



**A COMMUNITY OF EXCELLENCE**

# Student Code of Conduct

# CODE OF CONDUCT

## **ROS Mission**

Royal Oak Schools will create a world-class system for learning by building active partnerships among students, educators, families, and community to prepare all students to participate in an ever-changing world as responsible lifelong learners.

## **ROS Student Code of Conduct Purpose**

Royal Oak students, in all of their diversity, will be educated in a safe and supportive environment that fosters academic success and healthy development of the whole child. As a community, we will work to create this environment by fostering student connectedness, establishing clear behavioral expectations, and employing preventative measures with constructive discipline that prioritizes keeping students in school.

Royal Oak Schools (ROS) believes in the importance of setting high expectations for all members of our school community. We recognize that disparities in disciplinary action have historically existed among student groups based on race. We have integrated Restorative Practices into our code of conduct to eliminate potential disproportionality and rebuild a sense of trust and respect among all stakeholders. ROS is committed to being an antiracist school community where the color of your skin does not predetermine educational or disciplinary outcomes.

The ROS Student Code of Conduct is intended to accomplish the following:

1. Support the vision and mission of ROS
2. Assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment.
3. Help school personnel support our students in meeting our behavior expectations by:
  - a. Explicitly teaching the expected behaviors;
  - b. Positively acknowledging when students meet our expectations;
  - c. Using Restorative Practices to restore peace and trust in our school communities; and
  - d. Guiding school leaders in the appropriate steps to take when applying consequences if expectations are not met.

## **CONTEXT AND OVERVIEW**

ROS builds a positive and supportive learning environment by providing a multi-tiered system of support to build character, social emotional competence, and positive relationships. The code serves as the foundation to a healthy school environment by ensuring the safety and welfare of students and staff. It also ensures due process and fair treatment for every student, giving each an opportunity to be heard.

Under the multi-tiered system of supports framework, ROS implements Restorative Practices (RP), Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Multi-layered Systems of Support (MTSS), including structured classroom and school behavior expectations to ensure processes and procedures are in place to create a positive school culture and climate. More information about these and other supports can be found below and in the ROS PreK-12 Parent-Student Handbooks.

### **Restorative Practices (RP)**

Restorative Practices are used to build community and respond to challenging behavior through authentic conversations that lead to understanding and action to set things right and repair and restore damaged relationships. The RP process seeks the participants' perspectives and encourages them to reflect on the reasons for their behaviors. It also provides a way for staff, students and families to work together to repair the harm done and address the underlying reason(s) for the behavior. Students who are removed from the class or school should be warmly welcomed back into the community and provided additional support as needed.

A restorative approach to building community is integral to creating the supportive and inclusive school culture of ROS. All members of a school community bring with them diverse abilities, interests, viewpoints, and family and cultural backgrounds. These differences can be a source of great energy and strength when members of the community value and respect one another.

Restorative Practices is a system of formal and informal processes that build and sustain a culture of kindness, respect, responsibility and justice. This is achieved through the importance of building community and repairing harm to relationships. Restorative Practices look a little different in each school, at each level. It is not a set activity or tool that we use, but it is a way of approaching relationships and how we incorporate a more restorative approach into our daily routines and lives. Whether staff are using Affective Statements, Affective Questions, facilitating a proactive circle (80% of the time), a responsive circle (20% of the time), they are understanding that healthy relationships are key. This is a process, a philosophy and a way of being.

Restorative practices are not limited to formal processes, such as restorative conferences, but range from informal to formal. On a restorative practices continuum (Figure 3), the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured, but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001).

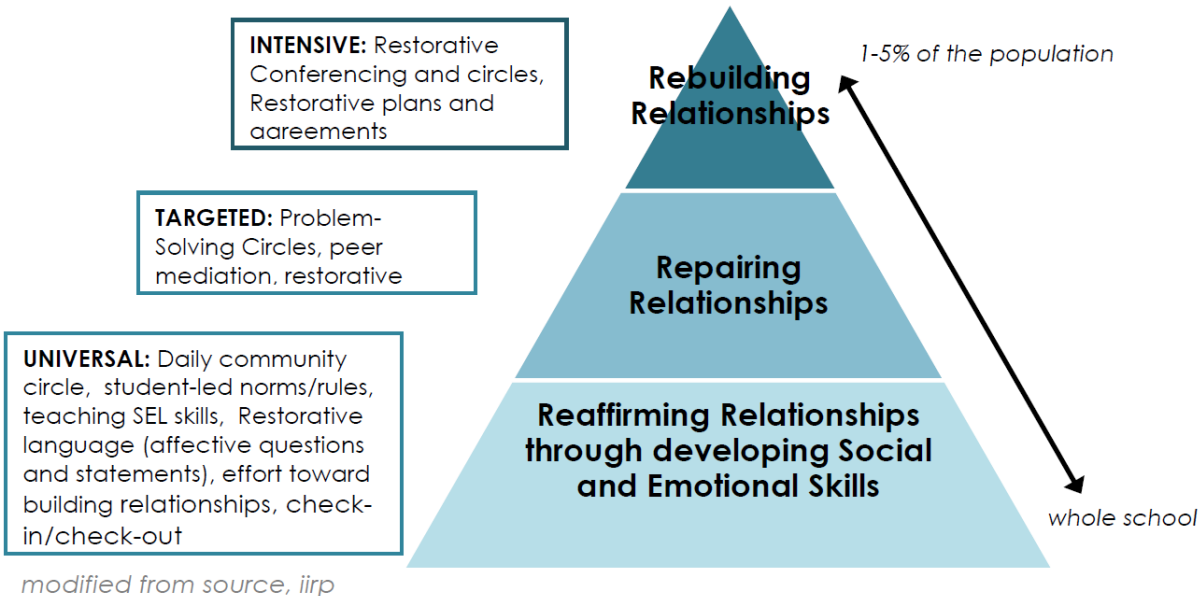
The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches.



