebration days. Absences not arranged in advance with the Director are unexcused. After three unexcused absences, the teachers and Director are required to have a joint meeting to develop a solution to the unexcused absence problem. Taking off extra days around holidays is a problem. State funding is jeopardized on days when attendance is low.

Students may participate in after-school events sponsored by HCCS organizations, if they are in attendance for the majority of the school day prior to the event.

School Closing

Honey Creek Community School maintains several systems for announcing school closings. The most efficient way to receive notification is through the school text messaging system. Families may sign-up to receive text notifications at: <https://www.remind.com/join/honeycr>. Additionally, Honey Creek sends out notifications through our email system and places a banner notification on our homepage: honeycreekschool.org. We also post with the following media outlets: FOX 2, Local 4, ABC 7, WWJ-TV 62, CW 50 Detroit, WWJ 950 News Radio, and WJR Radio.

Weather Related Closings: In general, Honey Creek Community School does not close for cold weather; however, if cold weather is accompanied by blowing and drifting snow, which contributes to unsafe driving conditions, the school will close. Snow closings are based on actual conditions on the ground and forecasts. As Honey Creek Community School serves families throughout Washtenaw County, conditions may vary. Students who are unable to attend due to unsafe road conditions will be excused.

Non-Weather Related Closings: At times, building related issues require the cancellation of school. On those days Honey Creek will make every effort to notify parents in advance through our many notification systems; however, there are times when we are unable to activate our notifications system prior to arrival times. Should an event occur during the school day, we will activate the notification system as well as allow students to contact parents through an orderly process.

Visiting Honey Creek

Parents are always welcome to visit Honey Creek and to participate in classrooms, during lunch, or for specials. Please let the teachers know if you wish to become involved in a special activity or general classroom support. Feel free to drop in any time!

Visitors to the building must sign in at the front desk and wear a name tag.

The classroom environment may or may not be an appropriate place for siblings. Please talk with your child's teacher prior to a sibling visiting to discuss the feasibility. Children in diapers must be changed in bathrooms only.

Please keep in mind that the teacher's focus must remain with the students. Visitors should avoid disrupting learning activities.

Multi-Age Classrooms

All of Honey Creek's classrooms are multi-age, reflecting the school's commitment to diversity in learning styles and the power of community learning. With a broader age-range than traditional classrooms, teachers can assist students in meeting their individual goals, and students have the opportunity to learn from peers and to mentor other learners.

Curriculum Overview

I. General Principles

- A. People learn best in situated contexts--through experiences with meaning and purpose, which feel real to them.
- B. People learn best in the presence of expert models, as if in an apprenticeship.
- C. Teaching must begin where the students are, individually, and as a group.
- D. Human learning is a social phenomenon.

II. Goals

- A. Synthetic and interdisciplinary experience/integration of thought and experience.
- B. Community and environmental awareness and involvement.
- C. Interpersonal, collaborative, and team skills.
- D. Ability to draw on differences in age, gender, and culture in a positive way.

III. Methods

- A. Learning centers/work stations.
- B. Community involvement--parents and other mentor involvement, formal relationships with museums, businesses, etc., in the community, guest speakers and consultants for units and projects, field studies.
- C. Mixed ages and group projects.
- D. Integrated units.
- E. Academic Service-Learning

IV. Assessment

A. Goals

1. To measure and characterize pursuit of the following goals, which should be approached in an integrated way:
 - a. Particular goals negotiated by students, parents and teachers
 - b. Goals outlined in Section II
 - c. Core curriculum benchmarks (State)
2. To foster ongoing conversation among students, parents and teachers, as well as a healthy self-reflection by everyone involved.
3. To emphasize qualitative evaluation with a view toward drawing on student interest, talent, and strengths.
4. To make student work available to multiple audiences, within and beyond the school

B. Methods

1. Ongoing conversations among students, teachers, parents.
2. Individual student continuous progress charts referencing Michigan Grade Level Content Equivalencies.
3. Ongoing dialogue between and students in the form of letters and responses to work in portfolios.
4. Student-led conferences twice a year for reflection, review of portfolios, and goal setting by students, teachers, and parents.
5. Curriculum Celebrations, P.E. Picnic and Play Day, Winter & Spring Performance.

Early Elementary, K/1

In K/1 we believe in nurturing the whole child. This means that in addition to academic skills, a great deal of emphasis is spent on developing social and emotional skills. Although we are not considered a play-based program, movement, drama, recess, and free play are interspersed throughout the school day because we believe children are active learners.

We use integrated, hands-on thematic units to meet state learning standards in a way that is age-appropriate and engaging for young children. The thematic units incorporate all of the social studies and science standards for kindergarten and first grade, with content goals spread over two years and the process goals addressed each year. In addition, we integrate poems, art, environmental education, and academic service-learning into the thematic units, as well some of the math and language arts goals.

Math and Language Arts skills are also taught in separate blocks of time within our schedule. During these times children are learning specific skills and applying them in a variety of ways.

Middle Elementary, 2/3

The 2/3 team believes in educating the whole child. There is a strong emphasis on assisting our students' emotional and social development along with academics. Students are engaged in hands-on activities and projects based on the year's theme.

With academic rigor in mind, the 2/3 students will learn the mathematics and language arts that will be necessary to help them meet the requirements of the thematic projects that they will create. Within these projects, students also are asked to work cooperatively and improve their collaborative team skills. Student academic goals are set with the zone of proximal development in mind. Teachers know where each student is in reading, writing and math; and they know the next logical step for the student's academic progress.

Reading and writing are taught through a workshop approach. Children read books at their level daily and build their stamina over the year. We use the writing process to teach writing, and students spend much of the writing time choosing their own topics and genre. However, there are times when we study specific genre and use this to drive our writing assignments.

Math is taught to our students using a combination of whole group, small group, and individualized lessons. We practice many of the skills necessary for good mathematicians, including the four major operations, through math games.

Later Elementary, 4/5

In 4/5 we believe that learning potential can only be reached when students are safe, physically and emotionally. This means that, in addition to academic skills, a great deal of emphasis is spent on character development and maintaining a family-like atmosphere. We practice honesty, caring, respect and responsibility as the foundation for this work.

Math groups are created by assessing students and placing them with a teacher who is teaching to any of the gaps that exist and/or helping them reach the next level of skills. These groupings are flexible and may change at any time over the year. The other three content areas are divided among the three teachers. Language Arts is taught by Johnny, Social Studies by Teresa, and Science by Cheryl. During these times children are learning specific skills that will be used as the foundation for integrated work in base classes. Throughout the year we also integrate environmental education and academic service-learning.

The Later EI Transitioning Trip is for 5th graders ready to move on to Middle School. The 5th graders and the teachers spend a night at Camp Tamarack celebrating their accomplishments and each other. Parents participation is limited to helping finance, fundraise, and prepare for the day. Only students who consistently exhibit respectful and responsible behavior will be eligible to attend. Staff has final say about eligibility for the trip. The trip will be scheduled for a Thursday/Friday in May or June.

Middle School

The Middle School is an amazing and unique part of Honey Creek, providing students with a challenging and yet creative approach to learning and being in community with one another. The Middle School is divided into four main subject areas (Language Arts, Social Studies, Math, and Science) and multiple specials/electives classes (Technology Special, Art Special, Gym, Band II, Choir, Swim, Tech Elective, and Art Elective). Students are in multi-age classrooms (6th/7th/8th mixed together), and they experience each subject through a project-based and thematic approach. The curriculum, which is developed by our teachers, is integrated over all three years.

As at a traditional public school, students begin each day with their base class. At Honey Creek, Core Classes are scheduled in morning blocks, with students rotating between subject areas.

During the afternoons, time is set aside for specials, electives, project work, life skills, team-building, and study hall.

Project work is an integral part of the HCCS middle school experience. The Independent Project is a skills-based personal project on a topic of choice. The project is outlined in a step-by-step process, from creating a proposal, building notecards from research, arranging a visual aid, and finishing with a presentation in front of a crowd.

Early in the fall Middle School students and their teachers will spend time at Camp Tamarack in their Outdoor Education Program. Students will receive instruction in environmental education that is aligned with the Michigan Curriculum Framework and have instruction in cooperation and team-building skills. Students not able to attend the time at camp will be assigned to another HCCS classroom for the week.

