

Novi Board of Education Regular Meeting

Thursday, August 15, 2024 6:00 PM

Educational Services Building, 25345 Taft Road, Novi, MI 48374

I. CALL TO ORDER

II. PLEDGE OF ALLEGIANCE

III. APPROVAL OF AGENDA

IV. REPORT TO THE BOARD

IV.a. First Robotics Frog Force Report

V. CELEBRATIONS

VI. COMMENTS FROM THE AUDIENCE

VII. CONSENT AGENDA

VII.a. Approval of Minutes

VIII. DONATIONS

VIII.a. NEF Donation

IX. ACTION ITEMS

IX.a. Personnel Reports

IX.b. Positivity Project Plan Approval

IX.c. Panorama Platform Approval

IX.d. NCSD Student Handbook Approval

IX.e. Special Olympics Unified Schools -
Champions of Change Approval

X. INFORMATION AND DISCUSSION

X.a. MASB Call for Delegates Discussion

X.b. Novi High School Hockey Cooperative Agreement
Discussion

XI. COMMITTEE REPORTS

XI.a. Capital Projects Committee of the Whole

XI.b. DEI Committee of the Whole

XII. SUPERINTENDENT REPORT

XIII. ADMINISTRATIVE REPORTS

XIV. BOARD COMMUNICATION

XV. ADJOURNMENT

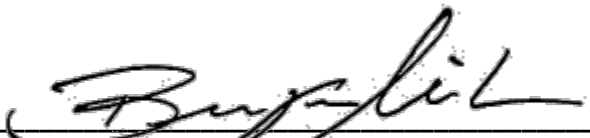
**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: First Robotics Frog Force Report

The Ms. Janet Bloom and Mr. Kaushik Baskar, of First Robotics Frog Force, along with some of the First Robotics Frog Force team, would like to summarize the wonderful experience that the team has had this school year and recognize all of the sponsors who supported them through their competitions.

**APPROVED AND RECOMMENDED FOR
REPORT TO THE BOARD**



Ben Wianka, Superintendent

Frog Force 503

Novi High School Robotics
2024: A season of lessons

A Leap Ahead

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About *FIRST*



- For **I**nspiration and **R**ecognition of **S**cience and **T**echnology
- Gives students hands-on STEM skills and prepares them for real life STEM careers
- FIRST uses a traditional sports competition model to prepare students to be technology leaders and innovators.



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Frog Force FRC 503



- Novi High School's Hall of Fame Robotics Team
- Our mission is to motivate and educate students to obtain real-world team building, engineering, finance, marketing, and other useful skills
- We do multiple community outreaches and spread STEM awareness around the world



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2024 Competition Season



- **Milford District**
 - Won the Competition
 - Autonomous Award
- **Muskegon District**
 - Gracious Professionalism Award
- **Michigan State Championship**
 - Woodie Flowers Award Finalist: Tom Pospeshil
- **World Championship in Houston-April 2023**
 - Placed 12th out of 74 Teams
 - On the 1st alliance



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The Game



- Perform sport-like tasks on arena floor with large remote-controlled robot built from custom parts
- Competitions are 3 v 3 with random pairings, until elimination rounds. Top seeded teams' draft partners to play in elimination rounds
- 2024 Season – Crescendo game revolves around both alliances shooting rings in their respective "speakers" and "amps" and climbing a truss platform while putting a ring into a "trap"



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Miggy Minaj



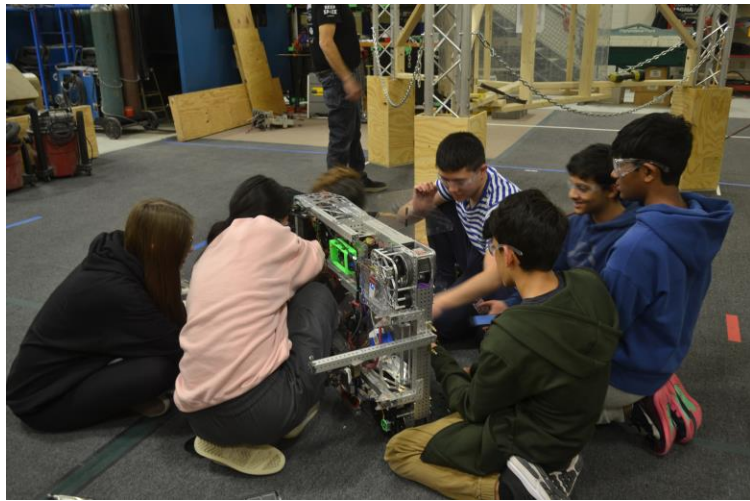
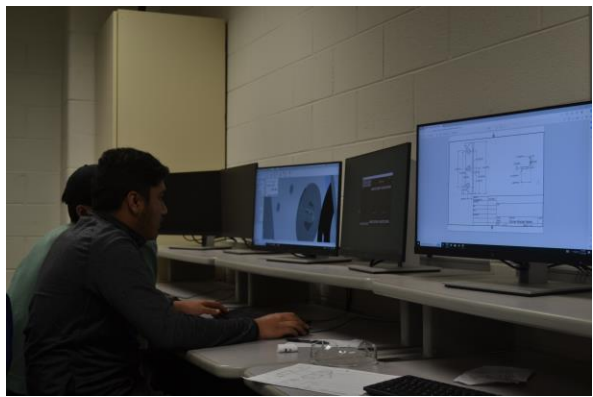
- 110 lb. robot capable of moving in any direction at 18 ft/s while spinning
- Picks up rings under the bumper while moving
- Double jointed holding and shooting mechanism
- Navigates autonomously over terrain using cameras to correct positioning

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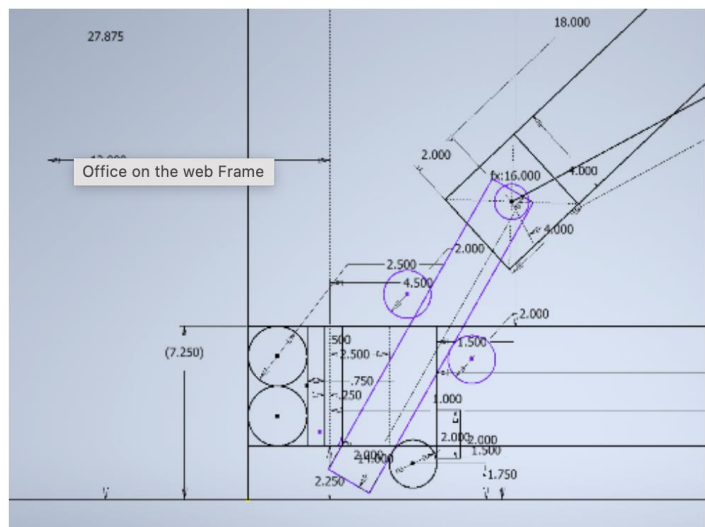
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Build Recap



- We begin our season with a team wide Brainstorming session we call FFFD
- Move on to rough prototyping and 2D sketches
- Once dimensions are determined we move onto CAD and 3D Modeling
- Then we order and fabricate parts to manufacture the robot
- This whole process takes 4-5 weeks and is a great representation of the Engineering Design Process that is widely used across many industries

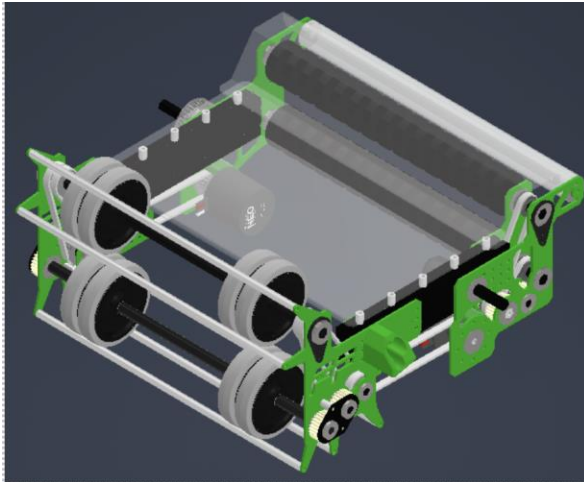


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Robot Recap



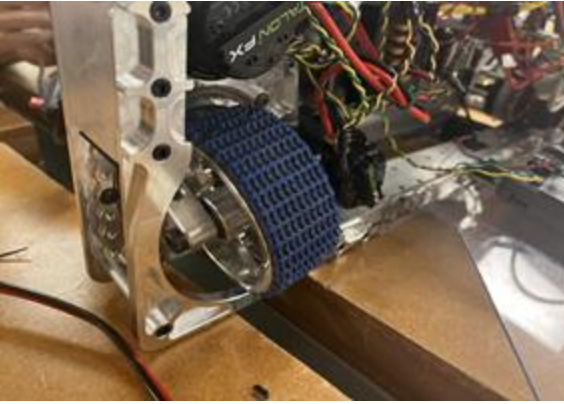
- Swerve Drivetrain
- Under bumper intake moves the note directly to the shooting mechanism
- "Pizza Box" uses wheels to get the note from the intake, then uses different wheels to shoot the note
 - Beam Break sensors used to know if there is a note in the robot
- 3D printed parts – additive manufacturing
- Sensors Used:
 - High-speed cameras localizing robot via April Tags & using object detection to track notes
 - IMU and Encoders over CAN (same protocol as cars)

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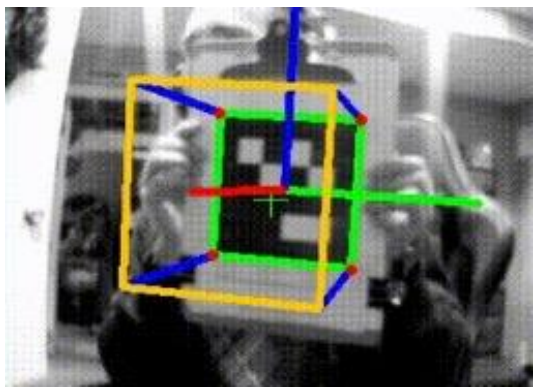
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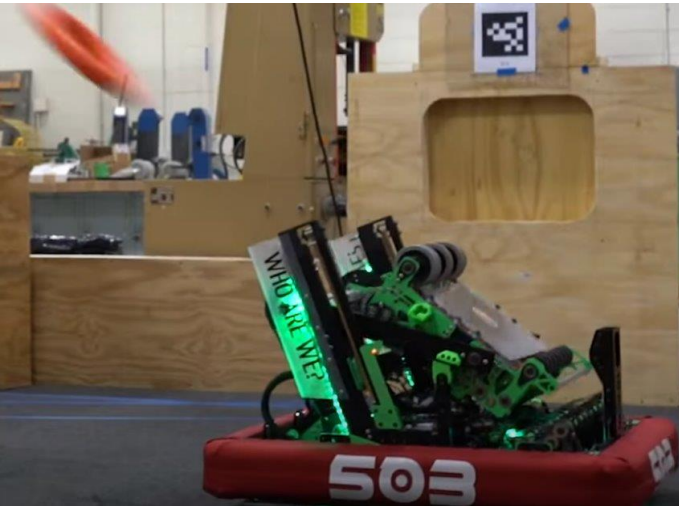
Programming Recap



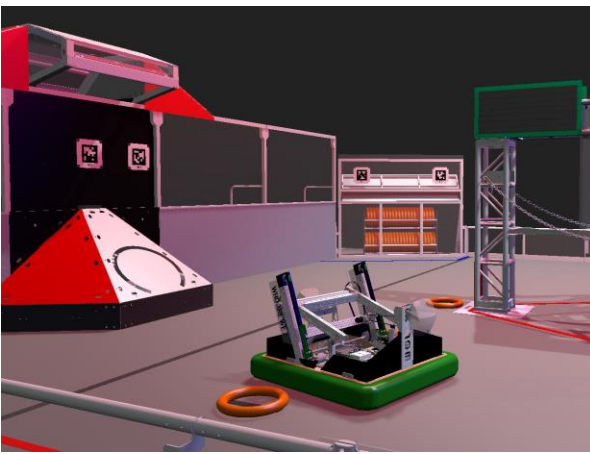
Advanced Swerve
Path Following and
Velocity Control



Industry-Standard
Computer Vision and
Sensor Fusion Algorithms
for Localization



Camera-
based arm, wrist,
and shooter
control based on
an Interpolating
Tree Map



Physics-modeled full
robot code simulation for
testing and practice
without a physical robot

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Team Organization



Business

Outreach

Strategy

Marketing
& Media

Sponsor Relations
and Finance

Historian

Engineering

Mechanical

Game Specific Design

Chassis & Machining

Electrical & Pneumatics

Drivetrain

Programming

Web/App
Development

Robot Programming

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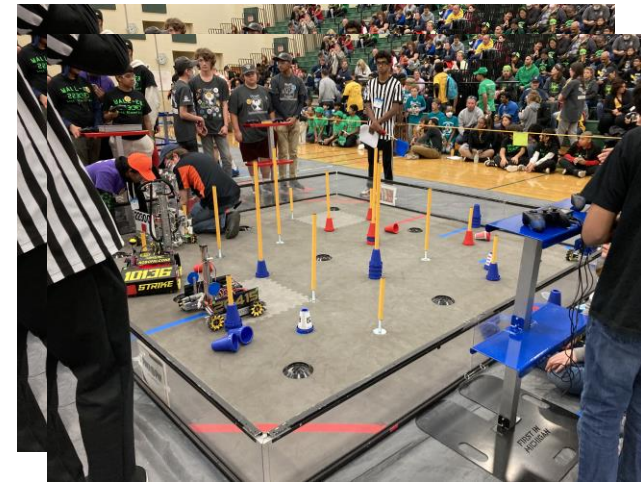
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Supporting Novi Robotics



- Team registration and formation
- Coach Training
- Middle School all Girls Summer Camp
- Programming Classes for Scratch and JAVA
- Student mentors
- Local season kickoff events and competitions
- Robot in a Week



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NCSD Robotics



- This season 50 Pre-K through 8th FIRST Teams
- Across all 5 FIRST Programs in every NCSD School
- 7 Novi Meadows teams qualified for 2023 MI State Championship
- 9 NMS teams qualified for the 2023 MI State Championship
- 2 Novi Middle School teams represented MI at 2023 World Championship
- K/8 program supported by 330+ families
- Automated Amphibians, 2nd Novi FRC team, competed alongside us at the World Championship



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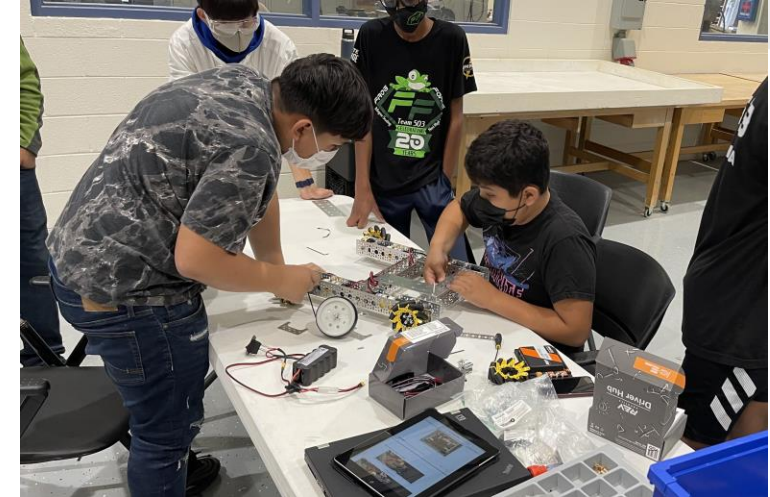
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Detroit Robotics



- Started 75 elementary & middle school teams in Detroit schools
- Partnered with Detroit PAL to introduce robotics to their programming
- Brought in Quicken Loans as a program sponsor
- Partnered with Detroit Public Schools to expand to more schools
- Provide coach training, workshops, help desk
- Run local competitions hosted by Detroit Public Schools
- Founded Motor City Alliance to create a self-sustaining Detroit robotics community



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Unified Robotics



- Partnered with Special Olympics of Michigan to add robotics to the Unified offerings for high schools in MI
- Teams of 3 athletes with learning disabilities and 3 peers from NHS robotics
- Compete in a LEGO sumo bot style competition
- Created a Unified Robotics league with Northville HS
- Growing league to 8 Unified schools this year



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Community Partnerships



Giving back to the community through partnerships with:

- Novi Feed the Need
- Tollgate Farms
- NCSD Summer CARE
- Gleaners Food bank
- Friends of the Rouge
- Forgotten Harvest



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*Thank you to our
sponsors!*



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Learn more about us!