*IIRP International Institute for Restorative Practices: Figure 3. Restorative Practices Continuum*

While staff members are committed to restorative practices, there may still be behavioral consequences. It may not eliminate misbehavior, but when implemented properly, it will reduce discipline issues.

### ***WHAT MIGHT A RESTORATIVE SETTING OR SCHOOL LOOK LIKE?***



### **Social Emotional Learning (SEL)**

Social emotional learning (SEL) encompasses a wide range of knowledge, attitudes, and skills that are integral to student success. The Collaborative for Academic, Social, and Emotional Learning (CASEL), defines SEL as

the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The five core areas related to social emotional learning include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. ROS is committed to integrating SEL skills into the DK-12 classroom curriculum as well as offering social emotional lessons.

Social-emotional learning teaches skills such as “recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. These are the skills that allow children and adults to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

### **Positive Behavior Intervention System (PBIS)**

As a guide for setting expectations, supporting teachers and students in demonstrating positive behaviors, and determining the appropriate response when expectations are not met, PBIS frameworks have been implemented. PBIS is a set of ideas and tools that schools use to improve the behavior of students. PBIS also helps our schools to build in support for students who may not be meeting expectations over a period of time through its connection with MTSS. In order to ensure all schools can meet the needs of their students and staff, flexibility was given at each school to fine tune the details of PBIS. Contact your school to get more specific details about how PBIS is implemented at the school.

### **Multi-Tiered System of Supports (MTSS)**

ROS provides a variety of resources, which are available to every school in order to provide assistance and support to help address behavioral and academic challenges of students. All of the services provided to support a positive school climate and culture are delivered within a tiered framework with universal supports for all students (Tier 1), targeted support for students at-risk of developing more serious behavioral/mental health concerns (Tier 2), and more intensive support for students who need an individualized problem-solving approach (Tier 3).

### **Formal MTSS Process**

As part of MTSS, each school develops a Student Support Team. The Student Support Team may include classroom teachers, counselor(s), a social worker, and additional staff members. The Student Support Team meets on a regular basis to review referrals and provide support, interventions and coaching to staff and students, as needed.

## **Roles and Responsibilities:**

### **The Role of Students**

Students (persons enrolled in grades DK-12) have the responsibility to:

- take responsibility for their learning and recognize that it is a process.
- attend school regularly, arrive on time, and be prepared to learn.
- respect themselves and others in class, on school grounds, on buses, and at any school-related activity.
- show mutual respect and dignity for all students and members of the school community regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex,
- work within the existing structure of the school to address concerns.
- know and comply with school district rules and policies.
- participate in their learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.
- be open to active participation in resolving conflicts through a restorative process.

### **The Role of Families**

Families have the responsibility to:

- show an enthusiastic and supportive attitude toward school and education;
- teach their child self-respect, respect for the law, respect for others and for public property;
- teach and model mutual respect and dignity for all students and community members regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;
- advocate for their child(ren) and take an active role in the school community.
- insist on prompt and regular attendance;
- know and support the school and district rules and policies and work within the existing structure of the school to address concerns.
- listen to the views and observations of all parties concerned;
- be open to active participation in resolving conflicts through a restorative process.
- cooperate with the school in jointly resolving any school related problem;
- demonstrate desirable standards of behavior through personal example;

## **The Role of Educators**

Educators have the responsibility to:

- maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, which will strengthen each student's positive self-image;
- confront and report issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function;
- take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their ages and levels of understanding.
- treat students in an ethical and responsible manner;
- to demonstrate desirable standards of behavior through personal example;
- to be open to active participation in resolving conflicts through a restorative process
- to listen to the views and observations of all parties concerned;
- address personal biases that may prevent equal treatment of all students in the school or classroom;
- work closely with families to establish a wholesome, productive, cooperative relationship between home and school;
- utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
- help students to reach their maximum potential;
- keep families informed of their childrens' challenges, effort, and success.

## **ATTENDANCE POLICY**

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

### **Excusable Reasons for Absence**

The District accepts only the following as excusable reasons for absence from school. Each absence shall be explained through communication by the student's guardian. The excuse shall be recorded through the District attendance database. The excuse shall be submitted to the principal and filed as part of the student's school record.

Communication for an absence from school may be approved for one (1) or more of the following conditions:

**A. Personal Illness**

A doctor's confirmation may be required for absences of five consecutive days or more; a doctor's confirmation is needed for the provision of homebound services.

**B. Death of a Relative**

**C. Observance of Religious Holidays**

Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.

**D. Absence During the School Day for Professional Appointments**

Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day the student shall have a statement to that effect from his/her parents or the professional

**E. Family Emergency**

The principal or designee may require a statement to that effect from his/her parent or guardian.

Truancy

A student shall be considered truant when their absence is unexcused. **Absence** is defined as not being present in the assigned location any time beyond the tardiness limit.

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

- A. A record of the truancy will be entered in the student's record file.
- B. A parent conference may be held.

A student shall be considered a "habitual truant" when, in spite of repeated school interventions and/or his/her parent's efforts to ensure attendance, s/he has accumulated ten (10) or more full days of unexcused absences (SID definition).

The disciplining of truant students shall be in accord with Board policies and due process, as defined in Policy [5611](#) and the Student Code of Conduct. All habitually truant students and their parents will be reported to the Truancy Office of Oakland County.



## Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task. A professional staff member's responsibility must include, but not be limited to:

- A. providing meaningful learning experiences **every day**:  
Therefore, a student who is absent from any given class period would be missing a significant component of the course.
- B. keeping accurate attendance records (excused vs. unexcused).

A student may make-up missed assignments when the following occurs:

- A. Students will be given the opportunity for making up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence, unless otherwise documented in the individual student education plan.
- B. Students will be given the opportunity to make-up work missed due to suspension. The make-up work must be completed and presented to the teacher upon his/her return to school. Tests missed during the period of suspension may be made up in an appropriate time frame. The teacher may administer the test or assign alternate written work in lieu of the test missed.