Specials

The students participate each week in some special classes, including physical education, swimming, art, and general music (and optional band for 5th grade and Middle School students). Please be sure your child has the proper equipment s/he needs for specials. For gym, students will need a pair of non-marking shoes that can be kept at school and will only be worn indoors. For swimming, your child will need a swimsuit, towel, goggles, bag to carry them in, and be dressed in clothing easy to get into and out of in the locker room. Students who forget their swimsuits may borrow a suit up to three times a semester. Borrowed suits and towels need to be washed and returned to school the next morning. Both P.E. and swim are essential elements of the Honey Creek curriculum. All students are required to participate in these classes. A note from a physician is required to excuse a child from participating. Middle School students must have their instruments at school on music days.

Band and Choir

Band Goals: Honey Creek Community School band is committed to excellence. By joining the band you have committed yourself in the pursuit of excellence through musical performance. Our major goal is to prepare each band student to a level of excellence so each student feels confident enough to advance to the next level of playing, be that middle school band or into high school band. We will also set up individual goals and group goals during the first rehearsals of band. We will accomplish these goals through regular rehearsals and practice in class. However, each student is responsible for his/her own success as a musician and must take it upon his/her own self to meet the goals.

Choir Goals: Honey Creek Community School choir is committed to excellence. By joining the choir you have committed yourself in the pursuit of excellence through musical performance. Since choir is an elective class and the students change every semester, our major goal is to prepare each choir student to the level of excellence and preparedness for our end of the semester concert. We will also set up individual goals and group goals during the first rehearsals of choir. We will accomplish these goals through regular rehearsals and practice in class.

Classroom Rules

1.No Gum. Any student caught with gum will be asked to throw it away and will lose study bucks or owe give back time. Gum is hazardous to instruments and our lungs while playing. This includes percussion players.

2. Raise your hand. If you have something you would like to ask or comment on please raise your hand. Our band time is very limited and it is easier to answer questions when hands are raised rather than just shouted out.
3. Be prepared. This means bringing all instruments, music, and pencils. Failure to be prepared will result in loss of study bucks or give back time.
4. Be kind and courteous to others. Everyone in the band has different learning styles and learns at his/her own pace. If extra time must be taken to help one of your band members, please be respectful of that and quietly and patiently wait until group band resumes.
5. Restroom and Drinks. All students must raise his/her hand and ask to leave the classroom for the restroom or a drink.
6. Practice and Private Lessons. You are responsible for your own success as a musician and are required to practice 90 minutes a week (5th Grade) or 60 minutes a week (Middle School). If you need extra help with your instrument or need more of a challenge in band, private lessons are an excellent idea. Please contact your director about private lessons if you are interested.
7. Have fun. Band and choir are very rewarding experiences and can take you many places if you continue to play your instrument or sing. Every band and choir has many fun and different people with many different personalities. Although this may be challenging some days, it also can be extremely rewarding. The music this year will push the band and choir further than is has been pushed before and may be difficult at some points. Despite all of the challenges we may face, the most important aspect is that we have fun!

Classroom Grading

Band students will be graded on three elements: Tests/quizzes, participation, and practice. Choir students will be graded on three elements: Tests/quizzes, participation, and sight singing. Grades are given twice a year, but a parent may receive a note or email if the student is not doing his/her part to contribute to the excellence of the band.

Tests/quizzes will make up the 40% of a student's grade. These will include weekly or biweekly quizzes as well as written tests. These tests and quizzes will include elements from our lesson book, concert music, scales (band)/solfege (choir), and music theory.

Participation will comprise of 50% of a student's grade. This will include, but is not limited to, classroom participation, attendance, and performances. Part of this grade will also include having the required materials for class including instrument, music, and pencil.

Band: The final grading element is home practice and will be 10% of a student's final grade. Each student is required to practice 90 minutes a week (5th Grade) or 60 minutes a week (Middle School). That may seem like a large number, but when broken down over seven days is only about 13 minutes a day (5th Grade) or 9 minutes a day (Middle School). Practice is not meant to be a punishment, but a tool to help each student grow as a musician. Those students that practice daily show great improvement over students who rarely practice, therefore it is essential that time is allotted for practice on a daily basis. Each student will be given a practice chart which must be filled out and signed by a parent by Friday of each week. On Fridays the band director, Katie Bush, will check the practice chart and those students who have practiced their 90 minutes (5th Grade) or 60 minutes (Middle School) will be given a sticker for our board. When the entire band practices for 90 minutes (5th Grade) or 60 minutes (Middle School) a week, a special prize will be awarded to the band from the band director. This prize could be a certificate for a free study hall day or a sweet treat. The discretion is left to the band director.

Choir: The final grading element is sight singing and will be 10% of a student's final grade. Singing is unlike playing an instrument, when a vocalist wants to change notes they can not simply press down a key and sing a new note. For this reason we practice sight singing with solfege and curlew hand signs. Solfege are the syllables Do, Re, Mi, Fa, So, La, and Ti. We use these syllables and corresponding hand signs to show our body and voice what note should be

sung next. Although, these elements may be tricky at first, I want to see everyone doing their best to learn them.

Attendance Policy

Band meets three days a week and all band members are expected to be present during all rehearsals. Choir meets two days a week and all choir members are expected to be present during all rehearsals. Band and choir are different than any other courses as they are reliant on your attendance. We need you to be present in order to be successful. If you are tardy for band or choir, you will be required to bring a tardy slip from the office or the teacher who has kept you after class. When you are tardy you will be expected to come into the classroom with as little disruption as possible. Should you come to class without a tardy slip you will be asked to leave and retrieve a tardy slip.

Band Instrument and Book

Each student is required to obtain their own instrument. Honey Creek Community School works in conjunction with Marshall Music to set up easy rental programs for each family. Should you choose to purchase your own instrument please have it checked by your band director before bringing it to class so she can determine if the instrument is in acceptable working condition and the quality of the instrument. If you would like a list of quality used instrument brands please see your band director.

Each student is also required to purchase a Standard of Excellence book, a red book (Book 1) for beginning band students and a blue book (Book 2) for middle school students. The cost of this book is around \$7.00 and can be purchased from Marshall Music during the beginning band meeting.

Supplies (Band)

Besides an instrument and book there are a few other supplies that need to be purchased to keep your instruments in good working order:

Everyone: Name tag. Please have a name tag on your instrument in case it gets lost.

Everyone: Pencil. Pencils are essential in band; please put one or more in your case to have during class.

Flute: Silver-polishing cloth and a cleaning rod.

Clarinets: 2-4 good working reeds (Vandoren 2 ½ or Mitchell Lurie 2 ½), a reed case, a cleaning swab and a mouthpiece cap.

Saxophones: 2-4 good working reeds (Vandoren 2 ½ or Mitchell Lurie 2 ½), reed case, cleaning swab, mouthpiece cap, end plug, neck strap.

Trumpets/Baritones: Cleaning kit, valve oil, slide grease.

Trombones: Cleaning kit, slide grease, slide oil.

Percussion: Percussion kit, drum sticks, bell mallets.

Concert Expectations

Honey Creek Community School band and choir perform at two concerts each year plus graduation. As a band or choir member you are required to play at these concerts. There is also an optional graduation performance. As a band and choir, we work extremely hard to prepare for these concerts and you would be doing yourself and the band or choir an injustice by missing these concerts. Please make every effort possible to be present for these two events. You are also expected to be on time for these performances. This means not only that you are present, but also that your instrument has been prepared and ready including all repairs, oiling,

greasing, and tuning. You must also be dressed appropriately for the concert, and have all music present and adequately prepared.

Concert Attire

The concert attire is required for all concerts will be as follows:

Solid white button-up shirt. Pants (or skirt), shoes, and socks must all be black. No jeans.

Concert Dates and Times

Winter Performance: Third Thursday of December at 3:30pm

Spring Performance: Third Tuesday of May at 3:30

Graduation: Second Tuesday of June at 5:00

Extra Credit (Band)

Extra credit can be earned at any time during the school year. Below you will find acceptable extra credit assignments:

Scales: Memorize one scale other than the Bb Concert scale to perform for your director.

Concerts: Attend a local music concert/musical/opera and bring a one page reflection on the concert as well as the concert program bulletin.

Research Paper: Complete a two-page paper on a composer, an instrument, a musical/opera, or anything else musical.