Minutes of a Regular Board Meeting, July 23, 2024
Novi Community School District
Board of Education

A Regular Meeting of the Board of Trustees of Novi Community School District was held Thursday, July 23, 2024 beginning at 6:35 PM.

Present: Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener
Absent: Mrs. Roney and Mr. Smith by Roll Call Vote

PLEDGE OF ALLEGIANCE

Members of the audience joined with the Board in the Pledge of Allegiance.

APPROVAL OF THE AGENDA

A request for a motion was made to amend the agenda and move the Strategic Plan Report into the Action Items.

It was moved by Mr. Michener and supported by Dr. Ruskin that the Novi Community School District Board of Education that approve the agenda as amended.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

CELEBRATIONS

Mr. Mainka, Superintendent of Schools, stated that one of the biggest celebrations is this atypical meeting tonight because we have so many amazing people that we get to welcome into the Wildcat family.

COMMENTS FROM THE AUDIENCE

There were no comments from that audience.

CONSENT AGENDA

Items included in the Consent Items are those which have previously been considered by the Board in committee or at a prior meeting, or of such a routine nature, that discussion is not required. Board members may request that any items be removed from Consent Items for further discussion, if additional information is needed or available.

It was moved by Mr. Mena and supported by Mrs. Beaudoin that the Novi Community School Board of Education approve the Consent Item(s) as presented.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

DONATIONS

Novi Educational Foundation

The Novi Educational Foundation (NEF) is presenting a generous donation in the total amount of \$2,500.00 to help cover the cost of Wildcat Stuffies that will be presented to every kindergarten and Wildcat Launch student.

In addition, they are presenting a second donation of \$4,500 to the district for free tutoring to children with IEPs and 504 plans.

Their total donation amount is \$7,000.

It was moved by Mr. Michener and supported by Dr. Ruskin that the Novi Community School Board of Education accept the generous donation in the total amount of \$7,000 as presented, with appreciation and thanks.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

ACTION ITEMS

Personnel Report A

Dr. Laura Carino, Assistant Superintendent of Talent Management and Development, presented the personnel changes for the Board's consideration.

It was moved by Mr. Michener and supported by Dr. Ruskin that the Novi Community School Board of Education adopts the personnel report recommendations as presented.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

The Board took a brief break at 6:56 PM and returned at 7:01 PM.

Personnel Report B

Dr. Laura Carino, Assistant Superintendent of Talent Management and Development, presented the Administrative Promotion for the Board's consideration.

It was moved by Mr. Mena and supported by Mr. Michener that the Novi Community School Board of Education approve the promotion as noted above.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

5-8 Technology Pouch Pilot Discussion

At the June 13, 2024 Regular Board Meeting, Mr. Ben Mainka, Superintendent, reported on the impact of cell phones and other digital devices on our students. He presented data showing the percentage of school day distractions due to video streaming, gaming, and social media and the effect on students' mental health and their working memory versus their possible fluid intelligence without this external simula.

Mr. Mainka presented a possible solution, a security pouch made by Yondr, for students to have during the school day that would help prevent these distractions. He requested to start a pilot program for the 2024-2025 school year for grades 5-8, using these secure pouches.

It was moved by Mrs. Beaudoin and supported by Mr. Mena that the Novi Community School District Board of Education approve the pilot program for grades 5-8 and the purchase of the Yondr pouches in the total amount of \$76,850.00.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

Bus Purchase Approval

After a thorough assessment of our current bus fleet, taking into account factors such as condition, age, mileage, and escalating repair expenses, it has been determined that four (4) Bluebird school buses are due for replacement. To address this need, the Business Office proposes the acquisition of four new

buses from the Holland Bus Company.

Through the Michigan Bus Purchasing Program, facilitated by the Michigan School Business Officials, we have received competitive pricing. The cost per regular passenger bus from Holland Bus Company is \$137,975.00, resulting in a total expenditure of \$551,900.00 for four (4) buses. Funding for this purchase is recommended to be drawn from the 2019 Bond.

This recommendation is the result of the transportation sub-committee meeting. The district's bus replacement schedule will continue to be monitored to ensure alignment with our district's transportation needs and financial goals.

It was moved by Mr. Michener and supported by Mrs. Beaudoin that the Novi Community School District Board of Education awards the purchase of four (4) buses from the Holland Bus Company for a total cost of \$551,900.00, further, that the Assistant Superintendent of Business and Operations be authorized to expend the funds from the 2019 Capital Project (Bond) Funds.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

NCSD 2024-2027 Strategic Plan Approval

The Board of Education held work sessions in the fall of 2023 to review and discuss the community, staff, and parent surveys that were sent out asking parents for their thoughts and suggestions on what attributes they believe a Novi graduate should possess when they leave our District. After being thoughtful of the survey data that was gathered and much discussion and collaboration, the Board presented their wrap-up summary on the Core Values, Vision and Mission Statements, Focus Areas, and Goals.

Administration and staff have had multiple meetings and discussions to help align the Focus areas with the goals and added measures of success, strategies and activities that will ensure the district supports those goals.

It was moved by Dr. Ruskin and supported by Mr. Michener that the Novi Community School District Board of Education approve the 2024-2027 Strategic Plan as presented.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

INFORMATION AND DISCUSSION

Positivity Project Plan Discussion

The Positivity Project is a character education and social emotional learning program dedicated to empowering America's youth to build positive relationships and become their best selves. They achieve this by partnering with schools and equipping students, educators, and families with the resources, training, and strategies to teach their students positive psychology's 24 character strengths. Possessing and practicing such critical skills leads to more positive relationships, an improved school culture, and the development of responsible, capable, and empowered citizens who will enhance their schools and communities.

Tonight, RosaLeigh Johnson, Director of Mental Health and Wellness, will report to the board on the Positivity Project. This comes for information and discussion. It will come back before the board at the August 15, 2024 board meeting for approval.

Panorama Platform Discussion

RosaLeigh Johnson, Director of Mental Health and Wellness, in collaboration with members from the Teaching and Learning Department, have been reviewing and discussing the Panorama Platform resource for the district. Panorama provides a comprehensive platform for gathering student, staff, and family perception data regarding the school learning environment, culture, and climate. The survey data will serve as a universal screener, helping staff identify student strengths and specific needs. Panorama's Playbook will provide educators with over 800 strategies and interventions to implement tiered supports that target specific social-emotional, behavioral and/or academic needs. Additionally, the MTSS platform will provide educators with specific tools to set goals, build support plans based on data-driven recommendations, and track progress based on the identified interventions.

Tonight, RosaLeigh Johnson and Mike Giromini will report to the board on the Panorama Platform partnership. This comes for information and discussion. It will come back before the board at the August 15, 2024 board meeting for approval.

NCSD Student Handbook Discussion

In September 2018, the elementary principals met several times to create one (1) uniform student handbook. In August 2019, the student handbook was revised again to be more comprehensive, including information for all grades K-12 and Athletics. During the 2023/2024 school year, it was determined that the student handbook needed revision in many areas, so a student handbook committee was formed to review and update the handbook. Administrators from all levels and multiple departments across the district serving on the Student Handbook committee met routinely throughout the 2023/2024 school year.

Tonight, Dr. Laura Carino, Assistant Superintendent of Talent Management and Development, will present the draft handbook to the Board for information and discussion.

COMMITTEE REPORTS

Curriculum Administrative Committee, June 25, 2024

Mrs. Beaudoin, Board Trustee and Committee Chair, reported that they discussed the curriculum refresh cycles and the process that will be used moving forward. She stated that they will have a rotation for the different subjects that are up for review each year. Mrs. Beaudoin said that all curriculum will be on a four (4) year cycle from its' last review. She mentioned that they spoke a bit about the accelerated math program and reviewed the pros and cons of our current system. Mrs. Beaudoin reported that they reviewed some iReady data from the Spring, that will be brought to the board in the fall.

DEI Administrative Committee, June 25, 2024

Mr. Michener, Board Trustee and Committee Chair, reported that this was their second meeting. He stated that they had an abbreviated meeting where they had a take-home assignment to review the charter and took a look at the strategic plan goals and how they fit into DEI. Mr. Michener said that he will report a brief summary of their findings back to the Board.

Mr. Michener reported the Mr. Giromini presented a summary of the year for all of the district DEI committees, what they have done, and what they are looking to do and how it relates to the Wellness

Goal Number three (3). He stated that the district DEI committee has found its' way into supporting that goal in the way of a districtwide multicultural event and having a one hundred percent participation for all buildings. Mr. Michener said that overall it was a really positive meeting and they plan to chunk out different topics throughout the course of the rest of the year.

ADMINISTRATIVE REPORTS

Mr. Giromini, Assistant Superintendent of Teaching and Learning, reported that our coaches, administrators, and volunteers spent the day unboxing the Wit and Wisdom, the K4 Literacy materials, that were approved by the Board. He stated that it was delivered in June and it was almost overwhelming the amount of materials. Mr. Giromini said they did an amazing job. He mentioned that the Really Great Reading materials are coming in this week and next week. Mr. Giromini stated that we will be getting those all set for everyone.

Mr. Giromini expressed his appreciation to everyone for their hard work. He reported that they have a very busy season this summer for Teaching and Learning, planning the professional development for the August welcome back week. Mr. Giromini stated that the teachers come back early this year, so all of those plans are being fine-tuned.

Mr. Devin Kling, Assistant Superintendent of Business and Operations, gave an update on the E Transit Vans. He stated that they are scheduled to be manufactured in the middle of August and he would not be surprised if they get pushed back.

Mr. Kling said that there had been an opportunity, two (2) weeks ago and then today, to watch Meadows and it is absolutely stunning and crazy how fast that building is moving along. He mentioned that he is very excited for the staff and the community to see it. Mr. Kling stated that when it is done, it is going to be really impressive.

Mr. Kling reported that last but not least, the audit is the week of September 26.

BOARD COMMUNICATION

Mr. Michener, Board Trustee, commented from the incredible staff that we just on-boarded to the purchase and investment in our transportation to the technology pouches, the strategic plan approval, and that all of the great projects coming down the pipeline; he said best meeting ever. He stated there is so much good stuff going on and it is cool to see the systems the academic department, our HR department, and our transportation department are really shining on how they are going to move the district forward. Mr. Michener said that we do not just spend money, we are also investing in great systems and structure to support the academics, the staff and students, so this was an amazing meeting.

Mr. Cook, Board President, stated, please go read the book (The Anxious Generation). He reported that he met with a friend from a neighboring district and that Mr. Mainka and our union rep go around and hold listening tours, where every teacher and staff member can bring up a topic. Mr. Cook said that his friend's jaw hit the table. He mentioned that his friend has been teaching for 20 years and they have yet to have an administrator ask them what they thought or what they could do. Mr. Cook reported that he was dumbfounded because it is in our culture here, to get feedback, to understand where the shortcomings are, and what we can do better in how we support our kids. Mr. Cook gave

kudos to Mr. Mainka for doing that and to the rest of the Board for actually wanting to understand where our staff is. He expressed his appreciation for everyone's interest and hard work.

ADJOURNMENT

It was moved by Mr. Michener and supported by Dr. Ruskin that the Novi Community School District Board of Education Regular Board meeting be adjourned.

Ayes: 5 Mr. Cook, Dr. Ruskin, Mr. Mena, Mrs. Beaudoin, and Mr. Michener

Nays: 0

MOTION CARRIED

The meeting adjourned at 9:08 p.m. The next regular meeting of the Board is scheduled for August 15, 2024 at 6:00 p.m., at the Educational Services Building.

Willy Mena, Board of Education Secretary

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: NEF Grants and Donations

The Novi Educational Foundation (NEF) is presenting a generous donation in the total amount of \$23,500.00 to help cover the cost of the following items:

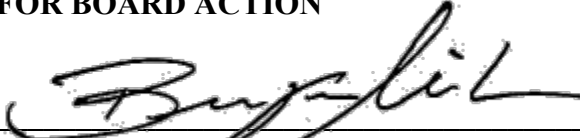
- \$13,500 – the Positivity Project
- \$ 7,000 – Teacher Fellowship Grants
- \$ 3,000 – Therapy Dog Care

Their total donation amount is \$23,500.

RECOMMENDATION:

That the Novi Community Schools Board of Education accept the generous donation in the total amount of \$23,500 as presented, with appreciation and thanks.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



Ben Mainka, Superintendent

NEF Educator Fellows Program

2023-2024

| Name | Conference details | Learnings worth sharing |
|--|---|--|
| Laurel Begick, Ronalee Henderhan, Lauren Nizol | MCTE Fall Conference October 13, 2023 Kellogg Conference Center | Something we all really liked about this year's conference was the focus on cultivating joy and centering black voices. A favorite session was "Building Resilience to Navigate Conservative Pushback in English Classrooms" by Dr. Carlin Borsheim-Black. The keynote speaker, Maggie Smith, emphasized rethinking the idea of revision and how it can apply to your practice and long-term goals. |
| Blane Spiker | SHAPE America Conference March 12-16 Cleveland Hilton Downtown | One of my favorite sessions I attended was on incorporating SEL into your PE lessons (would work for the classroom as well). During the session, we learned a bunch of different ways to incorporate teamwork, gratitude, and just being silly. This allowed everyone to get to know one another and create relationships. Here is the slideshow to the presentation: Intentional SEL in PE-CLEVELAND 24 |
| Ashleigh Burry | MRA Spring Conference March 16-17 Lansing Center | A favorite session was "Fostering Independence to Boost Readers' & Writers' Stamina." Stamina has been a large focus in elementary, but even more recently. Berit Gordan, one of the keynote speakers and author of <i>The Joyful Teacher</i> , provided some strategies to prioritize quantity. See some here: Stamina Strategies |
| Tammy Raffle | Digital Learning Annual Conference February 26-28 Austin, Texas | I attended this conference to present as part of a panel, explaining how Novi Virtual has approached designing high quality virtual programming to meet student needs. However, I was also able to attend sessions and one of my favorites was a session on Artificial Intelligence and how to leverage the technology in virtual classrooms in an innovative way. |
| Sarah David Laura Khalil | MCTE Fall Conference October 13, 2023 Kellogg Conference Center | There was a fantastic selection of sessions to choose from at this conference presented by local Michigan teachers. A favorite of ours was " Commitment to Critical Pedagogy: Empowering Students with YA Literature in Secondary Classrooms " which provided an extensive list of text sets that pairs novels and short stories to teach skills. We also used information from "Using SEL to Help Students Develop Authentic Voice in Writing" to create a short series of A20 lessons on labels: Lesson 1 , Lesson 2 |
| Marlene Krukowski | Learning Without Tears December 6, 2023 | During this PD I learned the importance of the handwriting process as a means to teach or |

| | | |
|-----------------------------------|---|---|
| | Online Professional Development | <p>remediate letters, words and sentences. I learned how to implement hands on , multisensory manipulatives, music and digital learning to teach grip, position concepts, alphabet knowledge and letter formation.</p> <p>Since implementing these strategies and the LWOT curriculum my student's penmanship has greatly improved and their confidence with their writing has also shown improvement.</p> |
| Katy Golden | MASL Fall Conference Nov 2023 Ann Arbor | One resource shared was the Community Anchor Program with the CILC , which has scholarships for free virtual field trips. They also sponsor the Presidential Primary Sources program, which are all archived on Youtube |
| Rickie Willens | Michigan Art Education Conf. October 27-29, 2023 Ann Arbor, MI | My favorite workshops included (but were not limited to) Adaptive Materials, Upcycling Workshops (using recycled materials to create art), Teaching for Artistic Behavior, Public Art, Female Artists of Today, Curriculum Development, Art Gardens, Fiber Arts, Wood Burning, and Materials Safety. |
| Megan Mathes | Handwriting/ Learning Without Tears October 16, 2023 Online Professional Development | <p>During this PD I learned new ways to teach handwriting in a multi sensory approach. I learned how to implement this curriculum using the variety of manipulatives and tools that the program provides.</p> <p>Since learning about this program and how to use all of the materials, I have been incorporating multi sensory approaches to teach handwriting almost everyday. Students are more engaged in lessons and their overall letter formation and penmanship has improved.</p> |
| Krystal Davis | Michigan Music Conference Jan. 25-27th, 2024 Grand Rapids, MI | <p>During this PD I was able to attend several sessions aimed solely at elementary music educators. Some of my favorites included the Kodaly focused sessions that taught audiation, notation, and song form through engaging movement and instrumental activities. I also really enjoyed a session where I learned about non-traditional elementary concerts that showcase students singing, dancing, and instrumental abilities.</p> <p>After this conference, I was able to implement ideas the very next week. Students have been extremely engaged and are loving some of the new repertoire I acquired as well!</p> |
| Ashley Weinert Kailee Chichila | Michigan Association of School Psychologists (MASP) Annual Fall Conference November 13-14th, 2024 Grand Rapids, MI | During this PD, we attended several breakout sessions which focused on a variety of topics related to the practice of School Psychology. This included analyzing data and trends in youth mental health and how to support comprehensive school based mental health services, identifying |

| | | |
|-------------------|--|--|
| | | <p>low-value practices related to cognitive assessment and what alternative evidence-based strategies are, and strategies to build trusting relationships (or rebuild relationships when trust has been broken) during difficult conversations with families and staff.</p> <p>Since attending this conference, I have utilized a more critical lens when choosing assessments for evaluations and reevaluations, and have used effective communication strategies to build trusting relationships with families during challenging meetings related to student eligibility/behavior/progress.</p> |
| Cassandra Griffin | #TalkingAAC Kellogg Hotel & Conference Center East Lansing, Michigan | During this PD, I learned a lot about how to support complex communicators. It was such a unique experience to hear from AAC (augmentative & alternative communication) users and autistic individuals themselves. |
| | | |