### **A. ELEMENTARY SCHOOLS**

1. Teacher classroom attendance records must be maintained daily according to School District policy and State of Michigan child accounting procedures.
2. Teachers shall take attendance daily in all classes. A master absence list will be compiled daily and used to check student attendance each class period.
3. Contact will be made with parents or guardians whose children are frequently absent and/or tardy.
4. Excessive absences [ten (10) or more] will result in a letter sent from the principal and/or designee to the parents and/or legal guardians to express concern for poor attendance.
5. If excessive absences continue [fifteen (15) or more], the school principal and/or designee will request a conference with the parents or guardians. If deemed appropriate by the principal and/or designee, the student will develop an attendance action plan/contract.
6. If the absence pattern persists [twenty (20) or more], the family will be referred to an external agency, such as Royal Oak Youth Assistance or juvenile authorities.

### **Excessive Absences/Tardiness**

Excessive absences or tardies of [ten (10) or more] during the school year shall result in progressive action:

### **Progressive Steps for Excessive Absence/Tardiness**

- Step 1:** Principal will contact parents by phone or letter to identify the problem and to solicit additional information.
- Step 2:** Principal will contact parents by phone or letter to set up a meeting. The principal will document a plan for improvement. The principal will make a referral to an external agency, such as Youth Assistance, if appropriate.
- Step 3:** Principal will notify the District Pupil Accounting Office before referring the parent and student to the Truancy Office of Oakland County.
- Step 4:** Attendance officer or designee files in juvenile court for parent neglect due to nonattendance.

### **Progressive Steps for Leaving Early**

- Step 1:** Principal documents and contacts parents to discuss the problem and to solicit additional information.
- Step 2:** Principal sends a letter home to the parent to contact the principal's office to set up a meeting. Parent meeting is held with the principal.
- Step 3:** Principal arranges for a second parent meeting. Principal makes a referral to an external agency, such as Youth Assistance.
- Step 4:** Principal arranges for a third parent meeting.

## **B. MIDDLE SCHOOL**

1. Teacher classroom attendance records must be maintained daily according to School District policy and State of Michigan child accounting procedures.
2. Teachers shall take attendance daily in all classes. A master absence list will be compiled daily and used to check student attendance each class period.
3. Contact will be made with parents or guardians whose children are frequently absent and/or tardy.
4. Excessive absences [ten (10) or more] will result in a letter sent from the principal and/or designee to the parents and/or legal guardians to express concern for poor attendance.
5. If excessive absences continue [fifteen (15) or more], the school principal and/or designee will request a conference with the parents or guardians. If deemed appropriate by the principal and/or designee, the student will develop an attendance action plan/contract.
6. If the absence pattern persists [twenty (20) or more], the family will be referred to an external agency, such as Royal Oak Youth Assistance or juvenile authorities.
7. Students are expected to be on time for school and in the classroom at the assigned start times. An unexcused tardy will be recorded when a student enters class after the start time without an excused pass. Students, who demonstrate a pattern of tardiness, are subject to progressive discipline as assigned by the school principal and/or design.
  - i. A pattern of tardiness may involve multiple instances of being tardy to a single class or a pattern of tardiness across the day. Tardiness will be addressed consistently as a student learning issue.
  - ii. Consequences related to tardiness will begin with a student conference and may result in an attendance action plan/contract, detention, and other progressive actions.
8. The Middle School building principal and/or designee shall act as the attendance officer in the building to which she/he is assigned.

## **C. HIGH SCHOOL**

1. Each teacher, for all assigned classes, must maintain an accurate accounting of each student's attendance, including dates and the number of days a student is absent during each semester. Teacher classroom attendance records must be maintained according to established School District policy and State of Michigan student accounting procedures.
2. Student attendance and tardiness will be recorded on each student's report card. In addition, student attendance records will be accessible online. Upon confirmation of truancy, or when deemed necessary by the building administration, a parent conference may be required to review reasons for absences, student performance, potential for school success, and conditions for potential loss of credit.
3. Documentation: Parents must initiate a telephone call on the day of the absence or provide a written note on the day of return indicating a reason for each student's absence. If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. Absent such notice, the school will presume that the student may be released into the care of either parent. Absences shall be considered authorized or excused if they result from:
  - a. Personal illness, family illness or family emergency.
  - b. Participation in school-sponsored activities will be recorded as school related and not considered to be an absence under this policy.
  - c. Students who have authorized absences for any of the reasons stated above may make up classroom work by making arrangements with the teacher(s). Normally at least one day for each day of excused absence will be permitted for makeup work. Absences for unauthorized reasons or unconfirmed by parent communication will be considered as unexcused.
4. Penalties: Detentions may be assigned for unexcused absences.
5. All unexcused absences will result in a zero or no credit on assignments/assessments.
6. Parents have up to 48 hours to excuse an absence.
7. Excessive absences may result in a truancy referral.

### **DISCIPLINE, ACADEMIC PROBATION AND READMISSION POLICIES**

The school is a part of the total community. School rules and regulations are established for the protection of the rights of all of its members. Violations of school rules and regulations are cause for action as described herein.

The rules and policies of Royal Oak Schools apply to any student who is on school property or school-affiliated transportation, which is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place interferes with the operations, discipline, or general welfare of the school, regardless of location, date or time.

### **SCOPE OF THE CODE**

This Code of Conduct applies to all students grades K-12:

1. Before, during, and after school hours in any school building and on any school premises;
2. In any school-owned or approved vehicle used to transport students to and from school or to and from school activities;

3. Off school property at any school-sponsored or school-approved activity, event, or function;
4. During any period of time when students are subject to the authority of school personnel;
5. On the way to and from school, a school activity, a school function, or a school event
6. Off school grounds at a bus stop, on a school bus, at a school activity, function, or event.