Solo/Duet: Prepare a solo or duet to be performed for the class.

Make an instrument: Create a new and unique instrument. Decide what instrument family it belongs to. Could it be a new instrument family? Use only materials found in and around your home don't spend a lot of money creating this project. This extra credit assignment can only be used once per semester.

Assessment

I. Continuing Progress Charts

Honey Creek records student progress on electronic Continuing Progress Charts. Throughout their education at Honey Creek, teachers update the charts with the student's latest accomplishments as measured by Michigan Grade Level Content Equivalencies and the Common Core Curriculum Standards. Parents are welcome to make an appointment at any time during the year to view their child's records, and to discuss his/her progress with his/her teachers.

II. Michigan Educational Assessment Program

In accordance with the Michigan Department of Education, Honey Creek participates in the M-STEP test. This test is administered in the spring to children in third, fourth, fifth, sixth, seventh, and eighth grade learning levels, and includes language arts, science, mathematics, and social studies.

III. Grades 3 through 8 will participate in an additional assessment, the Terra Nova, each fall. State law now requires students in kindergarten, first, and second grade to participate in a math and English language arts benchmark assessment in both the fall and spring. Honey Creek will administer the Michigan Benchmark Assessment.

Student/Parent/Teacher Conferences

Twice during the school year Honey Creek hosts Student/Parent/Teacher conferences. This is a great opportunity for you and your child to meet with teachers to discuss your child's academic and emotional progress and needs, and to set semester goals. You may also make appointments at other times during the year to meet with your child's teacher. Contact the teacher ahead of time to schedule an appointment, as teachers' schedules are busy and do not

allow the flexibility to meet with you on the spur of the moment. HCCS strongly values the faculty/parent partnership.

Student Records

Each student has a file, which is kept in the Honey Creek office. This contains information pertaining to their health, educational history, achievement, standardized test scores, and special education needs. The information in these files is available to parents upon request. No one else may view the files without the written permission of the parent, with the exception of school personnel using the records for administrative/educational purposes.

Lunch

Each group has forty-five minutes for their lunch period. One half is spent in the cafeteria eating lunch, and one half is recess time.

Hot lunch, including a milk or juice, is available to our students through the High Point cafeteria. Prices for a student hot lunch is \$2.50. Price for a student milk/juice is \$0.50. Also please note: Non-School Days/Aftercare student lunches will be set at the non-subsidized rate of \$2.75 per student. The cost of hot lunch and milk/juice is subject to change. Milk and juice may also be purchased separately from lunch. Children who have special dietary needs (allergy to milk or other foods, vegetarian diet) can be accommodated only if a doctor's note is presented. Parents should pay for lunches ahead of time by the week or month, by a check made payable to High Point School. A free and reduced-price lunch program is available to families with financial need. To receive an application for this program or for more information, contact the Honey Creek office.

When in the lunchroom, students are expected to maintain the same behavior as in the classroom. We share the cafetorium with High Point students, and we need to exercise consideration of them in our noise and activity level.

Lunch and recess are supervised by instructional assistants and other paid staff. Students are expected to treat lunch recess staff as faculty and to follow their instructions.

Recess

Lunch & After School Recess will be outside everyday. Except for hazardous weather conditions (lightning, severe storms, wind chill below -10° F), we will always go outside for recess. There is limited indoor space that allows the children opportunities to move around energetically.

Children should always dress for the weather. Expectations for outdoor clothing are articulated below; however, if a student is cold, he or she should wear heavier clothing. No water play if the temperature is below 68° F. Students must wear long-sleeved shirts when the temperature is below 60° F. Students must wear an appropriate sweatshirt or jacket when the temperature is between 40 and 60° F. Students must wear a jacket and long pants when temperatures are below 40° F. Students must wear galoshes and rain gear in order to play in puddles; otherwise students may play on the concrete only. In the winter, students must wear snow pants, boots, coat, hat, and mittens or gloves in order to play in the snow and sled.

Homework/Home Projects

Homework is an extension of the learning process. It allows children the opportunity to practice what they have learned in the classroom, without the pressure of time. It also helps students learn to develop good independent study habits, as well as organizational and time management skills. Finally, homework allows another venue for parents to be involved in their

child's education. Please encourage your child to complete his/her homework assignments, provide a suitable space without distractions, and make yourself available as a resource if s/he asks. Each grade level will have information available for parents at Curriculum Night detailing their homework policy and expectations.

Special Education Support Services

Special Education services are available to Honey Creek students. If you feel your child may need special services, please see the Executive Director or your child's primary teacher for details.

Curriculum-Based Service Learning

Curriculum-Based Service Learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs and are directly connected to State curriculum standards. Curriculum-Based Service Learning builds upon students' service activities by providing them with opportunities to learn by preparing, leading, and reflecting upon their experiences. The Honey Creek Community School Board of Trustees endorses Curriculum-Based Service Learning as an integral part of the curriculum of the school. The Board encourages all teachers to provide at least one Curriculum-Based Service Learning experience for each student each year.

Field Studies

From time to time, it is beneficial to take students away from the school building to visit museum exhibits, science exhibits, and other educational opportunities. Parents will be notified ahead of time about field studies and the details involved, including date, time, donation, and if sack lunches are necessary.

A primary group teacher or a school administrator may suspend an individual student's privileges, including field studies, if the student shows by his/her behavior an inability to demonstrate appropriate student responsibilities. The primary group teacher will notify the student and his/her parent/guardian of the suspension of privilege, the duration and modification when applicable.

All children who participate in a field study must go and return with the group. Students may not be dropped off or picked up on a field study. Parents are always welcome on these studies. Parents and siblings must use their own personal transportation. If you would like to participate in an upcoming field study, please talk to the teacher who is coordinating it. See Student Behavior and Conduct section of handbook for further information.

Maturation Program

Honey Creek School's maturation course is offered every year to any students at the Later Elementary and Middle School levels who are ready to take the course. Teachers and families determine together whether a student is ready for the course. The course emphasizes understanding and respect for one's own and other people's bodies, and responsible choices and behavior regarding our bodies, not only in relation to sexuality but in a broader perspective as well.

The course covers reproductive anatomy, how babies are created and how they grow, and changes in the body during puberty and how to care for one's changing body. It presents sexual relationships and intercourse as choices that grown-ups make when they care deeply about one another, and recommends abstinence as a healthy choice for young people. The course also

defines and discusses AIDS and other STDs. Copies of the course materials and videos may be checked out of the school's library.

Lockers

Each student is assigned a locker at the beginning of the school year. This is a place where the student can store backpacks, lunch bags, boots and other outdoor clothing, and things for after school activities. Because students share lockers, please help them exercise consideration in keeping the locker clean and in not storing large objects in them for extended periods of time. Lockers may not be locked and remain the property of Honey Creek Community School.

Lost and Found

Lost and found articles are placed on a rack and/or in a box near the cafetorium in the C-wing. At the end of the month, unclaimed and unlabeled articles are donated to local charities. Please take the time to look through the rack/box to see if there are any of your child's belongings in it. Please label mark all clothing and belongings.

After-School Programs

Honey Creek offers after-school childcare and enrichment programs to those families who need care for after school and no-school days, or are interested in participating in a variety of activities. Students are given the opportunity to play outside (or in the gym in case of inclement weather), participate in learning activities, cooking, and dramatic play; make crafts; do homework; and spend time with friends. Special visits by community organizations are arranged, and some field trips may be taken. Individual music lessons are available through the After-School Program at an additional cost. A Summer Camp program is available for a daily, or full summer fee. Please contact the office for an After-School Program application and information on fees.

All after school clubs and activities fall under Honey Creek After-School Programs. Due to insurance and licensing requirements, ALL students who wish to participate in any after school club, sport, care, or activity (except children participating ONLY in Camp Fire, USA and Girl Scouts) must be enrolled in the Honey Creek After-School Programs. With \$10/child enrollment fee, you will receive:

Access to all after school activities, sports, care, and clubs sponsored by Honey Creek.
Quality, affordable childcare licensed by the Family Independence Agency.
Drop-in options for unexpected childcare needs (dependent on space availability).
Extended day childcare on half- and no-school days.

An After-School Club option is available for Middle School students who are interested in spending some time after school studying, working on independent projects, or just hanging out with friends in a safe atmosphere.