BOARD OF EDUCATION

**NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

ASSISTANT SUPERINTENDENT OF TALENT MANAGEMENT AND DEVELOPMENT

TOPIC: Personnel Recommendations

Dr. Laura Carino, Assistant Superintendent of Talent Management and Development, presents for your consideration the following personnel changes:

A. New Hires

| <u>Name</u> | <u>Bldg.</u> | <u>Assignment</u> | <u>Reason</u> | <u>Rate</u> | <u>Effective</u> |
|----------------------|--------------|-----------------------------------|---------------|-------------|------------------|
| NEA: | | | | | |
| Allerton, Elizabeth | VO | Wildcat Launch Teacher | Position Chg. | BA | 08-19-24 |
| Beauregard, Jennifer | DF | School Social Worker | New Hire | MA | 08-19-24 |
| Ruelle, Chloe | PV | 3 rd Grade Teacher | New Hire | MA | 08-19-24 |
| Turnpaugh, Michelle | VO | Special ED Teacher, Resource Room | New Hire | MA | 08-19-24 |
| Van Ee, Kate | MS | ELA Teacher | New Hire | BA+15 | 08-19-24 |

ADNU:

| | | | | | |
|---------------|-----|--|----------|--------|----------|
| Horn, Bridget | ESB | Guest Teacher Specialist/ TMD Asst. | New Hire | Salary | 08-12-24 |
|---------------|-----|--|----------|--------|----------|

NESPA:

| | | | | | |
|--------------|----|-------------------------------------|---------------|--------|----------|
| Begley, Lake | DF | Special Ed. Para, Self-Contained | New Hire | Hourly | 08-19-24 |
| Hearn, Stacy | PV | Secretary | Position Chg. | Hourly | 08-07-24 |

B. Retirements and Resignations

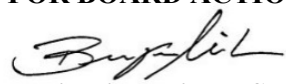
| <u>Name</u> | <u>Bldg.</u> | <u>Assignment</u> | <u>Reason</u> | <u>Effect</u> |
|-------------------|--------------|-------------------------------|---------------|---------------|
| NEA: | | | | |
| Beltz, Robert | VO | Student Success Coach | Resigned | 08-16-24 |
| Chichila, Kailee | HS | MTSS/504 Coordinator | Resigned | 08-07-24 |
| Harbin, Kaitlin | VO | School Psychologist | Resigned | 08-07-24 |
| Malinowski, Emily | PV | Speech & Language Pathologist | Resigned | 08-15-24 |

NESPA:

| | | | | |
|--|--------|-------------------------------------|----------|----------|
| Palliyudethekkathil Thomas, MS Baby | | Special Ed. Para, Testing Center | Resigned | 06-07-24 |
| Puce, Elza | VO | Special Ed. Para, Self-Contained | Resigned | 06-07-24 |
| NTA: | | | | |
| DiMeglio, Darlene | Trans. | Bus Driver | Retired | 06-07-24 |

RECOMMENDATION: That the Novi Community School District Board of Education adopts the personnel report recommendations as presented.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



Benjamin Mainka, Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

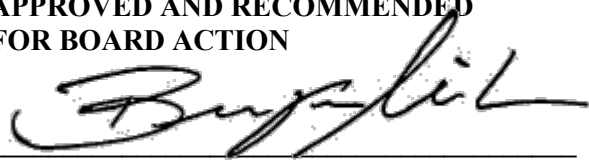
TOPIC: Administrative Promotion

Mr. Ben Mainka, Superintendent, presents for your consideration the following administrative promotion:

Name: Brenna McGinn
Building: ESB
Assignment: Supervisor of Special Education
Reason: Replacement for Amanda Squires
Effective Date: August 16, 2024

RECOMMENDATION: That the Novi Community School District Board of Education approve the promotion as noted above.

**APPROVED AND RECOMMENDED
FOR BOARD ACTION**



Ben Mainka, Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: Positivity Project Approval

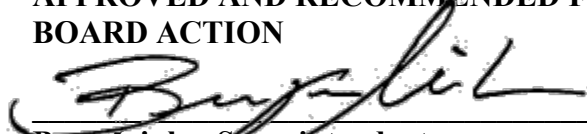
The Positivity Project is a character education and social emotional learning program dedicated to empowering America's youth to build positive relationships and become their best selves. They achieve this by partnering with schools and equipping students, educators, and families with the resources, training, and strategies to teach their students positive psychology's 24 character strengths. Possessing and practicing such critical skills leads to more positive relationships, an improved school culture, and the development of responsible, capable, and empowered citizens who will enhance their schools and communities.

RosaLeigh Johnson, Director of Mental Health and Wellness, reported to the board on the Positivity Project at the July 23, 2024 board meeting. It comes back before the board tonight for approval.

RECOMMENDATION:

That the Novi Community School District Board of Education approve the purchase of the Positivity Project in the amount of \$97,065.00

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Ben Mainka, Superintendent



The Positivity Project
 PO Box 87644
 Fayetteville, NC 28304-7644
 accounting@posproject.org
 www.posproject.org

Quote

ADDRESS

MI- Novi Community School
 District
 25345 Taft Rd
 Novi, MI 48374
 United States

SHIP TO

MI- Novi Community School
 District
 25345 Taft Rd
 Novi, MI 48374
 United States

QUOTE # SPEMD3Y-00402

DATE 05/14/2024

EXPIRATION DATE 12/31/2024

TRACKING NO.

MI

SCHOOL ID

4012

PURCHASE ORDER

TBD

| ACTIVITY | QTY | RATE | AMOUNT |
|--|-----|----------|-----------|
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Novi High School | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Novi Middle School | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Novi Meadows | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Deerfield Elementary | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Orchard Hills Elementary | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Village Oaks Elementary | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Parkview Elementary | 1 | 3,995.00 | 3,995.00T |
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Novi Woods Elementary | 1 | 3,995.00 | 3,995.00T |

Thank you for empowering our youth to build positive relationships and become their best selves.
 #PositivityinAction

| ACTIVITY | QTY | RATE | AMOUNT |
|---|-----|----------|---------------------|
| SP:District Partnership - New School Annual P2 School Partnership: Period 7/1/2024- 6/30/2025 Early Childhood Education Center | 1 | 3,995.00 | 3,995.00T |
| SP:Discounts:District Promotion - New School District Wide Discount 2024-2025 | 9 | -200.00 | -1,800.00T |
| SP:Discounts:District Promotion - New School 5% 3-Year Partnership Discount 2024-2025 | 9 | -200.00 | -1,800.00T |
| | | | Subtotal: 32,355.00 |
| SP:Invoicing - Multi-Year Contract Annual P2 School Partnership: Period 7/1/2025- 6/30/2026 Novi High School Novi Middle School Novi Meadows Deerfield Elementary Orchard Hills Elementary Village Oaks Elementary Parkview Elementary Novi Woods Elementary Early Childhood Education Center | 9 | 3,995.00 | 35,955.00T |
| SP:Invoicing - Multi-Year Contract District Wide Discount 2025-2026 | 9 | -200.00 | -1,800.00T |
| SP:Invoicing - Multi-Year Contract 5% 3-Year Partnership Discount 2025-2026 | 9 | -200.00 | -1,800.00T |
| | | | Subtotal: 32,355.00 |
| SP:Invoicing - Multi-Year Contract Annual P2 School Partnership: Period 7/1/2026- 6/30/2027 Novi High School Novi Middle School Novi Meadows Deerfield Elementary Orchard Hills Elementary Village Oaks Elementary Parkview Elementary Novi Woods Elementary Early Childhood Education Center | 9 | 3,995.00 | 35,955.00T |
| SP:Invoicing - Multi-Year Contract District Wide Discount 2026-2027 | 9 | -200.00 | -1,800.00T |
| SP:Invoicing - Multi-Year Contract 5% 3-Year Partnership Discount 2026-2027 | 9 | -200.00 | -1,800.00T |
| | | | Subtotal: 32,355.00 |
| Miscellaneous:Sales Tax Sales Tax calculated by AvaTax on Tue May 14 01:47:17 UTC 2024 | 1 | 0.00 | 0.00 |

Your P2 Partnership provides you with the following:

SUBTOTAL 97,065.00
TAX 0.00

-Staff-wide access to grade-level differentiated slide presentations for

Thank you for empowering our youth to build positive relationships and become their best selves.
#PositivityinAction

daily implementation, differentiated (PBL) resources, announcement scripts, P2 for Educators, and P2 for Families.

TOTAL

\$97,065.00

-High-resolution P2 digital files to print for your classrooms, hallways, and school t-shirts.

-Online Asynchronous Implementation Training, which enables you to lead a 3-hour staff-wide professional development at the start of the school year.

-Implementation Strategy Playbooks differentiated for elementary, middle, and high schools.

-Ongoing support for all of your questions and needs, to include: accessing resources, best practices for implementation, and weekly read-ahead emails before the strength of the week.

Accepted By

Accepted Date

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: 2024-27 Panorama Platform Discussion

RosaLeigh Johnson, Director of Mental Health and Wellness, in collaboration with members from the Teaching and Learning Department, have been reviewing and discussing the Panorama Platform resource for the district. Panorama provides a comprehensive platform for gathering student, staff, and family perception data regarding the school learning environment, culture, and climate. The survey data will serve as a universal screener, helping staff identify student strengths and specific needs.


Panorama's Playbook will provide educators with over 800 strategies and interventions to implement tiered supports that target specific social-emotional, behavioral and/or academic needs. Additionally, the MTSS platform will provide educators with specific tools to set goals, build support plans based on data-driven recommendations, and track progress based on the identified interventions.

RosaLeigh Johnson and Mike Giromini reported to the board on the Panorama Platform partnership at the July 23, 2024 board meeting. It comes back before the board tonight for approval.

RECOMMENDATION:

That the Novi Community School District Board of Education approve the purchase of the Panorama Platform in the amount of \$45,700.00.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Ben Mainka, Superintendent

Panorama Education

Supporting MTSS at Novi Community School District

May 2024



Panorama Overview: WHAT

What is Panorama?

Panorama Education partners with K-12 schools and districts across the country to **collect** and **analyze** data about **social-emotional learning, school climate, family engagement**, and more. With research-backed **surveys** and a leading **technology platform**, Panorama helps educators act on data and improve student outcomes.

Panorama Purpose: WHY

- **Elevate** student, teacher/staff and family **voice** as it relates to their perceptions on the school learning environment, culture and climate (**surveys**).
- Hear directly from **students** about their own **SEL skills** and **well-being** (surveys-universal screener).
- Drive district and **school improvement** with Panorama's reporting platform and disaggregate data by demographic attributes to surface areas for improvement (Data Analytics and Measure for Novi **Strategic Plan**).
- Provide educators with **strategies** to implement at the **Tier 1, 2** and **3** level to support **SEL skill** development and promote a **positive** learning environment through the use of **Playbook**.
- Provide a comprehensive **MTSS** Platform for **intervention** planning, tracking, and more.

Panorama Survey Platform: HOW

- **Online surveys** administered to students, staff, and families 2-3 times per year
- Available in **multiple languages**
- Monitor participation with response rates in real-time
- Best Practice:
 - 4-6 topics per administration
 - 5-8 questions per topic
 - 10-15 minutes of class time
 - 2-3 survey administrations per year**
- Classroom, school and district **data** available for review and analysis

Student Survey Topics



Panorama Education was ranked the #1 Social & Emotional measurement tool in a 2021 report from Tyton Partners supported by CASEL and the Bill & Melinda Gates Foundation

| | SEL COMPETENCIES | CLIMATE & CULTURE | WELL-BEING |
|--|--|---|---|
|  STUDENT SURVEYS User Guide | <ul style="list-style-type: none">• Grit• Growth Mindset• Self-Management• Social Awareness• Self-Efficacy• Learning Strategies• Classroom Effort• Social Perspective-Taking• Emotion Regulation | <ul style="list-style-type: none">• School Climate• Teacher-Student Relationships• Sense of Belonging• Engagement• School Safety• Diversity & Inclusion• Cultural Awareness & Action• Engagement• Rigorous Expectations• Valuing of School | <ul style="list-style-type: none">• Positive Feelings• Challenging Feelings• Supportive Relationships |

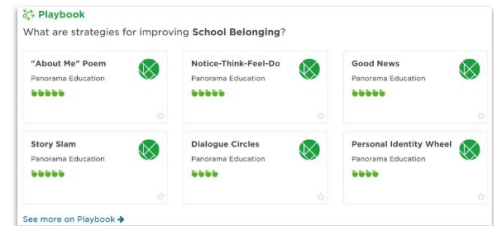
Panorama Playbook: HOW

- Any educator across the district has access to **Playbook**.
- Playbook is Panorama's **professional learning library** that connects educators with hundreds of instructional resources and interventions across **SEL, academics**, and **behavior** to help support students holistically.
- Explore **800+ strategies** that span all MTSS tiers and each developmental stage (K-12).
- Select **strategies** by domain, tier, topic, developmental stage, framework, curriculum provider, and several other categories.

Panorama Playbook

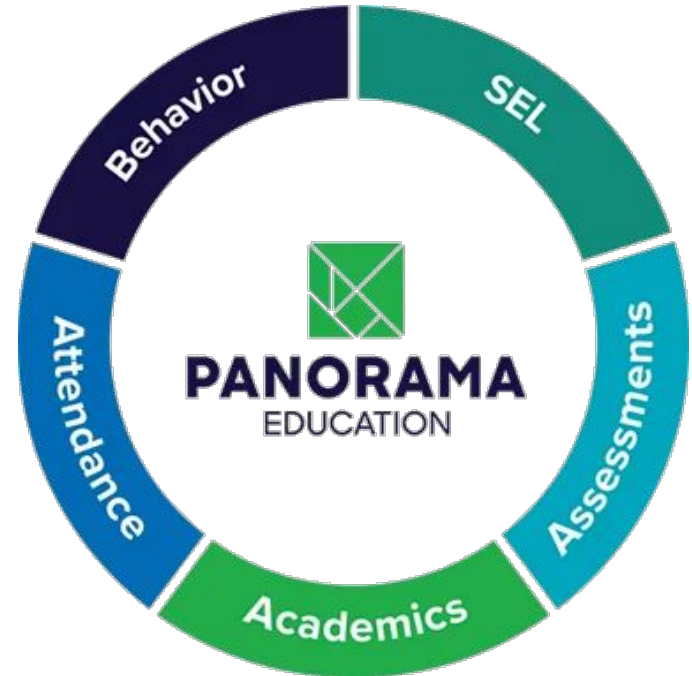
A Library of Interventions and Strategies

Playbook provides educators **800+ high-quality interventions and strategies** for students. It's designed based on educator feedback and user testing to ensure the process of learning about how to deliver research-based intervention strategies is efficient and easy.



Panorama MTSS Platform: HOW

- Platform provides **social-emotional data** for each student.
- Platform allows educators to view the **whole child** and **intervention insights** in one place.
- Use student, school and district-level intervention reports to **evaluate** plans and efficacy.