This code also applies to any behavior off school grounds when any of the following are true:

1. The behavior of a student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school;
2. The behavior utilizes ROS owned or operated property, resources, or services, or;
3. The behavior occurs during ROS virtual learning activities.

#### **A. LEGAL BASIS FOR SCHOOL DISCIPLINE**

- MCL 380.1311 (1): "... the school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order."
- MCL 380.1312(8) of the Revised School Code: "A local or intermediate school district or a public school academy shall develop and implement a code of student conduct and shall enforce its provisions with regard to student misconduct 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."

#### **B. TYPES OF DISCIPLINARY ACTION**

##### **1. Suspension, up to ten school days (also see section C)**

- a. Suspension from school and/or class shall be for a period not to exceed ten school days.
- b. Action for suspension up to 5 days may be taken by the building principal and/or designee.
- c. Action for suspension 6 to 10 days must have the approval of the Superintendent or designee.
- d. A student may be suspended for a violation of school rules or regulations.
- e. Parents and/or legal guardians and the student, if 18 years of age, shall be notified of suspension by phone and in writing. A re-entry conference with students and parents is strongly recommended. The need for such a conference will be determined by the building administrator.
- f. Suspensions of six or more instructional days will be reported to the Superintendent or designee's office.

##### **2. Removal from school pending action of the Board of Education (also see section C)**

- a. The Superintendent or the Superintendent's designee may, independently or upon

recommendation of the principal, remove a student from school for up to 10 school days pending an investigation into a violation of the code of conduct or action for long-term suspension or expulsion by the Board of Education.

- b. Parents and/or legal guardians and the student, if 18 years of age, shall be notified by certified mail.
- c. The Superintendent or designee shall notify the Board of Education of the student's suspension in writing with recommendation for action.

**3. Long-term suspension for a definite period, in excess of 10 school days (also see Section C).**

- a. Suspension from school/class assignments is for a specified period greater than 10 schooldays.
- b. This action may be taken by the Board of Education only after an opportunity for hearing is given.
- c. Causes for suspension for a definite period are those defined in the Royal Oak Schools Code of Conduct and/or Michigan School Code.
- d. School administration shall recommend cases for suspension for a definite period to the Board of Education through the Superintendent.
- e. If the school administration recommends a student for suspension for a definite period, parents and/or legal guardians and the student, if 18 years of age, shall be notified by first class mail or in person at least 48 hours before the scheduled hearing with the board (see C for additional information regarding notification).
- f. The Board of Education is vested with final authority in all cases of suspension for a definite period in excess of ten (10) school days.
- g. A conference with the parent, student and school administration will occur at the end of the suspension before the student returns to school at the end of a long-term suspension. The parents and/or legal guardians, and the student, if 18 years of age, shall be notified of the decision of the Board of Education by the Superintendent or designee.

**4. Withdrawal before Board of Education disciplinary action may be authorized by the Superintendent and is to be interpreted as follows:** (Withdrawal is not an option when mandatory expulsion is required under the Revised School Code.)

- a. **Student under age 16** – separation from school for a period not to exceed one hundred eighty (180) school days with consent of his/her parents or legal guardians AND written notice to Juvenile Court.  
**Student age 16 or older** – separation from school for a period not to exceed one hundred eighty (180) school days with consent of his/her parents or legal guardians.
- b. Disciplinary action shall be held in abeyance during the period of withdrawal. Students shall petition in writing for readmission and shall be readmitted upon the recommendation of the readmission committee and Board of Education approval. The decision regarding a readmission request shall be communicated by letter. Upon determination by the principal that there has not been satisfactory elimination of the cause for withdrawal, the matter shall be referred to the Board of Education with the recommendation of the Superintendent.
- c. Parents and/or legal guardians and the student, if 18 years of age, shall receive written notification of the decision.

**5. Expulsion (also see section C.)**

- a. Expulsion means permanent removal from school and exclusion from school district

programs and facilities by action of the Board of Education.

- b. This action may be taken by the Board of Education only after a hearing is conducted.
- c. Causes for expulsion are those defined in the Michigan School Code.
- d. The school administration shall recommend cases for expulsion to the Board of Education through the Superintendent.
- e. Parents and/or legal guardians and the student, if 18 years of age, shall be given notice as in paragraph 3e above.
- f. The Board of Education is vested with final authority in all cases of expulsion.

### **C. State Law, Long Term Suspensions, and Expulsions**

#### **380.1310c. Restorative practices as alternative or in addition to suspension or expulsion; definitions (for full text, click [here](#))**

1. A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue.
2. Restorative practices 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 one or more of the following: apologize; participate in community service, restoration, or counseling; or 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. 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.

#### ***380.1310d: Suspension or expulsion of pupil; factors; exercise of discretion; rebuttable presumption; section inapplicable for possession of firearm in weapon free school zone; consideration of factors mandatory; definitions.***

- (1) Before suspending or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board... shall consider each of the following factors:
  - (a) The pupil's age.
  - (b) The pupil's disciplinary history.
  - (c) Whether the pupil is a student with a disability.

- (d) The seriousness of the violation or behavior committed by the pupil.
- (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- (f) Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- (g) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

(2) Except as provided in subsection (3), this section applies to give the board of a school district... discretion over whether or not to suspend or expel a pupil under section 1310, 1311(1), 1311(2), or 1311a. In exercising this discretion with regard to a suspension of more than 10 days or an expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the board or board of directors, or its designee, can demonstrate that it considered each of the factors listed under subsection (1). For a suspension of 10 or fewer days, there is no rebuttable presumption, but the board or board of directors, or its designee, shall consider each of the factors listed under subsection (1).

(3) This section does not apply to a pupil being expelled under section 1311(2) for possessing a firearm in a weapon free school zone.

(4) Except as provided in subsection (3), consideration of the factors listed in subsection (1) is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the board of a school district or intermediate school district or board of directors of a public school academy, or its designee.