The fall schedule for all special After-School Programs will be available on the first day of school and registration will begin that day as well. Registration for these special After-School Programs will continue as long as space is available. Please know that there may be an extra cost depending on the activity or club. First come, first served.

a. Child Placement Contract

Parents/Guardians are responsible for reading the attached contract and signing the Enrollment Form to acknowledge receipt of said contract.

b. Swimming

When the entire after-school program swims, a student MUST swim, unless he/she has a note from his/her doctor. All after-school staff members must be in the water in order to meet the required adult/child ratios of our childcare license. When staff is supervising students in the water, they are unable to supervise students out of the water. Any students who do not swim and sit on the side of the pool are thus considered "unsupervised" according to the guidelines set up by the Family Independence Agency. This violation not only jeopardizes the safety of our students, but our childcare license and the existence of after-school programs at Honey Creek Community School as well. We ask you to please keep a clean swimsuit in your locker at all times so that you are always prepared. Thank you for your cooperation in this matter. c.

Required Forms

The following forms need to be on file for each child before the child's first day in the After-School Programs:

A signed statement that the child is in good health. Any activity restrictions must be noted.

Child information cards (2).

Immunization form: A list of up-to-date immunizations must be on file before a child may be in the After-School Programs.

Permission slip.

Signed Child Placement Contract.

d. Tuition Payments

Payment is expected by the first of the month unless prior written arrangements have been made with the director for unexpected one-time occurrences. Tuition is billed based on the number of scheduled days/month.

e. Late Payment/Returned Checks

There is a \$30 fee for checks returned for any reason or for payments made after the 5th.

f. Outstanding Balances

Customers with outstanding balances will not be able to re-enroll or attend after-school programs until all outstanding debts are paid in full.

g. Late Pickup Fee

There is a \$15 fee charged for children picked up after their scheduled end of enrollment (6:00 p.m.) plus an additional \$15 for every fraction of a quarter hour thereafter.

h. Schedule Changes

Changes must be made in writing and given to the School-Age Supervisor. Days may be added at any time, providing space is available. To permanently reduce scheduled days from your weekly schedule, notify Sue Hofbauer, the School-Age Supervisor, in writing thirty days prior to date of change. You are responsible for all previously contracted time up until that date.

However, you may make changes to your new fall schedule up until September 9, 2015.

i. Absences

You will be expected to pay for all the days your child is enrolled even if your child is absent due to illness, extra vacation days, or for any other reason.

j. Unexpected Closings

HCCS will not refund/credit tuition for any prescheduled days that are canceled due to unexpected acts of nature or facility issues.

k. Days Not Charged For/No Care Provided

Labor Day, Camp Tamarack for Middle School, Thanksgiving and day after, Winter Break, MLK Jr. Day, Midwinter Break, Spring Break, Camp Tamarack for 5th Grade, Memorial Day and eighth grade trip.

l. Withdrawal

As the original enrollment contract states, the After-School Program begins on the second day of school and ends the day before the last day of school. A parent/guardian may withdraw his or her child from the After-School Program and be exempt from the remainder of the payments for the year, providing the After-School Program is given thirty days written notice.

m. Emergency Procedures

In case of injury to a child, the After-School Program staff will contact the child's parent/guardian. If the parent/guardian cannot be reached, then the child's physician will be contacted. In the event that neither of these contacts are possible or in the case of serious emergency, the child will be taken to the University of Michigan Hospital if no parental preference is indicated on the emergency card.

Participation In Traveling AS-L and After School Activities

Students are eligible to participate in off campus HCCS Academic Service-Learning (AS-L) activities, after school clubs and teams when they have weekly verification from all their teachers that daily class and homework assignments have been satisfactorily completed and handed in. Students, who have not completed all their class and homework assignments are expected to attend daily practices and rehearsal, but may not compete, perform, or travel to represent HCCS.

Culture

Parent Pledge

The involvement of all parents is an integral part of our community school. Our mission emphasizes a strong relationship between families and HCCS because we know this tie will enhance the education of all Honey Creek students and add richness and diversity to our community. Furthermore, we recognize that the success of our students and health of our school community is directly and meaningfully improved when we work to be responsibly, thoroughly, and consistently engaged.

THEREFORE AS A PARENT, GRANDPARENT, OR CARING ADULT, I take personal responsibility for my child's safety and education and the safety and education of the children in this community.

I PLEDGE TO:

- Read the parent handbook and abide by the policies and guidelines set out in it.
- Ensure that my child arrives at school:
 - On time (8 A.M.)
 - Rested and ready to learn
 - Having taken responsibility for completing homework assignments in a timely manner (with my help and guidance, as appropriate)
 - Dressed appropriately for the weather and with a nutritious snack
- Work to create safe environments:
 - For the community (driving/parking & appropriate after-hours behavior)
 - For each student's body (respecting allergies, physical health)
 - For each student's mind (respecting differences and emotional health, and practicing inclusiveness and conflict resolution)
- Stay informed:
 - Attend both parent/child/teacher conferences each year
 - Read e-mails, newsletters, and posted announcements
 - Attend at least one Board or PTO Meeting each year

- Understand the basics of how Honey Creek is funded
- Support and strengthen our community:
 - Volunteer your time (minimum 2 hours/month, or 16 hours/year)
 - Participate in fundraising efforts
 - Participate in curriculum fairs, community forums, classroom potlucks, and all-school concerts and festivals whenever possible

We (I), parent/legal guardian(s) agree to do my best to follow through with the responsibilities listed above.

Communication

Communication between parents and staff is important to your child's education. Email is our first method of communication. If you do not receive email, please inform the main office, and we will provide you with a paper copy of all school communications. At the beginning of the school year, email lists for each classroom and for Honey Creek All are created. Please refrain from sending emails about anything other than school business to these lists, and consider whether an all-school email is required. Parents are expected to check email at least daily, and we are making efforts to reduce the number of emails flooding inboxes. Honey Creek has a monthly newsletter distributed via email. The newsletter provides you with information from teachers, administrators, the Board of Trustees, and other community members regarding current and upcoming events and issues. Other ways for the community to communicate include the Honey Creek school website (honeycreekschool.org), the PTO website (honeycreekpto.wordpress.com), the Foundation website (honeycreekfoundation.org); and several Facebook groups.

Volunteerism

Honey Creek is a community school. Parents, teachers, administrators, and other community members work together to create a rich learning environment for students. Parent involvement is critical for the success of our school, and all families are expected to contribute their time and skills throughout the year. There are many ways to be involved: a leadership role in PTO or the Board of Trustees, working with teachers in or beyond the classroom, organizing enriching activities, being a room parent, volunteering at events.

Community Celebrations

Curriculum Celebration

Students and staff host School Community Curriculum Celebrations, to which parents, friends, and relatives are invited. At the celebrations, students exhibit class and individual projects, and demonstrate the work that they and their teachers think is the best they have done or is very important to them. This offers everyone the opportunity to experience the integration of our curriculum and participate in the assessment of our school. The celebrations are always a wonderful time. Students are excited about the opportunity to show their parents and friends what they are learning and doing at Honey Creek.

Winter and Spring Performances

Twice during the school year, Honey Creek music classes, band, and choir host a community performance. Students are given the opportunity to showcase their musical talent for proud parents, family, teachers, and friends. Performances start at 3:30 and attendees are encouraged to get there early as the parking lot tends to fill up quickly.

Fall Festival

Organized by the PTO, this event is a way for the community to come together for fun. Usually it involves a Harvest Dinner (fundraiser for the Wellness Committee), games, a pumpkin trebuchet, and a Haunted Stage created by a Middle School Life Skills class.

STEM Fair

Organized by the PTO's STEM (Science, Technology, Math, and Engineering) committee, all Honey Creek students are encouraged to enter an exhibit in the fair, and to attend to see others' projects, as well as participate in STEM crafts, demonstrations, and activities.

PE Family Play Day

During the last few weeks of school, Honey Creek will host a PE Family Play Day, beginning at lunchtime and lasting until the end of the school day. Families are invited to bring a picnic lunch and join us on the High Point grounds, and then to stay for outdoor games and activities during the afternoon.