Implementation: 24-27

| | Year 1 | Year 2 | Year 3 |
|------------------------------|---|---|--|
| Training | <p>Implementation Training for admin, ancillary staff, & SSC</p> <p>K-12 Staff Overview</p> | New Staff Training | New Staff Training |
| Resource Expectations | <p>Survey Administration 2-3 times for students, staff, and families</p> <p>Utilization by interventionists for tier 3 plans only, build expertise</p> <p>Explore tier 2 plan approaches</p> <p>Explore full data integration</p> | <p>Survey Administration 2-3 times for students, staff, and families</p> <p>Utilization by interventionists for tier 3 plans</p> <p>Launch tier 2 plans in Panorama</p> <p>Explore full MTSS platform</p> | <p>Survey Administration 2-3 times for students, staff, and families</p> <p>Utilization for tier 2 and tier 3 plans by all staff</p> <p>*Full MTSS platform implementation</p> |



Questions

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

ASSISTANT SUPERINTENDENT OF TALENT MANAGEMENT AND DEVELOPMENT

TOPIC: NCSD Student Handbook

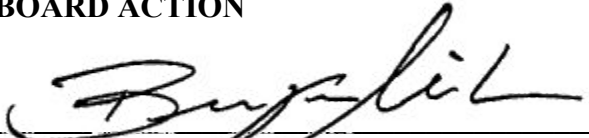
In September 2018, the elementary principals met several times to create one (1) uniform student handbook. In August 2019, the student handbook was revised again to be more comprehensive, including information for all grades K-12 and Athletics. During the 2023/2024 school year, it was determined that the student handbook needed revision in many areas, so a student handbook committee was formed to review and update the handbook. Administrators from all levels and multiple departments across the district serving on the Student Handbook committee met routinely throughout the 2023/2024 school year.

Dr. Laura Carino, Assistant Superintendent of Talent Management and Development, presented the draft handbook to the Board for information and discussion at the July 23, 2024 board meeting. It comes back tonight for approval.

RECOMMENDATION:

That the Novi Community School District approve the Student Handbook as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Ben Manka, Superintendent



2024-2025 Student Handbook

SUPERINTENDENT'S MESSAGE

Dear Students, Parents, Guardians, Faculty, and Staff,

Welcome to another exciting academic year within our esteemed Novi Community School District! At the outset of this new academic year, it is our hope that this Student Handbook will serve as a comprehensive resource that highlights expectations for student behavior and adult responses to enhance school safety and create a fair, equitable, and supportive school environment.

In NCSD, we firmly believe that students learn best when expectations for behavior are clear, consistent, fair, equitable, and developmentally appropriate. We recognize the importance of building strong relationships between staff and students and engaging families throughout their child's educational experience.

This handbook is intended for use by students, parents, and staff as a guide to the rules, procedures, and general information about the District. The use of the word "parent" in this handbook means a student's natural or adoptive parent or legal guardian. Students and their parents are responsible for familiarizing themselves with this handbook, and parents should use the handbook as a resource to assist their children with following its rules and procedures. Their support is invaluable in helping to instill the values of respect, responsibility, and integrity in our students and their active involvement in their child's education and collaboration with us are essential in creating a nurturing and supportive school community.

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

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

Let us embrace the journey ahead with a shared commitment to excellence and accountability. By working together, we can ensure that every student has the opportunity to reach their full potential in our district.

Wishing you all a fulfilling and successful academic year ahead!

Regards,

Benjamin Mainka, Superintendent

Our District Mission:

Empowering every student to reach the pinnacle of their potential, the NOvi Community School District unites rigorous academics, whole-person development, and trailblazing innovation. We work to unlock the unique genius in each child, preparing them to excel, empathically lead, and innovate in a global society.

Our District Vision:

Limitless Potential: Excellence and Equity in Education, Leadership in Learning, Constant Curiosity.

Core Values:

We believe in:

- Excellence,
- Equity,
- Kindness,
- Empathy, and
- Curiosity

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IMPORTANT INFORMATION

District Website

www.novi.k12.mi.us

Board Policies

Board Policies are available at: <https://www.novi.k12.mi.us/district/board-policies>

Addresses

Deerfield Elementary: 26500 Wixom Rd. Novi, MI 48374

Phone: 248-449-1700 Attendance: 248-449-1701 Fax: 248-449-1709

Novi Meadows: 25549 Taft Rd. Novi, MI 48374

Phone: 248-449-1250 Attendance: 248-449-1251 Fax: 248-449-1259

Novi Woods Elementary: 25195 Taft Road, Novi, MI 48374

Phone: 248-449-1230 Attendance: 248-449-1231 Fax: 248-449-1239

Orchard Hills Elementary: 41900 Quince, Novi, MI 48375

Phone: 248-449-1400 Attendance: 248-449-1401 Fax: 248-449-1419

Parkview Elementary 45825 Eleven Mile Road, Novi, MI 48374

Phone: (248) 449-1220 Attendance: 248-449-1221 Fax: 248-449-1229

Village Oaks Elementary: 23333 Willowbrook, Novi, MI 48375

Phone: 248-449-1300 Attendance: 248-449-1301 Fax: 248-449-1319

Novi Middle School 49000 11 Mile Rd, Novi MI 48374

Phone: 248-449-1600 Fax: 248-449-1613 Attendance: 248-449-1601

Novi High School 24062 Taft Road Novi, MI 48375

Phone: 248-449-1500 Fax: 248-449-1519 Attendance: 248-449-1501

Novi Virtual 41500 Gardenbrook Road Novi, MI 48375

Phone: 248-449-1717 Fax: 248-449-1719

Contact Information

Educational Services Main Office: 248-449-1200

Educational Services Fax: 248-449-1215

Special Education: 248-449-1413

Transportation: 248-449-1245

Athletics: 248-449-5500

Administration

Superintendent: Benjamin J. A. Mainka 248-449-1204

Assistant Superintendent of Business and Operations: Devin Kling 248-449-1209

Assistant Superintendent of Talent Management and Development:

Dr. Laura Carino 248-449-1203

Assistant Superintendent of Teaching and Learning: Mike Giromini 248-449-1208

Athletic Director: Don Watchowski 248-449-1509

Coordinator of Fine Arts & Activities: Dan Tobis 248-449-1505

Coordinator of Special Education Transition Services: TBD 248-675-3162

Director of Curriculum & Assessment: Andrew Comb 249-449-1226

Director of Employee Relations: Jeff Dinkelman 248-449-1412

Director of Finance: Steve LeBlanc 248-449-1217

Director of Food Service: Kim Sinclair 248-449-1225

Director of Instruction: Emily Pohlonski 248-675-3160

Director of English Language Development and State and Federal Programs:
Spencer Riley 248-449-1405

Director of Mental Health & Wellness: RosaLeigh Johnson 248-449-1418

Co-Director of Special Education: Shailee Patel 248-449-1413

Co-Director of Special Education: Amanda Squires 248-449-1252

Director of Maintenance: Mike Drago 248-449-1241

Assistant Director of Maintenance: Eric Hettel 248-449-1242

Director of Early Childhood & Community Education: Ann Hansen 248-675-3430

Specialist of Early Childhood & Community Education: Stacey Job 248-675-3425

Director of Transportation: Cindy Valentine 248-449-1247

Supervisor of Adult Education & Career Preparation: Sarah Kraemer 248-449-1717

Supervisor of Communications & Community Engagement: George Sipple
248-449-1410

Supervisor of Medical Services: Cathy Farris 248-449-1616

Supervisor of Safety & Security: Dennis Huisman 248-449-2503

Supervisor of Special Education: TBD

High School Principal: Nicole Carter 248-449-1500

High School Assistant Principals: 248-449-1500

Ron Kane, Jacqueline Smith, Michelle Eathorne & Sarah Lephart

Middle School Principal: Rob Baker 248-449-1600

Middle School Assistant Principal: Angie Southworth 248-449-1600

Middle School Dean of Students: David Sinopoli-Smith 248-449-1600

Novi Meadows Elementary Principals: John Brickey and Lisa Fenchel 248-449-1250

Deerfield Elementary School Principal: Ryan Francis 248-449-1700

Novi Woods Elementary Principal: Alice Kazee 248-449-1230

Orchard Hills Elementary Principal: Joi Danforth 248-449-1400

Parkview Elementary Principal: Jennifer Murphy 248-449-1220

Village Oaks Elementary Principal: Katy Dinkelman 248-449-1300

2024-2025 DISTRICT CALENDAR

| | |
|-------------------------------------|---|
| August 26, 2024 | First Day for Students |
| August 30 – September 2, 2024 | Labor Day Weekend No Staff/No Students |
| September 3, 2024 | Classes Resume |
| October 4, 2024 | K-6 Professional Development K-6 Staff Only (No K-6 students) |
| October 7, 2024 | 7-12 Professional Development 7-12 Staff Only (No students Grade 7-12) |
| October 16 & 17, 2024 | Grades 7-8 Parent/Teacher Conferences |
| October 22 & 24, 2024 | Grades 5-6 Parent/Teacher Conferences |
| November 1-4, 2024 | Late Fall Break |
| November 5, 2024 | K-12 Professional Development Election Day - No Students |
| November 6, 2024 | Classes Resume |
| November 6 & 7, 2024 | Grades 9-12 Parent/Teacher Conferences |
| November 12 & 14, 2024 | Grades K-4 Parent/Teacher Conferences |
| November 27- December 1, 2024 | Thanksgiving Break |
| December 21, 2024 – January 5, 2025 | Winter Break – No School |
| January 6, 2025 | Classes Resume |
| January 17, 2025 | Half Day - Students AM, PM Records Day |
| January 20, 2025 | MLK Day – No School |
| February 14-17, 2025 | Mid-Winter Break |
| February 18, 2025 | K-12 Professional Development No Students |
| March 5, 2025 | Grades K-4 Parent/Teacher Conferences |

2024-2025 DISTRICT CALENDAR

| | |
|------------------------|--|
| March 6, 2025 | Grades 5-6 Parent/Teacher Conferences |
| March 7, 2025 | K-6 Professional Development No K-6 Students |
| March 10, 2025 | 7-12 Professional Development No Students Grades 7-12 |
| March 12, 2025 | Grades 9-12 Parent/Teacher Conferences |
| March 13, 2025 | Grades 7-8 Parent/Teacher Conferences |
| March 29-April 6, 2025 | OS Revised Spring Break – Per March Memo |
| April 18, 2025 | No School |
| May 26, 2025 | Memorial Day – No School |
| June 6, 2025 | Last Day for Students AM Only PM Records Day - Staff Only |

DAILY SCHEDULE

School staff will supervise students on school grounds 15 minutes before the school day begins and 15 minutes after the school day ends. **Unless students are participating in a school activity, school staff will not provide supervision before or after these times.**

Deerfield Elementary:

Regular Hours: 9 a.m. to 3:52 p.m.

Half Day Hours: 9 a.m. to 12:22 p.m.

Novi Meadows Elementary:

Regular Hours: 7:30 a.m. to 2:22 p.m.

Half Day Hours: 7:30 a.m. to 10:52 a.m.

Novi Woods Elementary:

Regular Hours: 9 a.m. to 3:52 p.m.

Half Day Hours: 9 a.m. to 12:22 p.m.

Orchard Hills Elementary

Regular Hours: 9 a.m. to 3:52 p.m.

Half Day Hours: 9 a.m. to 12:22 p.m.

Parkview Elementary:

Regular Hours: 9 a.m. - 3:52 p.m.

Half Day Hours: 9 a.m. - 12:22 p.m.

Village Oaks Elementary:

Regular Hours: 9 a.m. to 3:52 p.m.

Half Day Hours: 9 a.m. to 12:22 p.m.

Novi Middle School:

Regular Hours: 8:30 a.m. to 3:11 p.m.

Half Day Hours: 8 a.m. to 11:45 a.m.

Novi High School:

Regular Hours: 8:00 a.m. to 2:44 p.m.

Half Day Hours: 8:00 a.m. to 11:12 a.m.

Novi Virtual School:

Regular and Half Day Hours: Follow the

in person schedules based on grade

NOVI MIDDLE AND HIGH SCHOOL BELL SCHEDULE

Novi Middle School Bell Schedule

- Academic 20: 8:30 a.m. - 8:50 a.m.
- 1st Period: 8:55 a.m. - 9:46 a.m.
- 2nd Period: 9:51 a.m. - 10:42 a.m.
- 3rd Period: 10:47 a.m. - 11:38 a.m.
- 4th Period: 11:43 a.m. - 1:18 p.m.
 - A lunch: 11:38 a.m. - 12:08 p.m.
 - B lunch: 12:13 p.m. - 12:43 p.m.
 - C lunch: 12:48 p.m. - 1:18 p.m.
- 5th Period: 1:23 p.m. - 2:14 p.m.
- 6th Period: 2:19 p.m. - 3:11 p.m.

Novi High School Bell Schedule

Monday and Thursday (Advisory)

- 1st Period: 8 a.m. - 8:43 a.m.
- 2nd Period: 8:49 a.m. - 9:37 a.m.
- 3rd Period: 9:43 a.m. - 10:26 a.m.
- 4th Period: 10:32 a.m. - 12:06 p.m.
 - A lunch: 10:32 a.m. - 11:02 p.m.
 - B lunch: 11:04 a.m. - 11:34 a.m.
 - C lunch: 11:36 - 12:06 p.m.
- 5th Period: 12:12 p.m. - 12:55 p.m.
- Academic Advisory: 1:01 p.m. - 1:55 p.m.
- 6th Period: 2:01 p.m. - 2:44 p.m.
- 7th Period: TBD

Tuesday, Wednesday, Friday

- 1st Period: 8 a.m. - 8:55 a.m.
- 2nd Period: 9:01 a.m. - 10:01 a.m.
- 3rd Period: 10:07 a.m.- 11:02 a.m.
- 4th Period: 11:08 a.m. - 12:42 p.m.
 - A lunch: 11:08 a.m. - 11:38 a.m.
 - B lunch: 11:40 a.m. - 12:10 p.m.
 - C lunch: 12:12 p.m. - 12:42 p.m.
- 5th Period: 12:48 p.m. - 1:43 p.m.
- 6th Period: 1:49 p.m. - 2:44 p.m.
- 7th Period: 2:50 p.m. - 3:57 p.m.

EMERGENCY SCHOOL CLOSING PROCEDURES

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

Notification of school closures will be placed with all local news stations, from School Messenger (now known as PowerSchool Messenger) via email and phone, and placed in a pop-up on the district website.

DRAFT

FAMILY CONCERN COMMUNICATION FLOWCHART

Our goal is to provide our families and community members with great service.

We have created an NCSD Family Concern Flowchart. The following series of flowcharts identify the steps to follow on how to get questions answered, how to resolve problems, and how to navigate the “system”.

Following these steps will help answer the question or resolve the problem in the shortest amount of time possible. It would be best for the family or community member to start with the teacher, coach, or program leader to see if the issue can be resolved at that level. That will speed the resolution of most issues.

When there is a concern, the first step should always be to communicate directly with the person in charge of the class or program. If step one does not resolve the issue or clarify the rationale, step two is to contact the building administrator in charge or the direct supervisor. The easiest way to communicate is via e-mail or a phone call.

When a concern is raised to a supervisor, in order to investigate the situation that supervisor must speak directly with the teacher, coach, or program leader. Please use and follow the steps outlined below to address your concerns.

Matters Involving Curriculum/Instruction

Step 1: Contact classroom teacher or call School Office (see online staff directory)

Step 2: Contact School Principal or Assistant Principal (see building telephone numbers below)

Step 3: Contact Assistant Superintendent of the Teaching and Learning Department, Michael Giromini at 248-449-1208

Step 4: Contact Superintendent, Benjamin Mainka at 248-449-1204.

Step 5 (for IB only): Contact IB Coordinator, Alaina Brown at 248-449-1500 ext. 5073.

Matters Involving Student Discipline

Step 1: Contact classroom teacher or call School Office (see online staff directory)

Step 2: Contact Assistant Principal at secondary level (see building telephone numbers below)

Step 3: Contact School Principal (see building telephone numbers below)

Step 4: Contact Superintendent Benjamin Mainka at 248-449-1204.

Matters Involving Transportation

Step 1: Contact Bus Driver at Transportation Department 248-449-1245

Step 2: Contact Director of Transportation Cindy Valentine at 248-449-1245

Step 3: Contact Building Administrator.

Step 4: Contact Assistant Superintendent of Business and Operations Devin Kling at 248-449-1218

Step 5: Contact Superintendent Benjamin Mainka at 248-449-1204.