(5) As used in this section:

- (a) "Expel" means to exclude a pupil from school for disciplinary reasons for a period of 60 or more school days.
- (b) "Firearm" means that term as defined in section 1311.
- (c) "Suspend" means to exclude a pupil from school for disciplinary reasons for a period of fewer than 60 school days.
- (d) "Weapon free school zone" means that term as defined in section 1311.

**380.1311: *Suspension or expulsion of pupil*** (abridged; click [here](#) for entire section).

(1) Subject to subsection (2), the school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order. If there is reasonable cause to believe that the pupil is a student with a disability, and



the school district has not evaluated the pupil in accordance with rules of the superintendent of public instruction to determine if the pupil is a student with a disability, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with section 1711.

(2) Subject to subsection (3) and section 1310d, if a pupil possesses in a weapon free school zone a weapon that constitutes a dangerous weapon, commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds, the school board, or the designee of the school board as described in subsection (1) on behalf of the school board, shall expel the pupil from the school district permanently, subject to possible reinstatement under subsection (6). However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:

- (a) The object or instrument 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.
- (b) The weapon was not knowingly possessed by the pupil.
- (c) The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.
- (d) The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

(3) There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- (a) The school board or its designee determines in writing that at least 1 of the factors listed in subsection (2) (a) to (d) has been established in a clear and convincing manner.
- (b) The pupil has no history of suspension or expulsion.

#### **D. PROCEDURE FOR LONG-TERM SUSPENSION OR EXPULSION, INCLUDING STATE MANDATED EXPULSIONS**

When a long-term suspension or expulsion is recommended, an opportunity for a hearing before the Board of Education shall be given to the affected student. Written notice of such opportunity for hearing shall be sent to the student, parents, and/or legal guardians at their last known address according to school records by first class mail at least 48 hours prior to the date set for hearing, or such shall be hand delivered to the students, parents, and/or legal guardians at least 48 hours prior to the start of the meeting. The written notice shall include the following:

- 1 Specific charge(s) against the student, including the specific provisions (Attach copies of the relevant portions of the Student Code of Conduct and Board policy)
- 1 Brief statement of facts as determined by the school's investigation. Proposed punishment, including length of proposed disciplinary removal



- 1 Date, time, and location of hearing
- 1 Description of the hearing procedures including any rights to appeal the decision (Attach Board policy or relevant portion of the Student Code of Conduct describing the hearing procedures)
- 1 Notice of student and parent right to review education records. Name and contact information of appropriate school staff member, should the parent or student have any questions

The Board of Education shall take action on the recommendation as it may judge appropriate. The hearing may be held in open or closed session at the choice of the student, the student’s parents and/or legal guardians. The student shall be entitled to such representation by legal counsel as the student, the parents and/or legal guardians desire to provide at their expense and to present information or to call upon witnesses pertinent to the disposition of hearing matters.

**E. READMISSION FOR EXPELLED STUDENTS** (including students expelled from school districts other than Royal Oak Schools and State Mandated expulsions)

**a. Petition for Reinstatement**

The parents of a student enrolled in grades 5 or below at the time of the expulsion who was expelled for possession of a dangerous weapon or for threatening another person with a dangerous weapon may petition the Board of Education for the student’s reinstatement after the student has been expelled for at least 60 school days. The Board of Education may not reinstate the student until the student has been expelled for at least 90 school days. The parents of a student enrolled in grades 5 or below at the time of the expulsion who was expelled for criminal sexual conduct or arson, or any other gross misdemeanor or, persistent disobedience, may petition the Board of Education for the student’s reinstatement at any time. The Board of Education may not reinstate the student until the student has been expelled for at least 10 school days.

The parents of a student enrolled in grades 6 or above at the time of any mandatory expulsion under Sec. 1311(2), or expulsion for any other gross misdemeanor or persistent disobedience, or the student if the student is over 18, may petition the Board of Education for reinstatement after the student has been expelled for at least 150 school days. The Board of Education may not reinstate the student until the student has been expelled for at least 180 school days.

**b. Upon receipt of a petition for reinstatement, the District shall do the following:**

- i. At the yearly organizational meeting, the Board shall approve a Readmission Committee.
- ii. No later than ten (10) school days after receiving a petition for reinstatement, the Readmission Committee\* shall meet with the student, parents or legal guardian and review the petition for reinstatement and any supporting information submitted by the student, parents, or legal guardian.
- iii. The Superintendent may prepare and submit for consideration by the committee, information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

The committee shall prepare a recommendation for the unconditional reinstatement or conditional reinstatement, or against reinstatement, and shall include an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement.

### **c. Criteria for Reinstatement**

The designated committee and the Board of Education shall consider at least the following factors when a petition for reinstatement is submitted:

- i. whether the reinstatement would create a risk of harm to other students or school personnel;
- ii. whether reinstatement would create a risk of School District or individual liability for the School Board or School District personnel;
- iii. the age and maturity of the individual;
- iv. the individual's school record before the incident that caused the expulsion;
- v. the individual's attitude concerning the incident that caused the expulsion;
- vi. the individual's behavior since expulsion and the prospects for remediation of the individual;
- vii. the degree of cooperation and support from the individual's parents or legal guardians (if the petition was filed by a parent or guardian) as well as any support which may be expected from a parent or guardian, if the expelled student is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.
- viii. petitions for reinstatement from students expelled by the Board of Education or another school district shall not be processed if that student has not first submitted a petition for reinstatement to the expelling Board. This School District will only consider reinstatement, to the extent required by law, upon receiving written verification of the denial of the student's petition for reinstatement by the expelling Board.

### **d. Conditions of Reinstatement:**

The School Board may require an expelled student (and if the petition was filed by a parent or legal guardian, the parent or legal guardian) to agree in writing to specific conditions before reinstating the student. These conditions may include, but are not limited to:

- i. signing a behavior contract;
- ii. participation in or completion of an anger management program or other appropriate counseling (at the expelled student's expense);
- iii. periodic progress reviews; and
- iv. specific immediate consequences for failure to abide by any conditions of reinstatement.