Celebrating Difference

Non-Discrimination Policy

Honey Creek Community School is non-religious and shall accept students and hire staff without discrimination as to race, color, religion, national origin, sex, marital status, sexual orientation, educational affiliation, handicap status, or age, and complies with all applicable laws and regulations. Any complaints of discrimination should be referred to our Title IX Coordinator, Shellee Almquist. (salmquist@hc.wash.k12.mi.us, (734) 994-2636 ext. 2210)

For further information see the Honey Creek Community School policy manual.

LGBTQI Policy

This policy requires that all programs, activities, and employment practices of Honey Creek Community School be free from discrimination based on sex, sexual orientation, or gender identity. Our district policy on Lesbian, Gay, Bisexual, Transgender and Gender Nonconforming Students is in place to ensure that all students are safe, included and respected in school, regardless of their sexual orientation, gender identity or expression — including transgender and gender nonconforming students. Honey Creek Community School continually strives toward a school climate where difference is valued for the positive contribution it makes to creating a more vibrant and diverse community. This policy does not infringe on individual beliefs about gender roles or sexual orientation. Members of the school community are free to hold any beliefs they choose, so long as they enforce and adhere to this policy.

The purpose of this policy is:

(1) to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, & to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistent with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and parents/guardians to further the successful educational development and well-being of every student.

Terminology and Definitions

These definitions are provided not for the purpose of labeling students but rather to assist in understanding this policy and the legal obligations of our staff. Students may or may not use these terms to describe themselves.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Honey Creek Community School staff should inquire which terms students may prefer and avoid terms that make these students uncomfortable. It is best to employ those terms which the students use to describe themselves.

GENDER IDENTITY: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development.

GENDER EXPRESSION: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.

TRANSGENDER: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth. Other terms that can have similar meanings are transsexual and trans.

TRANSITION: The process in which a person goes from living and identifying as one gender to living and identifying as another.

GENDER NONCONFORMING: A term for people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Other terms that can have similar meanings include gender diverse or gender expansive.

BULLYING: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

HARASSMENT: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex,

disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

Scope

This policy covers conduct that takes place in the school, on school property, at school-sponsored functions/activities and on school busses. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions/activities, on school buses, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including all staff and administration, students, parents, and volunteers.

Bullying, Harassment, and Discrimination

Discrimination, bullying, and harassment on the basis of sex, sexual orientation, or gender identity or expression shall be prohibited within the School District. It is the responsibility of each school and the District and all staff to ensure that all students, including transgender and gender nonconforming students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination, harassment, or bullying is given immediate attention, including investigating the incident, taking age and developmentally appropriate corrective action, and providing students and staff with appropriate resources. Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination, bullying, or harassment complaints. School administrators shall make every effort to keep transgender and gender nonconforming students enrolled at Honey Creek. Transfers shall not be a school's first or preferred response to harassment of transgender and gender nonconforming students and shall be considered only when necessary for the protection or personal welfare of the transferred student or when requested by the student or the student's parent. The student or the student's parent or guardian must consent to any such transfer.

Federal Protections

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender throughout the country. While Title IX does not specifically use the terms "transgender" or "gender identity or expression," courts and the U.S. Department of Education agree that harassment and other discrimination against transgender and gender nonconforming people constitutes illegal sex discrimination.

State Protections

The state of Michigan prohibits bullying in schools, but lists no categories of protection.

Privacy/Confidentiality

All persons, including students, have a right to privacy, and this includes the right to keep one's transgender status private at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Educational Rights and Privacy Act (FERPA). The District shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student's transgender status to others, including parents and other school staff, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender

nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the parent or guardian of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Media and Community Communication

When communicating to the media or community about issues related to gender identity, Honey Creek Community School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other school staff shall direct parents and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

Official Records

The school shall maintain a mandatory permanent student record that includes a student's legal name and legal gender. However, to the extent that the school is not legally required to use a student's legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student. The school will change a student's official record to reflect a change in legal name or gender upon receipt of documentation that such change has been made pursuant to a court order, or through amendment of state or federally-issued identification. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names and Pronouns

Every student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records. It is strongly recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's guardian.

Access to Gender-Segregated Activities and Areas

The use of restrooms and locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education and swimming classes, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, or an area separated by a curtain), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity. Where available, Honey Creek will designate

facilities designed for use by one person at a time as accessible to all students regardless of gender, and to incorporate such single-user facilities into new construction or renovation. However, under no circumstances may a student be required to use such facilities because they are transgender or gender nonconforming.

Physical Education and Swimming Classes

All students shall be permitted to participate in physical education and swimming classes in a manner consistent with their gender identity. Furthermore, all students shall be permitted to participate in interscholastic athletics (e.g. field hockey or cross country) in a manner consistent with their gender identity.

Other Gender-Based Activities, Rules, Policies and Practices

Each classroom teacher should evaluate all gender-based activities, rules, policies and practices -- including but not limited to classroom activities, school ceremonies, and school photos — and maintain only those that have a clear and sound pedagogical purpose (e.g. not lining up by male and female). Students shall be permitted to participate in any such activities or conform to any such rule, policy, or practice consistent with their gender identity.

Dress Code

Honey Creek will continue to enforce our dress code pursuant to our student handbook. Students shall have the right to dress in accordance with their gender identity, within the constraints of the dress code adopted by our school. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

Student Transitions

In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.

Lower Elementary and Middle Elementary: Generally, it will be the parent or guardian that informs the school of the impending transition. However, it is not unusual for a student's desire to transition to first surface at school. If school staff believe that a gender identity or expression issue is presenting itself and creating difficulty for the child at school, approaching parents about the issue is appropriate at the elementary level. Together, the family and school can then identify appropriate steps to support the student.

Upper Elementary and Middle School: Generally, notification of a student's parent about his or her gender identity, expression or transition is unnecessary, as they are already aware and may be supportive. In some cases, however, notifying parents carries risks for the student, such as being kicked out of the home. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the guardian will be involved in the process and must consider the health, well-being, and safety of the transitioning student. When a student transitions during the school year, the school shall hold a meeting with the student (and parents if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

The District shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, the social worker, and support staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, Honey Creek will implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

- (i) terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
 - (ii) developmentally appropriate strategies for communication with students and parents about issues related to gender identity and gender expression that protect student privacy;
 - (iii) developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
- school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff .

Publication

This policy will be distributed annually and will also be included in any student codes of conduct, disciplinary policies, student handbooks, and the school website.

Conclusion

This policy is based on the principle of treating students in a manner consistent with their gender identity. The person best situated to determine a student's gender identity is that student himself or herself, or in the case of young students not yet able to advocate for themselves, a parent or guardian. A student's gender identity may be established by their consistent assertion of that identity at school — or by confirmation from a parent, family member, family friend, counselor, health care provider, staff member or another person familiar with the student.

Transgender and gender nonconforming students form a diverse community, and they may differ in how they present, including differences in factors like their comfort level with being known as transgender or gender nonconforming, their transition status, their age, and their gender expression. No student should ever be required to dress or present themselves in a stereotypically feminine or masculine way in order to be treated respectfully.

Honey Creek has created an extensive list of resources and references; it is available at honeycreekschool.org.

Religious Tolerance Policy

"The First Amendment forbids religious activity that is sponsored by the government but protects religious activity that is initiated by private individuals."

-Rod Paige, U.S. Secretary of Education (2003)

Examples:

OK: Teaching about the Bible, the Torah, or other sacred texts and their influence on human behavior. No one denies that religion has strongly motivated behavior in the United States and around the world. Acknowledging that fact in the curriculum does not raise First Amendment concerns.

Wrong: Teaching sacred documents with devotion or as singular truth. It crosses the line when a teacher or school district portrays one religion or religion in general as the preferred belief.

OK: Allowing a student to wear a T-shirt, wrist band, or neckwear expressing religious belief. As long as the item is not vulgar, insulting, or otherwise inappropriate, school officials cannot interfere with that kind of personal statement.

Wrong: Forbidding such items or giving special treatment to believers. Problems arise when, for example, a teacher gives higher grades to students who mention "God" in their homework assignment, or district policy prohibits a skull cap (worn by Jewish boys) or Hijab (headscarf worn by Muslim girls) because of their religious connection. The toughest calls under the Constitution come when courts have to balance religious freedom against safety concerns. For example, a student has a right to pray between classes, but cannot kneel in the hallway and create a hazard for other students trying to pass. As well, school officials have a keen interest in preventing gang affiliations, but would be hard-pressed to forbid a student from wearing a religious garment that happened to coincide with gang colors.