Matters Involving Athletics

Step 1: Contact student's coach (Freshmen, JV or Varsity) at the Athletic Department, 248-449-1506

Step 2: Contact Athletic Director Don Watchowski at 248-449-1506

Step 3: Contact School Principal (see building telephone numbers below)

Step 4: Contact Assistant Superintendent of Human Resources at 248-449-1205

Step 5: Contact Superintendent Benjamin Mainka at 248-449-1204

Matters Involving Facilities/Grounds/Buildings

Step 1: Contact School Principal or Assistant Principal (see building telephone numbers below)

Step 2: Contact Director of Maintenance Mike Dragoo at 248-449-1240

Step 3: Contact Assistant Superintendent of Business and Operations Devin Kling at 248-449-1218

Step 4: Contact Superintendent Benjamin Mainka at 248-449-1204

NOTICE OF NON-DISCRIMINATION

The District does not discriminate on the basis of race, color, religion, national origin, ethnicity, sex (including pregnancy, gender identity, or sexual orientation), disability, age, height, weight, marital or family status, veteran status, ancestry, genetic information, military status, or any other legally protected category (collectively, “Protected Classes”), in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups as required by law.

The District prohibits unlawful discrimination, including unlawful harassment and retaliation. The District will investigate all allegations of unlawful discrimination and will take appropriate action, including discipline, against any person who, following an investigation, is determined to have engaged in unlawful discrimination.

“Unlawful harassment” is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person’s membership in a Protected Class because of the person’s race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person’s ability to benefit from the District’s educational programs or activities.

- **Race, color, and national origin harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as racially motivated physical threats, attacks, or other hateful conduct. Harassment based on ethnicity, ancestry, or perceived ancestral, ethnic, or religious characteristics is considered race, color, and national origin harassment.
- **Disability harassment** can take many forms, including, but not limited to, slurs, taunts, stereotypes, or name-calling, as well as disability-motivated physical threats, attacks, or other hateful conduct.
- **Sex-based harassment** can take many forms. For the definition of sex-based harassment, including sexual harassment under Title IX, see Policies 3118 and 5202. The District’s Title IX Policy is attached to this handbook as Appendix A.

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

If you or someone you know has been subjected to **sex-based discrimination, harassment, or retaliation**, you may file a report with any District employee. Formal Complaints of sexual harassment must be filed with the Title IX Coordinator:

Dr. Laura Carino, Asst. Superintendent of Talent Management and Development
Educational Services Building

25345 Taft Road, Novi, MI 48374
248-449-1203
laura.carino@novik12.org

If you or someone you know has been subjected to **disability-based discrimination, harassment, or retaliation**, you may file a complaint with:

Shailee Patel or Amanda Squires, Co-Directors of Special Education
Educational Services Building
25345 Taft Road, Novi, MI 48374
248-449-1413
shailee.patel@novik12.org amanda.squires@novik12.org

If you or someone you know has been subjected to **any other type of unlawful discrimination, harassment, or retaliation**, including unlawful conduct based on race, color, or national origin, you may file a complaint with:

Dr. Laura Carino, Asst. Superintendent of Talent Management and Development
Educational Services Building
25345 Taft Road, Novi, MI 48374
248-449-1203
laura.carino@novik12.org

A report of unlawful discrimination, including unlawful harassment or retaliation, may be made orally or in writing.

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

SECTION I: DISTRICT-WIDE POLICIES AND PROCEDURES

Attendance

Michigan law requires students age six to sixteen to attend school the entire school year (MCL 380.1561). Students are expected to attend school every day school is in session. Students are to arrive before the start of the school day and stay until the scheduled end of their school day. If a student is unable to attend school, the student or parent/guardian must report that absence to the school's attendance line.

Attendance Lines:

| | |
|--------------------------|--------------|
| Novi High School | 248-449-1501 |
| Novi Middle School | 248-449-1601 |
| Novi Meadows Elementary | 248-449-1251 |
| Deerfield Elementary | 248-449-1701 |
| Novi Woods Elementary | 248-449-1231 |
| Orchard Hills Elementary | 248-449-1401 |
| Parkview Elementary | 248-449-1221 |
| Village Oaks Elementary | 248-449-1301 |

If a student arrives late, the parent/guardian or student must sign in at the office. A student may only leave school early if the student's parent/guardian notifies the office. K-8 students must be signed out by a parent/guardian prior to leaving the building.

Absences are recorded as follows:

Unverified Absences: Any absence in which a parent has NOT called or provided a note within 24 hours of the absence. An automated phone call is made to the parent/guardian after every unverified absence.

Verified Absences: Parent or legal guardian has called the attendance office or provided a note within 24 hours verifying the student was not at school with parental acknowledgement.

Documented Absences: A documented absence will not count against the total number of student absences. To ensure accurate attendance records, it is necessary for all related documentation to be turned in upon the student's return to school. Documented absences will not be accepted after two (2) school days following the absence. The following are considered documented absences:

Hospitalization/medical leave or a doctor's appointment

Religious obligations

Mandatory court appearance

Funeral

College planning

The school may require documentation explaining the reason for the student's absence. A student will be provided the same number of days as he or she was absent to submit the make-up work. The student is responsible for obtaining assignments from his or her teachers. A student with verified absences will receive credit for completed work.

K-5: Students who are less than 30 minutes late to school are considered tardy. Students who arrive at school 30 minutes or more after the morning bell are marked absent for the ½ day morning. Students who are picked up less than 30 minutes before dismissal are marked early release. Students who are picked up early more than 30 minutes before dismissal are marked absent for the ½ day afternoon.

6-12: Students who are less than 20 minutes late to any class are considered tardy. Students who miss 20 minutes or more of a class are marked absent.

A student who violates attendance expectations may be subject to discipline and any other applicable responses.

Absences due to illness

The school will contact parents/guardians if a student becomes ill at school and may ask that the parent pick up the student. Every attempt should be made to pick up the student in a timely manner.

Planned absences

Parents who know in advance that a student will be absent must contact the school at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher. Parents should make every attempt to schedule medical and other appointments outside of school hours.

Students/Parents/Guardians are expected to:

- Sign out of school at the office if leaving school during the school day. (K-8 students must be signed out by a parent/guardian prior to leaving the building.)
- Make alternative class work arrangements with their teacher/building administrator. Make up work that is assigned for the instructional time that has been missed.

For more information, see Policy 5301.

Books and Supplies

The District will provide free instruction to all students and will not charge a fee for materials necessary to complete required or elective courses. Students and families may purchase additional supplies at their own expense. The District may charge a reasonable and refundable deposit to cover damage to textbooks and supplies. A

teacher may provide a list of suggested materials that students and families may purchase. Purchasing materials is voluntary and not required for curricular activities.

Students must take care of books and other supplies provided by the District. The District may assess fees to repair or replace District property that is lost, damaged, stolen, returned in a different condition, or not returned on time.

Bulletin Boards

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

Bullying

All types of student-on-student bullying, including cyberbullying, without regard to subject matter or motivation, are prohibited. The District's Anti-Bullying Policy is attached to this handbook as Appendix B.

Personal Electronic Device Use

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The District is not responsible for theft, loss, or damage of any cell phone or other electronic device.

Students may not use cell phones or other electronic devices while they are in locker rooms, restrooms, or any other area in which others may have a reasonable expectation of privacy.

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

The Novi Community School District believes that in order to give students the best chance to succeed, they need to learn in an environment as free from distraction as possible. Attention, engagement, and participation are key factors to helping students achieve in the classroom both academically and socially. Due to this belief, we will be enforcing a personal electronic device-free environment in our K-8 buildings.

K-4: As a result of our district beliefs, personal electronic devices may only be used before or after school hours. If your child has a cellular phone/watch/etc. it is not to be used during the instructional day. Teachers and office staff are available to help your child contact home if necessary. If you need to contact your child throughout the day,

please email your child's teacher or call the office, but please do not use personal electronic devices to contact them during the school day.

5-8: Personal electronic devices (cell-phones, smart devices, smart watches) are not to be used during school hours. Every student is assigned a personal Yondr Pouch. Every student will secure their device(s) in their pouch when they arrive at school. Students will maintain possession of their devices and will not use them until they unlock their pouches at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their pouch with them to school every day and keep it in good working condition.

Daily Process

As students **Arrive to School**, they will:

- 1) Turn their device(s) off.
- 2) Place their device(s) inside their pouch and secure it in front of school staff.
- 3) Store their Pouch in their backpack or locker for the day.

At the end of the day, students will open their pouch, remove their device(s), relock their pouch, and put their pouch in their backpack. Students must bring their pouch to school with them each day. Locking and unlocking stations are located at the student entrances in the offices.

Students arriving late or leaving early will pouch/unpouch their devices in the Main Office.

Pouch damage / Lost pouch

If a student's pouch is damaged or lost there is a \$30 replacement fee made payable to the student's school.

Using device during school

If a student is found with a device during the instructional day, administration will collect the device/pouch and call home for a parent/guardian to pick up the device/pouch from the school. Violations of the personal electronic device policy will be subject to discipline under the code of conduct.

Forgotten Pouch

If a student forgets their pouch, their device will be collected, stored in the office, and picked up by the student at dismissal. If a student consistently forgets their pouch, an administrator will call home to remind the parent/guardian of the policy.

9-12: Students may use cell phones or other electronic devices while at school, so long as they do so safely, responsibly, and respectfully, and comply with all other school rules while using the devices.

Teachers may also develop classroom rules for use of cell phones and other electronic devices.

School administrators and teachers may confiscate a student's cell phone or other electronic device if the student's use or possession of a cell phone or electronic device violates Board Policy, the student code of conduct, or any applicable building or classroom rule. The building principal or designee may require a meeting with the student's parent to discuss the rule violation before returning the cell phone or electronic device.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in academic dishonesty in any form. Unless specifically authorized by a teacher, prohibited behavior may include, but is not limited to:

- Obtaining, attempting to obtain, or aiding another person in obtaining credit for work by any dishonest or deceptive means
- Copying another person's work or answers
- Discussing with other students the answers or questions on a test or assignment before the test or assignment has been submitted for a grade
- Taking or receiving copies of a test
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information
- Using the ideas or work of another person as if they were your own without giving proper credit to the source
- Using artificial intelligence to assist or complete an assignment or test
- Submitting work or any portion of work completed by another person

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty may receive no credit on that assignment or class and will be subject to discipline, up to and including expulsion.

Children's Protective Services Investigations

The District will cooperate with Children's Protective Services (CPS) during an investigation of suspected child abuse or neglect. Cooperation may include allowing CPS access to a student without parent consent if CPS determines access is necessary to complete the investigation or prevent abuse or neglect. As a matter of law, the identity of an individual who makes a report of suspected child abuse or neglect is confidential and will not be disclosed.

Classroom Behavior

Teachers may establish classroom conduct rules that students must follow, in alignment with building- and district-level expectations.

Closed Campus

The school campus is a closed campus. All students must remain on campus during school hours. Students who leave campus without authorization are subject to disciplinary action.

Communicable Diseases

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

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

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

Damage to Property

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

Dress and Grooming

In general, clothing should be clean and appropriate for the climate and the situation. Student dress, hair style, make up, cleanliness, or personal appearance that is a threat to the safety, health, or welfare of others; violates any statute, Policy 5101, or the Dress Code; or substantially disrupts the educational environment or that school officials reasonably forecast will substantially disrupt the educational environment, is grounds for remedial or disciplinary action.

The final decision in any situation involving inappropriate attire rests with building administrators.

Students who are dressed inappropriately will be asked to change clothing immediately. If necessary, parents will be called to bring appropriate clothing, students can use extra clothing provided by the District, or the student may be sent home to change. Repeated dress code violations may result in more severe consequences.

Dress Code

Clothing may not display material that:

- Is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption;
- Is obscene, sexually explicit, indecent, or lewd;

- Promotes the use of or advertises illegal substances, including but not limited to substances illegal for minors;
- Incites violence;
- Contains “fighting words”;
- Constitutes a true threat of violence;
- Demonstrates hate group association/affiliation or uses hate speech targeting groups based on their membership in a protected class; or
- Displays nipples, genitals, or buttocks.

Students who represent the District at an official or school-sponsored function or public event (e.g., athletic teams, bands, choirs, and other groups) may be required to follow specific dress requirements as a condition of participation or attendance.

Driving and Parking Personal Vehicles

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

1. Students may not move their vehicles, sit in, or be around their vehicles during the school day without permission from administration.
2. Students may not drive carelessly or with excessive speed on school grounds.
3. By driving to school and parking on school grounds, students and parents consent to having that vehicle searched when school officials have reasonable suspicion that a search will reveal a violation of school rules, Board Policy, or law.
4. Please refer to the HS specific procedures for how to receive parking permits, vehicle registration, and parking locations.

Emergency Contact Information

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

Fees

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

Food Services

Build a Breakfast. Take at least three of the food items to create a breakfast:

1. Select a 1/2 cup of Fruit or Vegetable (or both)
2. Pick a second serving of fruit, or some other foods like Whole Grains, Protein or a serving of Milk
3. Take a minimum of three food items

Create a Lunch. Take at least three of the five food groups to create a meal

1. Select a 1/2 cup of Fruit or Vegetable (or both)
2. Pick at least two other food groups, such as Whole Grains, Protein, or a serving of Milk
3. Take a minimum of three food groups and a maximum of five.

Additional snack offerings are sold at Meadows 6, Novi Middle School, and Novi High School.

Field Trips

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

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

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

First Aid, Illness, or Injury at School

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

When the building principal or designee determines that a student is too ill or injured to remain at school, school staff will contact the student's parent/guardian or other designated responsible adult to pick up the student from school. If the student requires immediate medical attention, the District will first attempt to contact a parent/guardian or other designated responsible adult when reasonably possible. If contact cannot be made, the building principal or designee will take any reasonable action necessary on the student's behalf, consistent with state law. Students showing symptoms of a communicable disease may be sent home. The District may require a statement from a licensed physician or local health official before allowing the student to return to school.

Head Lice

A student with nits within ¼ inch of the scalp or live lice may remain at school. The student will be restricted from activities that involve close head-to-head contact or

sharing of personal items. The District will notify the student's parent/guardian and provide educational materials on head lice prevention and treatment.

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

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

Homeless Children and Youth

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

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

Kayley Dahring, Central Enrollment Administrative Assistant
Novi Community Education
25745 Taft Road, Novi, MI 48374
248-675-3421
kayley.dahring@novik12.org

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

Immunizations

Michigan law requires that all students must be immunized against vaccine preventable diseases to attend Novi Community School District. All Kindergartners, 7th graders and new students are required to be reported for the November 1st and February 1st Immunization Report, regardless if they are attending school in person or virtually. All students being reported need to be current on their immunizations or have an immunization waiver on file. All students in a preschool setting or child care setting in Novi Community School District must also be reported. The District will not permit a student to attend school unless the parent/guardian provides evidence of immunizations or exemptions to comply with Michigan State Law.

Law Enforcement Interviews

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

Limited English Proficiency

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

Locker Use

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

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

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

Students are responsible for any items found in their locker. The District is not responsible for any lost items or any items stored in lockers. To protect student property and safety, it is recommended that students always secure their belongings and do not share locker combinations with others. This also pertains to the locker rooms.

Lost and Found

All lost and found items are to be taken to the school's designated location. Students may claim lost articles there. Unclaimed items may be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Media Center

Students must check out materials from the media specialist or designee on duty. Each borrower is responsible for all materials checked out in the borrower's name. A fine may be charged for overdue materials. Each student is responsible for any fine that accumulates on materials charged to the student. If materials are lost and not returned by the end of the term, the student must pay for the replacement cost. Students must also pay for any damage they cause to materials.

Medication

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

- The student's parent/guardian must annually submit a written request and consent form as required by the District.

- A building principal or designee must request that the parent supply medications in the exact dosage required whenever feasible.
- The building principal or designee will notify the student's parent/guardian of any observed adverse reaction to medication.
- All medications must be in the original container.

For additional information and requirements, see Policy 5703.

Asthma Inhalers and Epinephrine Auto-Injectors/Inhalers

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

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

Parties

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

K-6 Playground/Recess Rules

Students must follow these rules during recess or while using the playground:

Play Safely And Respectfully At All Times.

Sports Equipment

Play games with respect for the safety of yourself and others in the game.

- Balls are thrown on the playground only. They may not be thrown in front of school.
- All kickball, soccer, and flag/touch football games need to be played in designated areas at appropriate times.
- Body "contact sports" are NOT ALLOWED.
- Use only school balls or balls which are soft in appropriate areas of the playground, which have been approved by your teacher or supervisor on duty.