### **e. Reinstatement**

If the School District decides to reinstate an expelled student, those who were in grade 5 and below at the time of expulsion shall not be reinstated before the expiration of 90 school days subsequent to the date of expulsion, unless a longer period of expulsion is required pursuant to the Federal Gun-Free Schools Act.

The Superintendent may submit his or her own recommendation to the Board of Education, in conjunction with the designated committee's recommendation, to modify the permanent expulsion requirement (on a case-by-case basis) to a period of time not less than 90 school days. Individuals in grade 6 or above at the time of expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.

## **F. CLASS SUBJECT AND ACTIVITY SUSPENSIONS**

A teacher under contract with Royal Oak Schools may suspend a student from class, subject or activity when a student engages in any of the following types of conduct during the class, subject or activity.

- a. Physically fighting.
- b. Engaging in conduct that threatens to incite violence or seriously threaten the safety of students and/or school personnel. Any student suspended pursuant to this policy shall not be allowed to return to the class, subject, or activity from which he or she was suspended until the passage of one full school day from the time of the student's infraction unless otherwise permitted by the teacher who ordered the suspension. Students attending separate class periods throughout the school day may be permitted during the term of the suspension to attend other classes taught by other teachers at the discretion of the building administrator.

## **G. STUDENT IDENTIFICATION**

Each student enrolled in high school shall be issued a student identification card which should be upon the student's person at all times while the student is on school premises. The student identification card must be produced on the request of any School District teacher or other personnel or any other person authorized by law or by the school principal to deal with matters of student behavior or discipline.

## **H. ELECTRONIC DEVICES**

Students are allowed to possess electronic communication devices on school property; however, such devices shall not be used in a manner that disrupts school activities or events. Any device found to be used for any illegal purpose or used in a manner that violates the Student Code of Conduct may be confiscated pending parent conference. Where appropriate, police authorities may be contacted.

## **I. SCHOOL LOCKER SEARCH**

Student lockers and desks are school property and remain at all times under the control of Royal Oak Schools. Students assume full responsibility for the security of their lockers and desks. Students should not expect privacy regarding any item placed in school property because school property is subject to search at any time by school officials. Periodic general inspections of lockers and desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

## **PROGRESSIVE DISCIPLINE LEVELS**

Discipline shall be administered with the expectation that students will learn from their mistakes. Therefore, consideration should be given to provide the optimum learning from each infraction or misdemeanor. The disciplinary consequences of a student's misconduct will be determined by the nature and severity of the misconduct and/or the student's prior disciplinary history. These steps are guidelines for providing consistency and equity for administering consequences for students charged with the same level of misconduct; they are not necessarily progressive steps in a sequential process. The nature and severity of the misconduct and/or the student's prior disciplinary history will be considered in determining the step assigned.

The rules and policies of Royal Oak Schools apply to any student who is on school property or school-affiliated transportation, who is in attendance at school or at any school-sponsored activity, or whose

conduct at any time or place interferes with the operations, discipline, or general welfare of the school, regardless of location, date, or time.

**Note: As used above, all references to days are days of student instruction rather than calendar days.**

## **CATEGORIES OF MISCONDUCT**

To establish the best possible learning atmosphere for the student, as well as to provide for the health, safety, and welfare of all students and employees of Royal Oak Schools, the following categories of misconduct have been adopted along with guidelines for consequences when a student engages in such misconduct. These standards of conduct apply to all students for all activities of the District. This list is not intended to be exhaustive, and includes, but is not limited to the following:

### **Discipline Procedure:**

All students will be given due process and parents will be notified when any violation occurs.

### **Level 1 Violations:**

#### **Minor non-violent, uncooperative, non-compliant behaviors**

A Level 1 violation is considered to be any behavior which disrupts or interferes with the effective and safe functioning of the school but is not as serious as a Level 2 or Level 3 violation.

#### **Possible action steps that may occur in no specific order:**

- Classroom-based student support interventions:
  - a. Re-state the classroom expectations
  - b. Verbal or visual warning of next step
  - c. Re-teach expectations
  - e. Written reflection or apology
  - f. Seat change
  - g. Restorative Affective Statements
- Positive Behavior Intervention Support Plan is developed and implemented
- Staff member holds individual conference with student using Restorative Practices questions to guide the conference
- Staff member holds a restorative circle if needed
- Parent or guardian is contacted via telephone and or email
- Record of incident is entered into MiStar
- Parent contact summary and responses used are documented in the teacher contact log

## **Possible Responses**

- teacher or student conference
- lunch detention
- loss of a classroom based privilege
- loss of participation in a class activity
- confiscation of devices
- teacher detention (MS/HS only)
- loss of after school privileges
- restitution

**These can include, but are not limited to the following:**

### **Disruptive behavior/Disruption of School (Choose one)**

Behavior that obstructs or disrupts the educational process.

### **Electronic Communication Devices**

Electronic communication devices: Electronic communication devices shall be regulated by policy (see section G above). Such devices shall not be used in a manner that disrupts school activities or events and should only be used in classroom settings with explicit teacher or staff permission.

### **False Allegations**

Intentional reporting of false information that the student knew was false or had no reasonable basis to believe was true.

### **Appropriate Dress**

**Students will adhere to the dress code located in the school's student handbook.**

Student dress choices should contribute to the district's goal to sustain a community that is inclusive of a diverse range of identities. The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

ROS' student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any

group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), or PE (athletic attire/shoes).
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, nicotine or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income.
- Ensure appropriate use and wear of Personal Protective Equipment (PPE) during the COVID-19 pandemic or any other health emergency as required by the district.

### **Inciting**

The act of instigating or prompting others into action that violates any of the school policies or procedures. Planning or pre-arranging any action which violates any of the school policies or procedures. Videoing and/or posting in order to prompt others.