-<http://www.centerforpubliceducation.org/Main-Menu/Public-education/The-law-and-its-influence-on-public-school-districts-An-overview/Religion-and-Public-Schools.html#sthash.XSEh3o6A.dpuf>

Symbols, Music, Art, Drama, Literature

A. It is the intent of this policy to promote tolerance and understanding among students, faculty and staff. It is further the intent of this policy to neither promote nor to denigrate religion or religious practices. Students and staff members should be excused from participating in practices, which are contrary to their religious beliefs unless there are compelling reasons that would prevent excusal.

1. Honey Creek Community School does not celebrate religious holidays.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, drama, and literature having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions, or other symbols that are part of a religious holiday are permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included Christmas, Easter, Passover, Hanukkah, Ramadan, Eid Al-Fitr, Eid Al-Adha, Holi, Diwali, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.
5. The districts calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

B. Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that the teaching about and not of religion be conducted in a factual, objective and respectful manner.

1. The administration supports the inclusion of religious literature, music, drama, and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively. The Bible or other religious literature may be used as an appropriate study of history, civilization, ethics, or comparative religions so long as it is presented in an objective manner without promoting belief or non-belief.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

3. Student-initiated expressions to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme, shall be accommodated. Students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

C. Speech, Literature Distribution and Clothing It is the intent of this policy to recognize the free speech rights of individuals in public school. Individuals on public school campuses have the right to express their ideas verbally and through the distribution of literature so long as their speech does not disrupt the ordinary operation of the school.

1. Individuals may verbally express their ideas during class so long as their verbal expressions are consistent with the subject matter being taught.

2. Individuals may verbally express their ideas to other students during non-instructional time so long as their speech is not disruptive to the ordinary operation of the school and does not infringe on the rights of other individuals.

3. Individuals may distribute literature during non-instructional time so long as the distribution is not disruptive to the ordinary operation of the school and does not infringe on the rights of other individuals.

4. Individuals may wear symbols or articles of clothing, which contain written or symbolic expressions so long as such symbols or clothing is not obscene and does not infringe on the rights of other individuals.

5. As used in this section, the term "non-instructional time" means before or after school hours, between classes, during lunch or recess times.

6. As used in this section, the term "does not disrupt the ordinary operation of the school" means that the speaker be the initiator and cause of disruption. It does not mean that other students must agree with the speaker. Disruption by other students in response to the student's expressions should not be construed to mean that the speaker is causing disruption. "Disruptive to the ordinary operation of the school" includes littering, forcing other students to listen by shouting or preventing passage, and engaging in speech activities during instructional time which is not consistent with the subject matter being taught.

7. As used in this section, the term "infringe on the rights of other students" means defamatory

SIGNIFICANT CASES SUPPORTING SCHOOL BOARD POLICY REGARDING RELIGION

Symbols, Music, Art, Drama, and Literature

Sections A and B of the policy are taken verbatim from the Eighth Circuit Court of Appeals case of *Florey v. Sioux Falls School District 49-5*, 619 F.2d 1311 (8th Cir.), cert. denied 449 U.S. 987 (1980). This Eighth Circuit Court of Appeals case found that the policy as outlined in Sections A and B was constitutional. The United States Supreme Court denied review and therefore this case establishes the most authoritative ruling on this policy regarding symbols, music, art, drama, and literature. Sections A and B are also supported by the United States Supreme Court decision in *School District of Abington Township v. Schempp*, 374 U.S. 203 (1963).

Speech, Literature Distribution and Clothing

Section C is supported by several cases. Foremost is the United States Supreme Court decision in *Tinker v. Des Moines Independent School District*, 393 U.S. 503 (1969). This was the landmark decision regarding free speech rights on public school campuses. The test for limiting student free speech is taken almost verbatim from the *Tinker* case and is outlined in Section C2. As it relates to the distribution of religious literature, several federal court cases have been used to outline this portion of the policy. *Rivera v. East Otero School District R-1*, 721 F. Supp. 1189 (D. Colo. 1989) and *Burch v. Barker*, 861 F.2d 1149 (9th Cir. 1988).

Bullying Policy (Honey Creek Community School Board Policy 8260)

It is the policy of the Honey Creek Community School to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior (including cyber bullying) 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/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 authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Implementation

The Executive Director 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

Any student who believes he/she has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Executive Director or Assistant Director. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building Assistant Director should be filed with the Executive Director. Complaints against the Executive Director should be filed with the Board President. 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. Reports

may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The Executive Director (or other administrator as designated) shall promptly 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 (optional) and should be completed within three (3) school days 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/guardians, 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.

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 Executive Director. The Executive Director 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 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.

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, he/she 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 gesture or written, verbal, graphic, or physical act (including electronically transmitted acts, i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

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

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

1. Physical - hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
2. Verbal - taunting, malicious teasing, insulting, name calling, making threats.
3. Psychological - spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti. "Harassment" includes, but is not limited to, 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, but may also include 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.

For further definition and instances that could possibly be construed as Harassment, see policy 8018; Hazing, see Policy 8270.

Approved: May 23, 2012

Revised:

LEGAL REF: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011); Model Anti-Bullying Policy, Michigan State Board of Education

Parent Concerns

If you have a concern about your child or his/her education, please discuss the matter with your child's teacher. If the issue is still not resolved, make an appointment with the Executive or Assistant Director to discuss your concerns further.

Health and Safety

Emergency Cards (Child Information Records)

Each school year, parents will complete two emergency cards as part of the online application process. Emergency information is used in case of an accident or illness. The information includes where you can be reached, who to contact if you can't be reached, and how to contact your child's doctor in case of an emergency. It is vital that you notify us immediately if this information changes, as the welfare of your child could depend on our being able to get in touch with you.

Emergency Drills/Severe Weather

Fire and emergency drills are required annually by law. The drills are administered by the High Point Building. All schools housed in the building participate.

When the fire alarm sounds, students are to line up silently and immediately by class. Teachers will get their attendance sheets and bring the children outside to the WISD Administrative Building. Attendance will be taken outside to ensure that all children are present. Classes are to wait outside until the all-clear is given.

Shelter-in-place drills require students to remain or return to their classrooms. Teachers will take attendance and assure that students remain in the room until an "all clear" is sounded.

During a severe weather warning, students are only released from the building to a parent.

During a severe weather alert, students should line up silently and immediately by class.

Teachers will lead their classes to the designated safe area. Teachers will take attendance, and the classes will remain in their safe position until the "all clear" is given.

Health

I. Immunizations/Physicals

Please check your child's immunization records before school starts. School children **MUST** have current immunizations as indicated by state law. Students entering Honey Creek for the first time must have current immunizations when they enroll. Exceptions include situations in which immunizations are contrary to the beliefs of the parents, or where the immunizations are contraindicated by the child's health. In these cases, signed waivers (as designated by the state) must be kept on file in the Honey Creek office.

Students entering Honey Creek for the first time must also have a physical, including an eye exam, and the form must be submitted for the student's file. Parents of students in the After School Programs must sign a statement of good health.

II. Accidents

Students involved in minor accidents resulting in scrapes or bruises will be attended to by school personnel. If a child must be sent home due to a serious accident, the office will contact the parents to come get the child. If the parents cannot be reached, the alternate person(s) indicated on the emergency card will be contacted.

III. Illness

If a child becomes ill while in class, the school will contact parents using the information on the emergency card. If your child has a temperature, vomiting or diarrhea, you must pick your child up within one half-hour of being notified of the problem. Honey Creek will not administer any medication, including aspirin, unless the medicine is in a legal prescription bottle, given by a physician, indicating the proper dosages and times to be given.

IV. Sick Children

Please do not send your child to school if s/he is sick or if you have a strong suspicion that s/he will be unwell. Further, the child may return to school 24 hours after a non-medicated fever, diarrhea and/or vomiting has subsided. Not only is it better for the child's emotional and physical well-being to remain at home, but a contagious child can affect the health of every other person at school.

V. Medication

Whenever possible, medications for students should be administered by parents /guardians at home. As a service to the family, the Director shall establish procedures for the administration of medication by school personnel in circumstances where such administration is deemed necessary for the student's well-being by the student's parent /guardian or physician.