- Snow play is encouraged, but snowball throwing is NOT ALLOWED on school property OR on the way to or from school. Ice patches can be dangerous, so running and sliding on ice is not permitted.

Playground Equipment

Playground equipment is intended for enjoyment with safety in mind.

Swings

- One person at a time should use a swing.
- Children must sit in an upright position and may not twirl, swing side-to-side, or jump off while a swing is in motion.
- Students are not permitted to run in front of, or behind swings.

Slides

- Children must go down slides one at a time, sitting in an upright position, without loitering at the top or bottom.
- When in line, wait for the person ahead of you to move down the slide before you start up the steps.
- Climbing up or down the slide is NOT allowed.

When playing on ANY of the large metal pieces of equipment (horizontal ladder, monkey bars, etc.) both hands should always be on the bars. Move across the horizontal ladder using hands only. Children are NOT allowed to sit on, hang by their legs, or move across the top of these hanging bars. Children are NOT allowed to jump off the top of this equipment.

Play away from equipment when not using it. Tag may be played in designated areas only. Jump ropes may be used only for jumping and not for playing tug-of-war or other games, and may never be taken onto equipment.

Fair Play

Play fair, share what is yours, and leave that which does not belong to you alone. Refrain from activities that may hurt others or harm property. Keep hands to yourself on the playground and in line. Do not pick up sand, gravel, wood chips, or rocks. Play respectfully without interfering with the play of others. If necessary, use your problem-solving skills before reporting them. Share unresolved problems with the teacher or playground supervisor. Don't exclude others from your play. The whistle means STOP, LOOK, AND LISTEN. When the bell rings, line up right away.

Boundaries

Stay within the Playground Boundaries, showing respect for classrooms in session and neighboring property. Once on the playground, students may not re-enter the building without receiving permission from an adult. The buddy-system will be used when permission is given. Students are not permitted to retrieve balls that are off the playground without permission from an adult.

Students who violate these rules may be disciplined.

Staff will supervise students when the students use the playground or recess area during the school day or as part of a school activity. At all other times and circumstances, the District does not provide supervision of its playgrounds, equipment, or surrounding areas.

Protection of Pupil Rights

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

Public Displays of Affection

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

Rights of Custodial and Non-Custodial Parents

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

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

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

Search and Seizure

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

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

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

Student Education Records

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

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

Right to Request Explanation or Interpretation

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

Right to Request Amendment of Education Records

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

Directory Information

The District designates the following information as directory information:

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

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

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

School officials may disclose "directory information" without the prior written consent of a parent or eligible student unless the parent/guardian or eligible student specifically notifies the District that the parent/guardian or eligible student does not consent to the disclosure of the student's directory information for 1 or more of the uses for which the District would commonly disclose the information.

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

Technology

Use of District technology resources is a privilege, not a right. Students are expected to use computers, the Internet, and other District technology resources for school-related educational purposes only. Students and their parents/guardians are required to sign and return the Acceptable Use Agreement attached as Appendix E before they may use or access District technology resources. Students who violate the District's Acceptable Use Agreement may have technology privileges terminated or suspended and may be subject to discipline, up to and including expulsion.

Transportation Services

School Vehicle Rules

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

When in school vehicles, the following rules apply:

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

16. Students may not leave or board the vehicle at locations other than the assigned stops at home or school.

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

School Vehicle Misconduct Consequences

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

These consequences are not progressive and school officials have discretion to impose any listed consequence they deem appropriate in accordance with state and federal law and board policy.

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

Video Surveillance and Photographs

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

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

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

Withdrawal From School

Students who are transferring from the District are asked to submit written notice to the building principal at least 1 week before the withdrawal. Families will then be emailed an exit form that needs to be completed within a week of receiving.

SECTION II: ACADEMICS

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

To register for PowerSchool, contact central enrollment: 248-675-3400.

Alternative Education Program

For more information about our District-offered alternative education program, please contact Sarah Kraemer at Novi Career Preparation High School at 248-449-171.

Commencement

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

Credits and Graduation Requirements

A student must successfully complete all graduation requirements to earn a high school diploma.

Dual Enrollment

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

Grades

Report cards will be issued at least once each semester.

As per Board Policy 5418: Grades, the Superintendent or designee will develop and implement student grading guidelines to be used by teachers. The objective of grades is to quantify and report each student's academic achievement.

Homework

Classroom teachers may assign homework. Parents/guardians who have questions about homework or concerns about class work should contact their student's teacher.

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

Personal Curriculum

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

To request a personal curriculum, please contact the student's designated school counselor.

For additional information about the Michigan Merit Curriculum and Personal Curriculum, see Policy 5409.

Placement

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

Students with Disabilities

Eligible students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are entitled to a free appropriate public education. The District will follow state and federal law and applicable rules and regulations in identifying, locating, evaluating, and educating students with disabilities.

A parent/guardian who believes their student is eligible for special education or accommodations due to a disability or suspected disability should contact the Co-Directors of Special Education Programs and Services: 248-449-1413

Summer School

Summer school is offered through Community Education: Contact 248-675-3431 or refer to the District website.

Testing Out

A student may test out of high school classes and earn credit. Students interested in testing out of a class should review Policy 5409 and make arrangements with their assigned counselor.

Work Permits

Information about work permits is available at the middle and high school main offices.

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SECTION III: STUDENT CLUBS, ACTIVITIES, AND ATHLETICS

Students are encouraged to participate in the various student clubs, activities, and athletics offered by the District.

For more information about our athletic code of conduct, please refer to Appendix F.

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

Extracurricular Activities

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

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

Student athletes are also subject to the Athletic Code of Conduct (see Appendix F) and any applicable team rules.

For more information, see Policy 5507.

Student-Initiated Non-Curricular Clubs

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

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

Transportation To/From Extracurricular Activities

The District may provide transportation to students who participate in school-sponsored events. If District-provided transportation is available, students must ride to and from those events in a school vehicle unless otherwise excused by the activity sponsor. In addition, students must be picked up from school/event in a timely manner after the conclusion of an activity.

SECTION IV: DISCIPLINE AND CODE OF CONDUCT

Discipline Generally

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

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

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

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

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

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

Forms of School Discipline & Applicable Due Process

Detention

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

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

In-School Suspension

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

Removal for 10 or Fewer School Days

Before a student is suspended for 10 or fewer school days, an administrator will: (1) provide the student verbal notice of the offense the student is alleged to have committed, and (2) provide the student an informal opportunity to respond and explain what happened. Except in emergency circumstances, an administrator will not suspend the student unless, after providing the student notice and an opportunity to explain, the administrator is reasonably certain that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The building administrator will consider the seven factors provided in the Student Code of Conduct before suspending a student. The parent/guardian will be notified directly by the school.

Removal for More than 10 and Fewer than 60 School Days

Before a student is suspended for more than 10 school days but less than 60 school days, the Superintendent or designee will provide the parent/guardian or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a hearing at which the student may present evidence and witnesses to show that the student did not commit the alleged offense or that suspension is not an appropriate consequence.

The Superintendent or designee will provide the parent/guardian or student at least 3 calendar days' notice before the hearing. The parent/guardian and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Superintendent or designee will not suspend the student unless, following the hearing, he or she is convinced by a preponderance of the evidence that the student committed a violation of the Student Code of Conduct and that suspension is the appropriate consequence. The Superintendent or designee will consider the seven factors noted in the Student Code of Conduct before suspending a student.

Removal for 60 or More School Days

Before the Board suspends or expels a student, the Superintendent or designee must provide the parent/guardian or student with: (1) written notice of the offense the student is suspected to have committed; (2) an explanation of the evidence relied upon by the District in arriving at the conclusion that disciplinary action may be warranted; and (3) an opportunity for a Board hearing at which the student may present evidence and witnesses to show that the student did not commit the suspected offense or that suspension or expulsion is not an appropriate consequence.

The Superintendent or designee will provide the parent/guardian or student at least 3 calendar days' notice before the hearing. The parent/guardian and student may be represented, at their cost, by an attorney or another adult advocate at the hearing.

The Board will not suspend or expel the student unless, following the hearing, a majority of the Board finds by a preponderance of the evidence that the student committed misconduct that should result in suspension or expulsion under either the Student Code of Conduct or Board Policy and that suspension or expulsion is the appropriate

consequence.

The Board will consider the seven factors noted in the Student Code of Conduct before suspending or expelling a student. The Board’s decision is final.

Student Code of Conduct

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

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

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

Nothing in this handbook limits the District’s authority to discipline a student for conduct that is inappropriate in school, but that is not specifically provided in this table. Depending on the circumstances of a particular situation, separate athletic or extracurricular sanctions may be imposed, in accordance with the applicable handbook or rules. District personnel will communicate with parents/guardians to ensure they are informed about any incident or behavior that violates the Student Code of Conduct and the school and/or district response to such incident or behavior if it results in formal discipline.

| Prohibited Conduct | Potential Response |
|--|--|
| 1. Possession | |
| <p>Illegal Substances or Paraphernalia, including Alcohol: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of drugs, alcohol, fake drugs, illegal steroids, illegal inhalants, or look-alike drugs.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |

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|---|--|
| <p>Tobacco/Nicotine: possession, sale, attempted sale, distribution, attempted distribution, use, or attempted use of any form of tobacco, including vaping devices or supplies.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Dangerous Weapon Possession: firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Other Weapons and Look-Alike Weapons Possession: an object that is not a “dangerous weapon,” including but not limited to a pellet or air-soft gun, a knife with a blade of 3 inches or less, items intended to look like a dangerous weapon, or similar items.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Use of an Object as a Weapon: any object used to harm or to attempt to harm another, regardless of whether injury results</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>2. Disruptive Behavior</p> | |
| <p>Disruptive Behavior or Insubordination: disrupting the learning environment or school activity or violating a school rule or directive.</p> | <ul style="list-style-type: none"> ● Classroom Intervention ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Verbal or Written Threat, including Bomb or Similar Threat: statement that constitutes a threat against a student, employee, other person, or school property.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Physical Aggression: Physical contact by pushing, shoving, biting, spitting, kicking or hitting or other conduct that causes or may cause injury and does</p> | <ul style="list-style-type: none"> ● Classroom Intervention ● Administrative Intervention ● Restorative Practices |

| | |
|---|--|
| not meet the threshold of physical assault. | <ul style="list-style-type: none"> ● Suspension or Expulsion ● Police Referral |
| Fighting: Mutual, intentional participation in a physical altercation between two or more persons with shared participation. Fighting does not include verbal confrontation. | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| Personal Electronic Device Recording: Use of personal electronic devices to record a violent act or fight and/or post or share a violent act or fight. | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| Physical Assault (Student to Student): causing or attempting to cause physical harm to another through intentional use of force or violence. | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| Physical Assault (Student to Employee, Volunteer, or Contractor): causing or attempting to cause physical harm to another through intentional use of force or violence. | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| Disruptive Student Expression: Students may be disciplined for speech or expressive conduct that: is materially and substantially disruptive or that school officials can reasonably forecast will create a substantial disruption; is obscene, sexually explicit, indecent, or lewd; promotes the use of or advertises illegal substances; incites violence; contains “fighting words” or constitutes a true threat of violence; involves a student walkout; urges a violation of law, Board Policy, or rule; or is not constitutionally protected. | <ul style="list-style-type: none"> ● Classroom Intervention ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| Arson: purposefully, intentionally, or maliciously setting a fire on school property. | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Police Referral |
| 3. Academic Integrity | |
| <p>Plagiarism, Cheating, or other Falsification of Schoolwork: submitting work that is not your own, including copying from others' work.</p> | <ul style="list-style-type: none"> • Classroom Intervention • Administrative Intervention • Restorative Practices • Suspension or Expulsion • Police Referral |
| <p>Misuse of District Technology: violating the District's acceptable use policies and agreement.</p> | <ul style="list-style-type: none"> • Classroom Intervention • Administrative Intervention • Restorative Practices • Suspension or Expulsion • Police Referral |
| 4. Discrimination, Harassment (including Sexual Harassment), and Bullying | |
| <p>Harassment: is verbal, written, or physical conduct that denigrates or shows hostility or aversion toward a person because of the person's membership in a Protected Class because of the person's race, color, religion, sex (including pregnancy, gender identity, or sexual orientation), national origin, disability, or any other legally protected class that has the purpose or effect of: (1) creating an intimidating, hostile, or offensive environment; or (2) unreasonably interfering with the person's ability to benefit from the District's educational programs or activities. See Board Policy 3118 and/or 5202.</p> | <ul style="list-style-type: none"> • Administrative Intervention • Restorative Practices • Suspension or Expulsion • Police Referral |
| <p>Sex-based harassment: is prohibited by Title IX of the Education Amendments of 1972 and the Michigan Elliott-Larsen Civil Rights Act. For the definition of sexual harassment under Title IX, see policy 3118. Sex-based harassment prohibited by this Policy includes harassment based on gender identity or sexual orientation. This Policy also prohibits harassment of a sexual nature that does not rise to the level of Title IX sexual harassment, as defined in Policy 3118.</p> | <ul style="list-style-type: none"> • Administrative Intervention • Restorative Practices • Suspension or Expulsion • Police Referral |

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|--|---|
| <p>Bullying, including cyberbullying, is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly. See Board Policy 5207.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Retaliation: including false accusations, against the target of bullying, harassment, or discrimination, a witness, or another person with reliable information about an act of bullying, harassment, or discrimination.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Sexually Explicit Materials: Taking, dissemination, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal photographs, video, audio, or other similar data, whether by electronic data transfer or otherwise (including via cell phone or other electronic device), may constitute a crime under state and federal law. A student engaged in any of these activities at school, at a school event, or on school-provided transportation, maybe be subject to discipline. A student engaged in any of these activities outside of school may be disciplined if the student's activities substantially disrupt or negatively affect the school environment.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Criminal Sexual Conduct: Commits criminal sexual conduct in a school building or on school grounds; or pleads to, is convicted of, or is adjudicated for criminal sexual conduct against another student enrolled in the same school district; or commits criminal sexual conduct against another student enrolled in the same school district.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion ● Police Referral |
| <p>Sexting: distribution or publication of lewd, pornographic, or sexually suggestive videos or photographs of students or staff.</p> | <ul style="list-style-type: none"> ● Administrative Intervention ● Restorative Practices ● Suspension or Expulsion or ● Police Referral |

Misuse of District Technology: violating the District's acceptable use policies and agreement.

- Classroom Intervention
- Administrative Intervention
- Restorative Practices
- Suspension or Expulsion
- Police Referral

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APPENDIX A: TITLE IX SEXUAL HARASSMENT

3100 General Operations

3118 Title IX Sexual Harassment

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

This Policy addresses allegations of Title IX sexual harassment that occurred on or after August 14, 2020. Allegations of discrimination, harassment, or retaliation not covered by this Policy should be addressed under the District's applicable non-discrimination or anti-harassment policies. Allegations alleging both Title IX sexual harassment and other forms of unlawful discrimination and harassment (e.g., race, age, disability) that cannot be reasonably separated into two distinct complaints should be investigated under this Policy. Investigating other forms of discrimination, including harassment and retaliation, through this Policy will fulfill the District's investigation requirements under Policies 4104 or 5202, but nothing in this paragraph limits the District's right to determine at any time that a non-Title IX allegation should be addressed under Policies 4104 or 5202 or any other applicable Policy.

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

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

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

Definitions

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

“Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:

- a. A District employee conditioning the provision of a District aid, benefit, or service on a person’s participation in unwelcome sexual conduct;
- b. Unwelcome conduct that a reasonable person would determine to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
- c. “Sexual assault” as defined in 20 USC 1092(f)(6)(A)(v), “dating violence” as defined in 34 USC 12291(a)(10), “domestic violence” as defined in 34 USC 12291(a)(8), or “stalking” as defined in 34 USC 12291(a)(30).
 - i. “Sexual assault” is an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. It includes unlawful sexual intercourse (including incest and statutory rape) and any sexual act, including rape, sodomy, sexual assault with an object, or fondling, directed against another person without the consent of that person, including when that person is incapable of giving consent.”
 - A. Rape: (Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - B. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 - C. Sexual Assault With An Object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of

his/her age or because of his/her temporary or permanent mental or physical incapacity.

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

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

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

- ii. "Dating violence" means violence committed by a person who is or has been in a romantic or intimate relationship with the Complainant. The existence of such a relationship is based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- iii. "Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the Complainant, person with whom the Complainant shares a child, person who is cohabitating with or has cohabitated with the Complainant as a spouse or intimate partner, person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan; or any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.
- iv. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

"Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or any District employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This

standard is not met when the only District employee with actual knowledge is the Respondent.