### **Insubordination**

Actions undermining the effectiveness and/or authority of school personnel. Refusing to comply with reasonable requests of any school employee or school volunteer.

### **Technology Violation of the Policy (See signed technology use agreement)**

Any unauthorized, illegal, inappropriate, offensive or immoral use of District-owned technology.

### **Unsafe Driving Practices on School Property**

Operating a motor vehicle so as to endanger the safety, health or welfare of others on school property, school events or in adjacent public areas.

Possible loss of parking privileges.

## Level 2 Violations

### **Minor non-violent, Disruptive Disorderly Behaviors (or 3+ Level 1 incidents)**

A Level 2 violation is any behavior which seriously disrupts or interferes with the effective functioning or learning environment of the school but is not as serious as a Level 3 violation.

#### **Possible action steps that may occur in no specific order:**

- Staff implements classroom-based student support interventions
  - a. Any or a continuation of the above interventions in Level 1
  - b. Development of a behavior agreement
  - c. Review of individual student support plans such as an Individual Education Plan (IEP) or Behavior Intervention Plan (BIP)
  - d. If additional support is needed, referral to counselor, case-manager, social worker, or Intervention Team
  - e. Parent Conference
- Staff member holds individual conference with student using Restorative Practice questions to guide the conference
- Staff member holds a restorative circle with the class or a group of students if needed
- Contact of parent or guardian via telephone and or email
- Record of incident is entered by teacher in MiStar as a minor incident
- Parent contact summary and response is entered in the teacher contact log.

#### **First offense: Administrative contact** (one or more of the following):

- Written or verbal warning
- Restorative practices
- Time-out for no more than one class period
- Loss of privileges (extra curricular activities limited, loss of parking privileges, loss of technology privileges)
- Restitution/restoration
- ISS Assignment
- Maximum four day suspension

#### **Second offense: Administrative contact** (one or more of the following):

- Written or verbal warning
- Restorative practices

- Loss of privileges (extra curricular activities limited, loss of parking privileges, loss of technology privileges)
- Restitution/restoration
- Referral to a professional agency as appropriate such as Royal Oak Youth Assistance
- ISS Assignment
- Maximum six day suspension

**Subsequent administrative contacts** (one or more of the following):

- Staff conferences to review the behaviors and interventions and decide next steps.
- Written or verbal warning
- Suspension pending a hearing
- Maximum ten day suspension
- Restitution/restoration
- ISS Assignment
- Recommendation for expulsion

**Level 2 violations include but are not limited to the following:**

**Academic Misconduct**

Plagiarizing, cheating, including copying or supplying class work, homework, tests, etc. for personal benefit, or gaining unauthorized access to material through such behavior as going into a teacher’s file, paper or electronic, or looking through a teacher’s desk.

**Alcohol/Drug/Chemical Consumption and/or Possession**

Use, possession or under the influence of alcoholic beverages, controlled or illegal drugs, (legal intoxication not required). Willful misuse of medication or abuse of other substances, including over-the-counter treatments or products (e.g. inhaling glue or aerosol can contents) that result in or could result in intoxication effects.

**Bullying/Cyberbullying**

Any written, verbal, graphic, gesture or physical acts that are repetitive and targeted (including electronically transmitted acts -i.e. Internet, cell phone, handheld device) that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical or sensory disability impairment, or by another characteristic.

\*Could be deemed Level 3 based on the severity of the incident

**Coercion/Extortion**



Obtaining money, property, or favors from an unwilling person or forcing an individual to act by either physical force or intimidation.

**Disruption of the Educational Process**

Verbal or non-verbal refusal to comply with a reasonable request or directive. This includes behavior which seriously disrupts any school activity or the orderly and safe operation of the school.

**Fighting**

The act of engaging in hostile physical contact with another individual.

**Fireworks, Explosives, Chemical Substances**

Possession of any explosive or incendiary device or noxious or dangerous chemical, including, without limitation, dynamite, bombs, gunpowder, fireworks, bleach, ammonia, or other substances that are considered caustic or dangerous.

**Forgery or Falsification of Records**

A student shall not use the name of another person or falsify times, dates, grades, addresses or any other data on School District forms or records. A student shall not provide false, misleading or inaccurate statements or information on School District forms or records.

**Gambling**

Playing games or chance for money or stakes.

**Harassment**

Inappropriate conduct that is repeated enough or serious enough to negatively impact a student’s educational, physical or emotional well-being. This would include harassment based on characteristics, such as, sex, race, color, national origin, religion, height, weight, marital status, sexual orientation, sexual identity, or disability.

This includes, but is not limited to any harassment that would negatively impact students such as stalking, bullying, name-calling, taunting, hazing and other disruptive behaviors.

**Hazing**

See district policy for definition of hazing. (This policy applies “regardless of whether the hazing is done with or without the consent of the person or persons hazed”).

Any intentional, knowing, or reckless act meant to induce physical pain, embarrassment, humiliation, deprivation of rights or that creates physical or mental discomfort, and is directed against a student for the

purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, club, or athletic team sponsored or supported by the District and whose membership is totally or predominantly other students from the District.

Soliciting, encouraging, aiding, or engaging in “hazing” on or in any school property at any time, or in connection with any activity supported or sponsored by the District, whether on or off school property, is strictly prohibited. Any employee or student of the District aware of the planning or occurrence of hazing activities are required to notify the appropriate District administrator immediately. \* See MCL 750.411t

**Insubordination**

Actions undermining the effectiveness and/or authority of school personnel which disrupts the educational process. Refusing to comply with reasonable requests of any school employee or school volunteer.

**Profane or Obscene Language (or Indecency)**

Insulting or obscene gestures or words toward anyone either verbally, in writing, with photographs or drawings electronically or in any other manner. Conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, or the use of language in verbal or written form, or in pictures, or in a caricature or gesture, which are offensive to the general standards of propriety.