Any and all "biohazards" generated, such as, but not limited to: sharps, bandages, gauze, towelettes, and discarded live or attenuated vaccines, due to the administration of medications by school personnel shall be disposed of in accordance with the Michigan Medical Waste Regulatory Act, 178 PA 368, R 323.1545 (10). Students who self-administer medications shall be responsible for returning any such wastes to their home for disposal by the student/parent/guardian. The Executive Director shall be responsible for providing staff members with written procedures to implement this requirement.

A school administrator, teacher, or other school employee authorized by the school administrator may administer medication to a pupil in the presence of another adult employee or in an emergency that threatens the life or health of the pupil, pursuant to written permission of the pupil's parent(s) or guardian(s), and in compliance with the written instructions of a physician. If the employee is a licensed registered professional nurse, medication may be administered without another adult present. It is recognized that medication will continue to be taken independently by pupils who are competent to do so in their parent's/guardian's judgment without involvement of the school.

The Executive Director will promulgate rules and guidelines to implement this policy. Medications will be accepted by the school and dispensed to students according to grade - appropriate medication guidelines. Medications will be kept in an assigned, locked compartment. This space will only be unlocked when medications are being dispensed; it will not be left unlocked unless in the presence of a responsible school official. Students are not allowed to select their own medications or to enter the medication cabinet at any time. Dispensing of medication will be documented daily. Staff assigned to dispense medications will have open and constant communication with the school nurse responsible for their training or another identified health professional. This designated school nurse/professional will be contacted with any concerns or questions regarding any unusual situation or one in which the appointed staff is uncomfortable with a request. Students who have medical authorization for use of an EpiPen or Metered Dose Inhaler (MDI) on an intermittent and/or urgent need will be allowed to carry that medication on their person.

Medications will be dispensed using the "Five R" criteria:

Right Child: Student will be identified before medication is given.

Right Medication: Medication label will be checked both before bottle is opened and after medication is in hand, but before dispensed to student.

Right Dose: Dose/amount will be checked as above.

Right Time: Time of medication should be within 30 minutes of time ordered.

Right Route: Will always refer to oral route unless school nurse is administering.

FERPA

Under the Family Educational Rights and Privacy Act (FERPA), parents/guardians of children enrolled in Honey Creek Community School have the following rights:

- The right to inspect and review all educational records concerning their child.
- The right to obtain a copy of Honey Creek's student records policy.
- The right to seek amendment of an educational record that is thought to be inaccurate, misleading or in violation of the student's rights. Including the right to a hearing to seek such relief.
- The right to limit the disclosure of certain personally identifiable information concerning the particular student.
- The right to file a complaint with the United States Department of Education for any alleged violation of FERPA.

It is the intent of Honey Creek Community School to limit the disclosure of personally identifiable information contained in a student's education records except:
where prior written consent of the student's parents/guardians is first obtained;
where the information has been designated as "directory information";
under certain limited circumstances permitted by law.

In accordance with FERPA Honey Creek Community School has designated the following information as "directory information":

- student's name
- student's address
- student's home telephone number
- student's date of birth
- names of student's parents/guardians
- student's parents'/guardians' work number
- parent's/guardian's email address

If you do not wish this information to be included in the school directory you must notify the Honey Creek office in writing.

Transportation/Traffic Safety

Parents are responsible for their child's transportation to and from Honey Creek. Many families carpool. The WISD campus is home to several educational programs serving young children. In addition, there are educational and professional training programs for adults. This means that there are a lot of pedestrians moving to and from the buildings and a lot of automobile traffic.

- NO PARKING IN FIRE LANE. EVER.
- NO DOUBLE PARKING/FORMING TWO DROP-OFF LANES.
- 15 MPH SPEED LIMIT, 5 MPH THROUGH CROSSWALKS.

Campus entrance/Speed limits

There is only one entrance to the WISD campus on Wagner Road (the north drive). The drive becomes one way past the main WISD building. The posted speed limit within the WISD campus is 15 miles per hour, 5 miles an hour through crosswalks. Please comply with this speed limit. Be prepared to stop during peak pedestrian times such as morning drop-off and afternoon pick-up. Be courteous toward pedestrians at all times.

Crosswalks

There are six (6) crosswalks on the circular drive through the WISD campus. Four of these crosswalks are regularly used by families with young children. Because children are often

entering crosswalks from between two cars, they may be difficult to see and their view of oncoming traffic will be limited.

Drivers, when pedestrians are present, please come to a complete stop at the crosswalk. It is NEVER acceptable to drive around other cars stopped at a crosswalk or to swerve around pedestrians in the crosswalk. It is also NEVER acceptable to park in a crosswalk. Pedestrians have the right of way.

Pedestrians, please use crosswalks to move across traffic, especially during busy drop off and pick up times. Children should never be unattended either in drive lanes or in parking areas.

Fire Lanes

There is no parking at any time in the fire lanes. These are the lanes by the curb both in front of the building and along the fence by the modulars. You may briefly use these lanes for drop-off or pick-up while remaining in your car, but you may NEVER leave your vehicle unattended in these lanes. Remember, we had an actual fire recently and emergency access was essential. Don't assume another fire won't occur.

Guidelines for Curb Areas

The curb lane must NEVER be used as a drive lane.

If you use the curb area for drop-off or pick up, please use your directional signals and check for traffic before driving away from the curb.

If you need to leave your car to enter school, even for a few minutes, please park in a designated parking area.

If you find yourself using the curb lane when school buses are present, then you should use the designated parking lots instead. Buses at High Point are transporting students with disabilities and always have priority over other automobile traffic.

Of course it is NEVER acceptable to double park at the curb, even if you remain in your vehicle. If you cannot find a space at the curb, you must use the designated parking areas.

Guidelines for Parking Areas

Assume a 5 mph speed limit in parking areas. Be alert: watch for children moving between cars, and exiting and entering cars. During winter, the mounds of plowed snow make children difficult to see, especially at the entrances to parking areas.

Aftercare

If children are not picked up within 15 minutes of dismissal (by 3:30 for normal school day), they need to report to aftercare until an adult arrives. Children must be encouraged to wait safely (out of drive areas) for parents.

Drop-off/Pick-up Near the Modulars

Use the same model for drop-off/pick up at the modulars as is used in the front of school: the curb lane (fire lane) may be used to drop off and pick up children, NEVER for parking. Join the end of this line, or continue cautiously in the drive lane around the grass oval and pull over on the other side of the drive. Never form a second line of cars (double park) in this area.

The pedestrian walkways behind the school are not defined. Drivers should be extra cautious in this area. Please be mindful of your speed and of other drivers and use directional signals when reentering traffic.

Student Behavior and Conduct

Expectations

Below are outlined many of the behavior expectations and consequences that we will implement school-wide. As it is not possible to account for every possible behavioral issue, when necessary the administration will resort to the Honey Creek Community School Board policy and federal and state law to resolve disciplinary issues. Honey Creek Community School Board Policy may be found on the school website. A copy is also available in the school office for viewing.

We strive to make a community culture that is supportive and encouraging. When a child misbehaves, consequences will be natural, logical, and as immediate as practical.

Basic expectations for behavior for all students include:

- Respect people and property.
- Work and play safely.
- Do your best.
- “You break it, you fix it.”

Honey Creek Community School Board Policy – JB Student Responsibility

Honey Creek Community School’s mission is to provide an education of the whole child, to integrate the different aspects of children’s learning and lives so as to make them fuller and more meaningful. To this end, the school curriculum provides benchmarks and assessments for individual students on personal, interpersonal, and team skills. The school’s faculty has developed and continuously instructs students on specific student behavior expectations while participating in school activities and events. Students are expected to learn how to make wise choices for their behavior, take responsibility for their actions, and must demonstrate appropriate in school behaviors prior to participating in activities of privilege (e.g.: field studies, bus buddies, lunch helpers, eating in the cafeteria). The school curriculum also provides direction for methods of problem solving, conflict resolution, and consequences to both appropriate and inappropriate behavior.