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

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

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

“Day,” unless otherwise indicated, means a day that the District’s central office is open for business.

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

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

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

“Grievance Process” is the process by which the District handles Formal Complaints.

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

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

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

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

“Title IX Coordinator” is the person(s) designated by the District to coordinate the District’s Title IX compliance. The Title IX Coordinator may not be the same person as the Appeals Officer or Decision-Maker on a specific matter. A person not serving as a Title IX Coordinator in a particular matter is not disqualified from serving in another role in that matter. The Title IX Coordinator may also serve as the Investigator or person designated to facilitate an informal resolution process on a particular investigation, unless the Title IX Coordinator signed the Formal Complaint.

Posting Requirement

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

The District will provide notice of this Policy to all applicants, students, parents/guardians, employees, and unions or professional organizations with a collective bargaining or professional agreement with the District by prominently

posting this Policy on its website and referencing this Policy in its handbooks, which will include the Title IX Coordinator's name or title, office address, electronic mail address, and telephone number.

Designation of Title IX Coordinator

The District designates the following person(s) as the Title IX Coordinator(s):

Dr. Laura Carino, Assistant Superintendent, Talent Management and Development

25345 Taft Road, Novi Michigan 48374-2423

248-449-1203

laura.carino@novik12.org

Mr. Michael Giromini, Assistant Superintendent, Teaching and Learning

25345 Taft Road, Novi Michigan 48374-2423

248-449-1202

michael.giromini@novik12.org

Reporting Title IX Sexual Harassment:

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

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

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

General Response to Sexual Harassment

District's Obligation to Respond without Deliberate Indifference

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

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

Response to Report of Title IX Sexual Harassment

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

Formal Complaint Filed

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

Equitable Treatment

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

Documentation and Recordkeeping

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

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

Supportive Measures

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

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

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

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

Supportive measures may include, but are not limited to:

- a. District-provided counseling;
- b. Course-related adjustments, such as deadline extensions;
- c. Modifications to class or work schedules;
- d. Provision of an escort to ensure that the Complainant and Respondent can safely attend classes and school activities; and
- e. No-contact orders.

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

Respondent Removal

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

The District may place an employee Respondent on non-disciplinary administrative leave during the pendency of the Grievance Process.

This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Law Enforcement

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

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

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

Grievance Process Generally

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

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

Respondents generally or for or against an individual Complainant or Respondent.

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

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

At any point, the Title IX Coordinator, Investigator, Decision-Maker, or Appeals Officer may temporarily delay the Grievance Process or permit a limited extension of time frames for good cause. Good cause may include absence of a party, party's advisor, or witness; concurrent law enforcement activity; or the need for accommodations (e.g., language assistance or accommodation of disabilities). If there is a delay or extension, the parties will receive written notice of the delay or extension and the reasons for the action.

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

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

Notice of Allegations

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

- a. A copy of this Policy, which includes the District's Grievance Process, and any informal resolution process;
- b. The sexual harassment allegations, including sufficient details known at the time and with sufficient time so that parties may prepare a response before the initial interview. Sufficient details include parties involved in the incident, if known; the alleged conduct constituting sexual harassment; and the date and time of the alleged incident;
- c. A statement that the Respondent is presumed not responsible for the alleged conduct;
- d. A statement that a determination of responsibility is made at the Grievance Process's conclusion;
- e. A statement that the parties may have an advisor of their choice, who may be an attorney, although any attorney or advisor who is not a District employee will be at the party's own cost;

- f. A statement that the parties will be provided an opportunity to inspect and review any evidence before the investigation report is finalized; and
- g. If the Complainant or Respondent is a student, and the District's Student Code of Conduct addresses false statements by students during the disciplinary process, a citation to that portion of the Code of Conduct. If the Code of Conduct does not address false statements by students, the notice is not required to include any reference.

If, during the course of an investigation, the Investigator decides to investigate allegations that are not included in this notice, the District will provide notice of the additional allegations to the Complainant and Respondent.

Informal Resolution

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

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

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

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

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

- a. Allegations;
- b. Informal resolution requirements, including the circumstances under which the informal resolution precludes the parties from resuming a Formal Complaint arising from the same allegations;
- c. Right to withdraw from informal resolution and resume the Grievance Process at any time prior to agreeing to a resolution; and

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

Investigation

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

- a. Investigation Process

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

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

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

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

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

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

The Investigator must ensure that the Complainant and Respondent have an equal opportunity to inspect and review any evidence obtained as part of the investigation so that each party has the opportunity to meaningfully

respond to the evidence before the investigation's conclusion. This evidence includes (1) evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and (2) inculpatory or exculpatory evidence obtained from any source.

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

b. Investigation Report

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

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

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

Determination of Responsibility

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

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

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

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

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

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

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

- a. Identification of the sexual harassment allegations;
- b. Description of the procedural steps taken from the receipt of the Formal Complaint through the determination of responsibility, including any:
 - i. Notification to the parties;
 - ii. Party and witness interviews;
 - iii. Site visits;
 - iv. Methods used to collect evidence; and
 - v. Hearings held.
- c. Factual findings that support the determination;
- d. Conclusions about the application of any relevant code of conduct, policy, law, or rule to the facts;
- e. A statement of, and rationale for, the result as to each allegation, including:
 - i. A determination of responsibility;
 - ii. Any disciplinary action taken against the Respondent (consistent with Policies 4309, 4407, 4506, 4606, or 5206, as applicable, and

any applicable codes of conduct, handbooks, collective bargaining agreements, or individual employee contracts); and

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

f. Appeal rights

Appeals

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

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

- a. A procedural irregularity that affected the outcome.
- b. New evidence that was not reasonably available at the time the determination of responsibility or dismissal decision was made that could affect the outcome.
- c. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent, generally or individually, that affected the outcome.

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

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

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

The Appeals Officer cannot be the same person who acts as the Title IX Coordinator, Investigator, Decision-Maker, or person designated to facilitate an informal resolution process on the same matter. The Appeals Officer also cannot have a conflict of interest or bias against Complainants and Respondents generally or individually.

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

Dismissal

Mandatory Dismissals

The Title IX Coordinator must dismiss a Formal Complaint if:

- a. The Formal Complaint's allegations, even if proven, would not constitute sexual harassment as defined in this Policy;
- b. The Formal Complaint's allegations did not occur in the District's programs or activities; or
- c. The Formal Complaint's allegations did not occur in the United States.

The Title IX Coordinator may dismiss a Formal Complaint if:

- a. The Complainant notifies the Title IX Coordinator in writing that the Complainant wishes to withdraw the Formal Complaint in whole or in part;
- b. The Respondent's enrollment or employment ends; or
- c. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination (e.g., several years have passed between alleged misconduct and Formal Complaint filing, Complainant refuses or ceases to cooperate with Grievance Process).

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

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

Consolidation of Complaints

The Title IX Coordinator or Investigator may consolidate Formal Complaints where the allegations arise out of the same facts or circumstances. Where a Grievance Process involves more than one Complainant or more than one

Respondent, references in this Policy to the singular “party,” “Complainant,” or “Respondent” include the plural, as applicable.

Remedies and Disciplinary Sanctions

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

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

- Providing an escort to ensure that the Complainant and Respondent can safely attend classes and school activities;

- Offering the parties school-based counseling services, as necessary;

- Providing the parties with academic support services, such as tutoring, as necessary;

- Rearranging course or work schedules, to the extent practicable, to minimize contact between the Complainant and Respondent;

- Moving the Complainant’s or the Respondent’s locker or work space;

- Issuing a “no contact” directive between the Complainant and Respondent;

- Providing counseling memoranda with directives or recommendations;

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

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

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

- Assemblies reminding students and staff of their obligations under this Policy and applicable handbooks;

Additional staff
training; A climate
survey; or

Letters to students, staff, and parents/guardians reminding persons of their obligations under this Policy and applicable handbooks.

If the Complainant or Respondent is a student with a disability, the District will convene an IEP or Section 504 Team meeting to determine if additional or different programs, services, accommodations, or supports are required to ensure that the Complainant or Respondent continues to receive a free appropriate public education. Any disciplinary action taken against a Respondent who is a student with a disability must be made in accordance with Policy 5206B and the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act.

False Statements

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

Confidentiality

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

Retaliation

Retaliation (e.g., intimidation, threats, coercion) for the purpose of interfering with a person's rights under Title IX is prohibited. This prohibition applies to retaliation

against any person who makes a report, files a Formal Complaint, or participates in, or refuses to participate in a Title IX proceeding. Complaints alleging retaliation may be pursued in accordance with District Policy.

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

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

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

Training

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

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

- The definition of sexual harassment;

- The scope of the District's education programs or activities;

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

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

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

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

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

Record Keeping

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

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

Office for Civil Rights

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

U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
Phone: (216) 522-4970
E-mail: OCR.Cleveland@ed.gov

An OCR complaint may be filed before, during, or after filing a Formal Complaint with the District. A person may forego filing a Formal Complaint with the District and instead file a complaint directly with OCR. The District recommends that a person who has been subjected to sexual harassment also file a Formal Complaint with the District to ensure that the District is able to take steps to prevent any further harassment and to discipline the alleged perpetrator, if necessary. OCR does not serve as an appellate body for District decisions under this Policy. An investigation by OCR will occur separately from any District investigation.

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

Date adopted: 06/15/2023

APPENDIX B: ANTI-BULLYING

5200 Student Conduct and Discipline

5207 Anti-Bullying Policy

All types of bullying, including cyberbullying, without regard to subject matter or motivating animus, are prohibited.

A. Prohibited Conduct

1. Bullying, including cyberbullying, by a student at school is prohibited. Bullying is any written, verbal, or physical act, or electronic communication that is intended to or that a reasonable person would know is likely to harm one or more students directly or indirectly by doing any of the following:

- a. substantially interfering with a student's educational opportunities, benefits, or programs;
- b. adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- c. having an actual and substantial detrimental effect on a student's physical or mental health; or
- d. causing substantial disruption in, or substantial interference with, the District's orderly operations.

2. Retaliation or false accusations against the target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying, are prohibited.

B. Reporting an Incident

If a student, staff member, or other person suspects there has been a bullying incident, the person must promptly report the incident to the building principal or designee, or to the Responsible School Official(s), as defined below.

A report may be made in person, by telephone, or in writing (including electronic transmissions). If a bullying incident is reported to a staff member who is not the building principal, designee, or a Responsible School Official, the staff member must promptly report the incident to the building principal, designee, or a Responsible School Official.

To encourage reporting of suspected bullying or related activities, each building principal, after consulting the Responsible School Official(s), will create,

publicize, and implement a system for anonymous reports. The system must emphasize that the District's ability to investigate anonymous reports may be limited.

Complaints that the building principal has bullied a student must be reported to the Superintendent. Complaints that the Superintendent has bullied a student must be reported to the Board President.

C. Investigation

All bullying complaints will be promptly investigated. The building principal or designee will conduct the investigation, unless the building principal or Superintendent is the subject of the investigation. If the building principal is the subject of the investigation, the Superintendent or designee will conduct the investigation. If the Superintendent is the subject of the investigation, the Board President will designate a neutral party to conduct the investigation.

A description of each reported incident, along with all investigation materials and conclusions reached, will be documented and retained.

D. Notice to Parent/Guardian

If the investigator determines that a bullying incident has occurred, the District will promptly notify the victim's and perpetrator's parent/guardian in writing.

E. Annual Reports

At least annually, the building principal or designee, or the Responsible School Official, must report all verified bullying incidents and the resulting consequences, including any disciplinary action or referrals, to the Board.

The District will annually report incidents of bullying to MDE in the form and manner prescribed by MDE.

F. Responsible School Official

The Superintendent is the "Responsible School Official" for this Policy and is responsible for ensuring that this Policy is properly implemented. This appointment does not reduce or eliminate the duties and responsibilities of the building principal or designee as described in this Policy.

G. Posting/Publication of Policy

The Superintendent or designee will ensure that this Policy is available on the District's website and incorporated into student handbooks and other relevant school publications.

The Superintendent or designee will submit this Policy to the MDE within 30 days after its adoption.

Training. The Responsible School Official will provide and require annual training opportunities for District personnel who have significant contact with students on preventing, identifying, responding to, and reporting incidents of bullying.

H. Definitions

1. "At school" means 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 it is held on school premises. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the control of the District.
2. "Telecommunications access device" means any of the following:
 - a. any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit, or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service; or
 - b. any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission, or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.

3. “Telecommunications service provider” means any of the following:
- a. a person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service;
 - b. a person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission, or radio distribution system, network, or facility; or
 - c. a person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

Legal authority: MCL 380.1310b; MCL 750.157m, 750.219a

Date adopted: 7/13/2023

APPENDIX C: PROTECTION OF PUPIL RIGHTS
[Insert Form 5308 Protection of Pupil Rights here]

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APPENDIX D: DIRECTORY INFORMATION AND OPT OUT FORM

Our students engage in many learning activities and opportunities throughout the school year. We capture this excitement and enthusiasm for learning through photos and videos that are shared on social media, the district website, and occasionally through press releases.

If, however, you would prefer not to have your child featured, please contact your child's school and they will be happy to give you an Opt-Out form. Please be aware that in filling out this form, your child will not be included in any photos, videos, articles, or student directories.

The District may disclose "Directory Information" from the educational records of a student. "Directory Information" is designated by the district as:

- student's name, address and telephone number;
- names of student's parents;
- student's date and place of birth;
- student's class designation (i.e. 1st grade, 10th grade, etc.);
- student's extracurricular participation;
- student's achievement awards or honors;
- student's weight and height if a member of an athletic team;
- student's photograph;
- previous educational institutions attended by the student;
- student's dates of attendance;
- name of school student currently attends;
- student's electronic mail address;
- student projects, artwork, web pages, and photographic or video images created by the district or students in conjunction with school sponsored activities may be used for information and/or instructional purposes including, but not limited to, video and audio playback, internet and print publication, and cable television transmission.

The district may disclose any of the above without prior written consent unless the building administrator is notified to the contrary in writing. Each building administrator maintains a list of student names wherein disclosure has been refused. These lists are reviewed and students will be excluded from Directory Information disclosures.

APPENDIX E: ACCEPTABLE USE AGREEMENT

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

Children's Internet Protection Act

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

1. Monitor minors' online activities and use technology protection measures on the District's computers with internet access to block minors' access to visual depictions that are obscene, constitute child pornography, or are harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and as to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. depicts, describes, or represents, in a patently offensive way as to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
2. Use technology protection measures on the District's computers with internet access to block all access to visual depictions that are obscene or that constitute child pornography. The technology protection measures may be disabled by authorized personnel during adult use to enable access to bonafide research or for other lawful purposes. The Superintendent or designee will determine which District personnel are authorized to disable the protection measures.
3. Educate minors about appropriate online behavior, including interacting with other people on social networking websites and chat rooms, as well as cyberbullying awareness and response.
4. Prohibit access by minors to inappropriate matter on the internet.
5. Prohibit unauthorized access, including hacking and other unlawful online activity by minors.

6. Prohibit the unauthorized disclosure, use, and dissemination of personal identification information about minors.
7. Restrict minors' access to materials that are inappropriate for minors. The Board defines materials that are "inappropriate for minors" to include obscene depictions, child pornography, use of violence, use of drugs, and any other material harmful to minors.
8. Encourage the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication.

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

B. Acceptable Use Agreement

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

- adult users, including employees, volunteers, and Board members;
- students in grades 7 and above and their parent/guardian; and
- students in grades 6 and below and their parent/guardian.

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

1. A statement that:
 - a. use of District technology resources is a privilege that may be revoked at any time;
 - b. a user has no expectation of privacy when using District technology resources;
 - c. District technology resources use may be monitored by the District and that the use may be subject to FOIA or disclosure in litigation;
 - d. District technology resources may not be used to bully, harass, or intimidate others;

- e. misuse of District technology resources may result in loss of access to the resources and potential disciplinary action; and
 - f. the District does not guarantee that the District's technology resources will be error free or uninterrupted.
2. Provisions to protect the integrity of District technology resources, including a requirement that each user only access the resources by using that user's assigned user name and password.
 3. A list of what constitutes misuse of District technology resources.
 4. A prohibition against:
 - a. accessing other user accounts or files without authorization;
 - b. conducting personal business or activities;
 - c. accessing pornography;
 - d. communicating inappropriately with students;
 - e. accessing or downloading confidential student information which the employee has no legitimate educational need to know; and
 - f. accessing or downloading unauthorized software or programs.
 5. A requirement that users report any material that is threatening, harassing, or bullying.
 6. A release of all claims and liability against the District technology resources.