**Smoking Use or Possession of Tobacco and/or Electronic Cigarettes**

The use and/or possession of any tobacco products or e-cigarettes as defined in board policy.

**Theft or Possession of Stolen Articles**

The taking, holding, or use of personal property of another without the owner’s permission.

**Threat - Verbal**

A communication by a student directed at another person that, in the judgment of administration, is hostile and threatens to do harm to another person or to property.

**Trespassing or Loitering**

Being in an unauthorized place or lingering about school property, refusing to leave when directed to do so by school personnel.

**Vandalism/Damage to Property**

Willful destruction or defacement of property belonging to the school district or personal property of others.

**Vandalism/Damage to Property (value under \$100)**

Willful destruction or defacement of property belonging to the school district or personal property of others.

Persistent disobedience with respect to Level 2 violations will result in a recommendation for suspension, pending a hearing for removal from school for the remainder of the semester or school year.

### **Level 3 Violations**

**Behaviors that could cause physical/emotional harm. These include a Level 1 or Level 2 violation of a serious nature, which seriously disrupts or interferes with the effective and safe functioning of the school.**

Level 3 violations include, but are not limited to the following:

#### **Possible action steps that may occur in no specific order:**

- Refers to the principal through MiStar as a major incident.
- Calls parent or guardian shares what he or she witnessed and that a major referral was submitted to the principal or designee.
- Record of parent contact is entered in the teacher contact log.
- Referral to support staff
- Staff holds individual conference with student using Restorative Practice questions to guide the conference
- Parent or guardian contacted by the principal or designee
- Parent or guardian conference with the principal or designee
- Referral to a restorative conference with affected parties
- Revision of BIP, IEP, or initiate Functional Behavior Assessment (FBA) if applicable
- Principal or designee enters information into MiStar for state reporting
- Parent is provided paper documentation of the incident

#### **Possible Responses:**

- Conduct threat assessment as needed
- Referral to a professional agency as appropriate such as Royal Oak Youth Assistance
- Restorative practices
- Loss of privileges (extra curricular activities limited, loss of parking privileges, loss of technology privileges)
- Restitution/restoration
- ISS Assignment
- Maximum ten day suspension
- Suspension pending a hearing
- Recommendation for expulsion

**Alcohol/Drug/Chemical Sale or Distribution**

Selling, supplying or arranging for the sale or supply of alcoholic beverages, illegal drugs, drug paraphernalia, or “look-alike substances” that are misrepresented as drugs to another person. Illegal drugs include, but are not limited to, cocaine, heroin, marijuana, steroids and any other illegal substance.

**Arson/Burning**

The term burn as used in this paragraph shall mean setting fire to, or doing any act which results in the starting of a fire, or aiding, counseling, inducing, persuading or procuring another to do such act or acts.

**Arson/Felony (State Mandatory Expulsion)**

“Arson” means a felony violation of MCL 750.71 et seq.

**Assault**

Physical against an Employee, Volunteer or a Person Contracted by the District (State Mandatory Expulsion)- Intentionally causing or attempting to cause physical harm to a district employee, volunteer or contractor through force of violence.

**Assault – Physical – Pupil to Pupil**

Intentionally causing or attempting to cause physical harm to another person through force or violence.

**Bomb Threat**

The act of communicating any kind of notice of a bomb threat (or any other destructive or disruptive threat) directed at a school building, other school property, or a school-related event.

**Criminal Acts**

Any act or omission (of an act) in violation of a public law forbidding or commanding it.

**False Fire Alarm**

Intentional reporting of false information that the student knew was false or had no reasonable basis to believe was true.

**Hate Crimes**

Criminal act against a person or property motivated in whole or in part by an offender’s bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity

### **Hate Speech**

Any form of expression through which speakers intend to vilify, humiliate, or incite hatred against a group or a class of persons on the basis of race, religion, skin color, sexual orientation, gender identity, ethnicity, disability, or national origin.

### **Sexting**

The act of sending sexually explicit messages or photos through electronic devices.

### **Sexual Conduct - Criminal (State Mandatory Expulsion)**

Any act of sexual misconduct in violation of section 520b, 520c, 520d, 520e, or 520g of the Michigan Penal Code is prohibited.

### **Sexual Misconduct**

Any sexual activity, consensual or non consensual, includes indecent exposure.

### **Weapon - Look alike/Replica**

Possession of any item or object that might be mistaken for a real weapon.

### **Weapon/Dangerous (State Mandatory Expulsion)**

For purposes determining whether the student is subject to mandatory expulsion under the Revised School Code, a dangerous weapon is defined as a “firearm, dagger, dirk, stiletto, knife with blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles” or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices.

### **The following acts of misconduct will be reported to law enforcement:**

This list is not intended to be exhaustive, and includes, but is not limited to the following:

- Armed Student or Hostage
- Arson
- Bomb Threat
- Bus Incident and Accident
- Death or Homicide
- Drive-by Shooting
- Drug Possession or Drug Sale
- Explosion
- Hate Crime
- Hate Speech
- Illegal Drug Use or Overdose

- Intruders
- Larceny
- Minor in Possession of Alcohol or Tobacco
- Physical Assault or Fights
- Robbery or Extortion
- Sexual Assault (Criminal Sexual Conduct)
- Speeding or Reckless Driving
- Suicide Attempt
- Suspected Armed Student
- Threat of Suicide\*
- Unauthorized Removal of Student
- Vandalism or Destruction of Property

**EQUAL EDUCATION OPPORTUNITY (NON DISCRIMINATION/TITLE IX)**

It is the policy of Royal Oak Schools to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

Royal Oak Schools Compliance Officer  
 Patrick Wolynsk, Executive Director for Staff & Student Services  
 800 Devillen  
 Royal Oak, MI 48073  
 248-435-8400

Complaints will be investigated in accordance with the procedures as described in [Board Policy 2260](#). Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.