Managing Conflict

Conflicts are a natural part of our lives and of growing up. If a conflict arises between students, they are to attempt to resolve it in a constructive manner without physical contact. If they cannot resolve the conflict themselves, students should ask for help from a teacher or other adult. At Honey Creek, we teach the children that everyone has worth and value, and that everyone deserves respect. When conflicts arise they can be used to help the students understand how to disagree with each other without attacking the other person, and how to reach an agreement or a compromise by using fair methods, listening to the other’s perspective, clearly stating how they feel, and taking responsibility for their behavior. Adult members of the Honey Creek Community are expected to model appropriate conflict resolution.

Students at Honey Creek learn about “Debugging”:

- If someone is bugging you...
- Ignore the person;
- Move away;
- Use nice words;
- Use firm words;
- Use problem solving or get an adult.

They also learn to escalate response if they encounter the 3 “D’s”:
Get an adult, right away if something is...

DANGEROUS, DESTRUCTIVE, OR DISTURBING.

See HCCS Board Policies for additional information on conflict management.

Weapon-Free School Zone (Public Acts: 360-366 of 2016)

Michigan state law requires the expulsion of any student in possession of a firearm while on school grounds.

School districts **must** consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. According to the law, restorative practices **should be the first consideration** to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

- School districts **must** consider each of the following factors before **ANY** suspension (even 1 day) or expulsion under section 1310 (physical assault of a pupil), 1311(1) (gross misdemeanor or persistent disobedience), 1311(2) (possesses in a weapon free school zone a weapon that constitutes a dangerous weapon (excepting firearms), commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds), or 1311a (assault by pupil against employee, volunteer, or contractor):
 1. The pupil's age.
 2. The pupil's disciplinary history.
 3. Whether the pupil is a student with a disability.
 4. The seriousness of the violation or behavior committed by the pupil.
 5. Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
 6. Whether restorative practices will be used to address the violation or behavior committed by the pupil.
 7. Whether a lesser intervention would properly address the violation or behavior committed by the pupil
- The new laws create a [rebuttable presumption](#) that a suspension of 10 days or more or expulsion is **not justified** under section 1310 (physical assault of a pupil), 1311(1) (gross misdemeanor or persistent disobedience), 1311(2) (possesses in a weapon free school zone a weapon that constitutes a dangerous weapon (excepting firearms), commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds), or 1311a (assault by pupil against employee, volunteer, or contractor), unless the board or board of directors, or its designee, can demonstrate that it considered each of the factors listed above (age, discipline history, lesser interventions, etc.)
 - For suspension of 10 or fewer days, a district is now required to consider the above factors, but there is no rebuttable presumption.
 - Again, this section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone.
 - **NOTE:** The school discipline code does not define "rebuttable presumption," but in common law and civil law, a rebuttable presumption is an assumption taken to be true unless someone comes forward to contest it and prove otherwise. For example, a defendant in a criminal case is presumed innocent until proved guilty.

Firearms

- Federal law requires LEAs to expel students for a year for possession of a firearm at school EXCEPT when state law allows modifications for a student on a case-by-case basis if the modification is in writing. Michigan law continues to require expulsion for possession of a firearm **unless** the pupil establishes in a clear and convincing manner one of the following:
 - The firearm possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - The firearm was not knowingly possessed by the pupil.
 - The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a firearm.
 - The firearm was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
- If a pupil establishes one of these factors, expulsion becomes **discretionary**. If **not**, the LEA **must** expel permanently, subject to reinstatement after 90 days for students in grade 5 or below or 180 days for students grade 6 or above.
- The new law adds a **rebuttable presumption** that expulsion for possession of a firearm is **not justified** if both (a) and (b) are met:
 - (a) The school board or its designee determines in writing that at least 1 of the following factors) has been established in a clear and convincing manner.
 - The firearm possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - The firearm was not knowingly possessed by the pupil.
 - The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a firearm.
 - The firearm was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
 - (b) The pupil has no history of suspension or expulsion.

New Definitions of Note:

- Expel: to exclude a student from school for disciplinary reasons for a period of **60** or more days.
- Suspend: to exclude a student from school for disciplinary reasons for a period of **fewer than 60** days.
- Firearm: (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. (defined in Title 18 of the United States Code, 18 USC 921)
- Restorative practices mean practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct. This may include victim-offender conferences that are initiated by the victim; that are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim; that are attended **voluntarily** by the victim, a victim advocate, the offender, members or the school community, and supporters of the victim and the offender; and that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. The attendees, known as a restorative practices team, **may** require the pupil to do 1 or more of the following:

- apologize;
- participate in community service,
- counseling;
- pay restitution.
- The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants.

Dress Expectations

Students are expected to dress comfortably and in a manner that supports learning activities. All students are required to participate in outdoor activities such as recess, physical education, and environmental education and should dress appropriately for the weather.

Students should wear clothes that do not distract themselves or others from learning. Students will be asked to change or cover up inappropriate clothing. (Examples of inappropriate clothing include: adult logos or sayings; clothing that is overly revealing; or clothing that uses inappropriate, disrespectful, or intimidating language.) Students are not to wear hats or hoods in the building.

Technology Use

Honey Creek's technology education program is based on the idea that all members of society should be technologically literate. In addition to the technology curriculum, Honey Creek Community School utilizes technology in its classrooms and in all areas of the curriculum, exposing students to different kinds of equipment, software, and resources. Each classroom has 3 Mac Minis, a classroom camera, and a classroom iPad for student use. We also have a cart of 20 iPads, a cart of 20 MacBooks, and a cart of 20 ChromeBooks. Middle school students are issued a chrome book for in school use. All Honey Creek staff are assigned an email address to increase lines of communication. We have several digital cameras, and a hands-on cart of tools, power tools, and building materials.

In order to successfully complete their homework assignments, students should have home or library access to a computer with internet connection.

Student Technology Acceptable Use Policy (Revised July 29, 2005)

Honey Creek Community School provides access to technology resources including access to the internet. These resources allow interaction internally within the district and externally to systems located all over the world. These resources have a limited educational purpose. This purpose is to provide access to electronic resources to promote and enhance student learning consistent with school educational goals and objectives. This acceptable use policy ensures that use of the network by students is done in an appropriate manner. Network use is a privilege and not a right. Users are obligated to respect and protect the rights of every other user and act in a responsible, ethical and legal manner.

Electronics at School

Students are encouraged to leave electronic devices at home as the school is not responsible for lost or damaged devices. Students may not use cell phones, beepers or pagers at school. If used during the school day, the device will be confiscated and returned to the student at the end

of the day. If use continues, the device will be returned to the parent at a conference. During the school day, phones are available for student use, with permission of a staff member.

Cell phones should be turned off and put away at all times.

Middle school students may listen to personal music players in the classroom during independent work time, providing the student receives permission from the classroom teacher. All music selections are subject to the teacher's approval. Game Boys and other portable/hand-held gaming devices are not allowed.

Consequences

Honey Creek strives to make a community culture that is supportive and encouraging. When a child misbehaves, consequences will be natural, logical, and as immediate as practical. Consequences to not meeting behavioral expectations include teacher intervention and redirection: 1) Relocate child; 2) Contact parent; 3) "Give back time."

Middle School Strike Policy

In an effort to hold students more accountable for their behavior in school, we have implemented a strike policy for the middle school. If a student receives three strikes, he/she is not able to go on any more field trips for the rest of the year. We represent Honey Creek every time we leave the school premises; if a student cannot be trusted to behave well in and around the school, we cannot allow him/her to represent us away from school. If a student receives five or more strikes, he/she will not be able to go to major school events like Camp Tamarack for 6th and 7th graders and the 8th grade trip for our graduates*.

How can a student get a strike?

- Being deceitful.
- Bullying (verbally or physically).
- Destroying school property.
- Being disrespectful to adults:
- Being verbally aggressive
- Not responding to other interventions
- Mistreating guest teachers.
-

Who can issue strikes?

The four middle school teachers, the four specials teachers, and the administrators can issue strikes. If other teachers, lunch staff, aftercare staff, or substitutes report inappropriate behavior, the homeroom teacher will decide whether or not the behavior is worthy of a strike. The homeroom teacher is responsible for contacting the parents of students who receive strikes.

*This will be decided on a case-by-case basis. Prior to Tamarack and the 8th grade trip, the teachers, administrators, student, and parents will discuss the student's behavior. If the student has shown a significant improvement since the strikes were issued and if parents agree to volunteer at Tamarack or drive to the 8th grade trip destination if needed, we will consider whether or not the student will be able to attend.