C. District Personnel Use

District personnel must comply with Policies 4215 and 4216.

D. Public Access to Technology

1. Pursuant to the Michigan Library Privacy Act, each school library offering public access to the internet or a computer, computer program, computer network, or computer system (a "Qualifying School Library") will limit minors to only use or view those terminals that do not receive material that is obscene, sexually explicit, or harmful to minors. Persons age 18 or older, or a minor accompanied by the minor's parent/guardian, may access a school library terminal that is not restricted from receiving such material, if any.
2. Only when a Qualifying School Library offers public access as described in subsection D.1., the District must designate at least 1 terminal that is not restricted from receiving such material and at least 1 terminal that is restricted from receiving such material. Library staff must take steps to ensure that minors not accompanied by a parent or guardian do not access

the unrestricted terminal. The Superintendent or designee will determine which employees will implement subsection D in each Qualifying School Library.

<https://www.novi.k12.mi.us/departments/technology-information/acceptable-use-agreement/student-acceptable-use-agreement>

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APPENDIX F: ATHLETIC CODE OF CONDUCT

Participation in Novi Community School District (the “District”) athletics is a privilege, not a right. Student-athletes are students first. When participating in District athletics, student-athletes are District representatives and are held to the highest standards. Accordingly, this Athletic Code of Conduct applies 24 hours a day, 365 days a year. Student-athletes and parents should be familiar with this Athletic Code of Conduct. By participating on any school-sponsored athletic team both student-athletes and parents agree to abide by these terms.

Athletic Director: Don Watchowski

248-449-1506

donald.watchowski@novik12.org

Available Sports

| Novi High School | | |
|--|----------------------------|---------------------|
| *Many sports have JV and Freshman team offerings as well | | |
| FALL | WINTER | SPRING |
| Cheerleading | Basketball (B) | Baseball |
| Cross Country (B) | Basketball (G) | Golf (B) |
| Cross Country (G) | Bowling | Lacrosse (B) |
| Equestrian | Comp. Cheer | Lacrosse (G) |
| Field Hockey | Figure Skating | Soccer (G) |
| Football | Gymnastics | Softball |
| Golf (G) | Hockey | Tennis (G) |
| Pom | Pom | Track (G) |
| Soccer (B) | Ski | Track (B) |
| Swim & Dive (G) | Swim & Dive (B) | |
| Tennis (B) | Wrestling | |
| Volleyball | | |

| Novi Middle School | | | |
|---|-----------------|-----------------|---------------|
| *Many sports have 7th & 8th grade teams | | | |
| FALL | WINTER 1 | WINTER 2 | SPRING |
| | | | |

| | | | |
|--------------------------|-----------------------|----------------------------------|---------------------|
| Cheerleading | Basketball (B) | Basketball (G) | Lacrosse (B) |
| Cross Country (B) | Comp. Cheer | Swim & Dive (B&G) | Lacrosse (G) |
| Cross Country (G) | | Wrestling | Soccer (G) |
| Field Hockey | | | Softball |
| Football | | | Tennis (B) |
| Pom | | | Track (G) |
| Soccer (B) | | | Track (B) |
| Tennis (G) | | | |
| Volleyball | | | |

Participation Fees

High School Pay-to-Participate fee is \$175.00, with the exception of Equestrian, Field Hockey, Figure Skating & Gymnastics. The administrative fee to participate in these activities is \$30.00. Additional fees may apply.

Middle School Pay-to-Participate fee is \$75.00.

For cut sports, fees are due three days after tryouts. For non-cut sports, fees are due at registration.

- Students will not be able to participate in any practices or games until the Pay-to-Participate fee is paid

High School Individual Annual Maximum: \$350.00 (3rd sport free)
Middle School Individual Annual Maximum: \$225.00 (4th sport free)
Family Annual Maximum: \$700.00

If you receive free or reduced lunch, please contact the High School Athletic Office.

You can make payments online through FinalForms, or pay by cash or check in the High School Athletic Office.

Refund Policy

Voluntary withdrawal, quitting, lack of playing time, disciplinary suspension or canceled contests due to inclement weather are not a basis for refunding fees. Should a season-ending injury occur, please contact the athletic office. In order to process a refund, you must forward a letter from the doctor stating that it's a season ending injury.

Communication Protocol

The District has full faith in its coaches to make decisions that are in the best interest of their teams. If parents have questions or concerns about their student-athletes' sports participation, use the following protocol:

1. Wait 24 hours before contacting the coach.
2. Schedule a time to speak with the coach, either via phone or in-person, at the coach's discretion.
3. If the issue is unresolved, schedule a time to speak with the Athletic Director, either via phone or in-person, at the Athletic Director's discretion.

Concussion Protocol

The District will comply with the concussion protocol in Policy 5712.

Athletic Code of Conduct

A student-athlete must:

1. Learn and understand the rules and regulations of your sport.
2. Unless otherwise approved by your coach, if school is in session, attend school for the full day to be eligible to practice or play in an event on the same day.
3. Comply with the law, Board Policy, the Student Code of Conduct, the Athletic Code of Conduct, and all team rules. Failure to comply with this provision may result in suspension or removal from a team.
4. Not possess, use, or consume alcohol, tobacco, cannabis, nicotine (including a vape), or controlled substances (other than those prescribed by a physician for the student-athlete).
5. Not engage in conduct that is unbecoming of student-athletes.
6. Maintain academic eligibility as required by the Michigan High School Athletic Association. Our expectation aligns with the MHSAA requirement. Notify your coach or District athletic trainer of any injury or medical condition that may affect your athletic participation.

If a student-athlete violates any provision of the Athletic Code of Conduct, practice, game, team, or complete athletic suspension may result. Any disciplinary consequences will be at the sole discretion of the Athletic Director or designee.

If a student-athlete is suspended or expelled from school, the student-athlete is prohibited from participating in any practice or game during the suspension or expulsion.

The complete Athletics Code of Conduct is available at the link below:
<https://www.novi.k12.mi.us/departments/athletics/athletics-code-of-conduct>

DRAFT

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING

TOPIC: Special Olympics Unified Sports – Champions of Change

On January 30, 2018, at 5:30 pm, the Novi Community School District hosted its first ever Unified Basketball Game against Brighton High School. They played a regulation type game against a fellow KLAA school. This initiative was the first of its kind where schools from the same league came together to promote Educational Athletics for our special needs kids. This was the start of the future of the Unified Champion Schools Program in Michigan and was recognized by the Michigan Interscholastic Athletic Association.

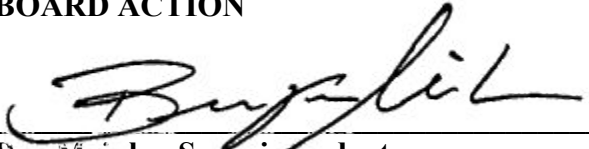
Fast Forward to 2024, tonight the Office of Teaching and Learning and the Department of Special Education are requesting board approval to add to its list of firsts by being the first school district to partner with Special Olympics in the Unified Champion Schools Program, a Pre-K through Transition education program. This program unifies students with and without disabilities through an inclusive youth leadership, unified sports, and whole-school engagement.

Tonight, the Office of Teaching and Learning and the Department of Special Education are presenting the Schools Unified Champion Schools Program and asking the Board to approve the Memorandum of Understanding between the Novi Community School District and the Special Olympics of Michigan Inc.

RECOMMENDATION:

That the Novi Board of Education in the best interest of the Novi Community School District approve the Memorandum of Understanding between the Novi Community School District and the Special Olympics of Michigan as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**



Ben Mainka, Superintendent



Special Olympics
Unified Schools

CHAMPIONS OF CHANGE



NOVI  **ALL**



Content

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What is a Unified Champion School?

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Unified per level & NCSD Strategic Plan

08

District-Wide Unified Champion Schools





What is a Unified Champion School?



An evidence based strategy to build social inclusion in PreK - College school environments between people with and without intellectual disabilities.





How can NCSD be Champions of Change?

01

Inclusive leadership

02

Whole School Engagement

03

Unified Sports





Inclusive Youth Leadership

Inclusive Leadership gives students the opportunity to lead alongside one another to help spread inclusion in their school and community.





NCSD Whole District Engagement

Whole School Engagement aims to create an awareness among all students and staff of your building about inclusion and acceptance.

- ### Whole District Engagement Ideas
- Inclusion Week
 - Homecoming Parade (Sept 27)
 - Polar Plunge
 - Fans in the Stands



Inclusion Week



World Down Syndrome Day Celebration



Lib Dub



Polar Plunge



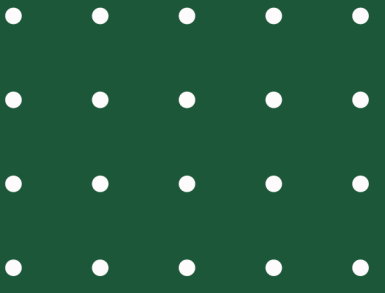
Inclusive Sports

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for all children and adults with intellectual disabilities.

Athletes are given continuing opportunities to develop physical fitness and athletic skill, demonstrate courage, experience joy and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes, and the community.

-Mission Statement of SO





UCS Liaisons PK-4



Chelsea Dixon
VO



Lori Garner
PV



Megan Mathes
DF



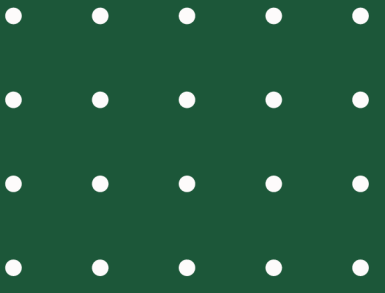
Gina Zielinski
NW



Marlene Krukowski
OH



Cassandra Griffin
ECEC



UCS Liaisons 6-NATC



Abby Rea
NATC



Olivia Jones
NHS



Lindsay Radtke
NMS



Meghan Hodge
NM



Champions of Change



Play Unified - Special Olympics Unified Sports® Copy link

made them more outgoing kids and

Watch on YouTube



PK-4th

Inclusive Youth Leadership

- Peer-to-Peer
- Unified Young Readers club
- Unified Pair for morning announcements

Whole School Engagement

- Inclusion/Respect weeks or campaigns
- Spread the Word Inclusion campaign (kits available from SOMI)
- Fans in the Stands at Unified Games
- Cool School Polar Plunges
- Assemblies and guest speakers about inclusion/disability awareness
- Unified groups participating in the homecoming parade or existing opportunities

Inclusive Sports

- SOMI FIT
- Developmental sports
- Inclusive P.E
- Unified P.E. with peers
- Young Athletes



5th - NATC

Inclusive Youth Leadership

- Peer-to-Peer
- Unified Club
- Going to read inclusive books at the elementary schools during inclusion week or March is Reading Month
- Making the cafeteria a place of acceptance and engagement

Whole School Engagement

- Inclusion/Respect weeks or campaigns
- Spread the Word Inclusion campaign (kits available from SOMI)
- Fans in the Stands at Unified Games
- Cool School Polar Plunges
- Assemblies and guest speakers about inclusion/disability awareness
- Unified groups participating in the homecoming parade or existing opportunities

Inclusive Sports

- League Play
- Walking Club
- Unified Fitness Club
- Inclusive P.E
- Unified P.E. with peers
- SOMI FIT



Activities for Peer to Peer

- Cooking
- Writing (First Author)
- Snack Cart
- Friday Game Day
- START Box Activities
- Peer-to-Peer Picnic





HOW DOES BECOMING A UNIFIED CHAMPION DISTRICT SUPPORT THE NCSD STRATEGIC PLAN?



Student Passion & Interest Goal 2: Extracurricular and Interest Based Opportunities:

- Provide a wide range of extracurricular school activities for students leading to increased participation.

Wellness Goal 3: Connection & Belonging:

- Foster a culture of connection and belonging within the Novi Community School District, ensuring that every student and staff member is valued, included, and supported in their education/work.

NOVI4ALL

THANK YOU FOR YOUR SUPPORT AND
DEDICATION TO MAKING NOVI A
UNIFIED CHAMPION DISTRICT!



REFERENCES

Special Olympics Back to the Basics Powerpoint

www.SOMI.org

MEMORANDUM OF UNDERSTANDING
NOVI COMMUNITY SCHOOL DISTRICT AND
SPECIAL OLYMPICS MICHIGAN, INC.
FOR THE UNIFIED CHAMPION SCHOOLS PROGRAM

This Memorandum of Understanding (the “Agreement”) is entered into this 8th day of August, 2024, by and between Special Olympics Michigan, Inc., a Michigan nonprofit public benefit corporation (“Special Olympics”), and, Novi Community School District (the “School Entity”), hereinafter collectively referred to as the “parties.”

The parties intend by this Agreement to implement the Special Olympics Michigan Unified Champion Schools Program (“UCS”) throughout the district. The Unified Champion Schools Program is a Pre-K - Transition education program that unifies students with and without disabilities through inclusive youth leadership, inclusive sports and Whole-School Engagement initiatives, as defined below, which provide the participants with the knowledge, experience, and skills necessary to create and sustain school communities that promote inclusion, acceptance, and respect for all students. Unified Champion Schools is conducted during the regular school day and after school and consists of the following components:

1. Inclusive Youth Leadership
 - a. Student Youth Activation Committee: school leadership groups comprised of students with and without intellectual disabilities who help shape their school’s program.
2. Sports
 - a. Unified Sports: combines students with and without disabilities on sports teams for training and competition.
 - b. Young Athletes Program: preschool and young elementary students participate in single-day introductions to sports and Special Olympics.
3. Whole-School Engagement
 - a. A youth-centered, school-focused initiative that uses the Special Olympics sports and education program to activate all students, engage educators, involve the entire school, and promote a campus culture of acceptance and social inclusion where all young people are agents of change. Examples of Whole-School Engagement include, but are not limited to, volunteering at a Special Olympics

competition, hosting an ability awareness day, organizing an essay writing contest on the topic of acceptance, and other activities that encourage inclusion and respect.

To implement the Unified Champion Schools, the parties agree as follows:

1. Term. The Agreement will become effective upon approval by the School District's governing board, and will remain in effect through June, 2025. The parties anticipate renewing and expanding the Schools Unified Champion Schools Program by subsequent written agreement, to take effect after the expiration of the term of this Agreement.

2. Responsibilities of Special Olympics. Special Olympics will support the Unified Champion Schools Program as follows:

A. By providing a financial award (the "award") to the School Entity in the amount specified in Exhibit A to defray the costs incurred by the School Entity in implementing the Unified Champion Schools Program. Special Olympics will cover costs directly from their accounts or reimburse the school entity for costs associated to the amount agreed upon.

B. By providing input to assist School Entity with its selection of the Unified Champion Schools Coordinator (the "Coordinator," as defined herein in Paragraph 3B). Final selection of the Coordinator shall be made by School Entity, with such input by Special Olympics.

C. By providing training to the Coordinator and other School Entity representatives as may be necessary for the successful implementation and operation of the Unified Champion Schools.

D. By providing the sports equipment required to conduct the Unified Champion Schools Said equipment will remain the property of Special Olympics and will be returned to Special Olympics upon termination of this Agreement, should this Agreement not be renewed. Special Olympics will further provide Special Olympics materials and support to assist the School Entity with implementation of the Unified Champion Schools Program.

3. Responsibilities of the School Entity. The School Entity will implement the Unified Champion Schools Program throughout the district as follows:

A. By providing the Unified Champion Schools Program for students at the sites and in the grade levels identified in Exhibit A, commencing in August, 2024 and extending through June, 2025. The Unified Champion Schools Program will include both Unified Sports training and competition, Inclusive Youth Leadership and Whole-School Engagement initiatives.

B. By selecting a school staff member, who is regularly employed by the School Entity, to serve as Liaison. The liaison shall promote, coordinate, and operate the Unified Champion Schools Program in accordance with the terms of this Agreement. The liaison shall utilize Special Olympics materials to recruit, train, and coordinate volunteers, teachers, and classroom aides, in order to ensure that they are prepared for their responsibilities in working with the students who participate in the Schools Unified Champion Schools Program, and to satisfy all statutory and other qualification requirements.

C. By securing the necessary facilities for the Unified Champion Schools Program, including for both sports training and competition activities.

D. By involving general education students as active participants in the Unified Champion Schools Program, including as Unified Sports partners, coaches, volunteers, peers, leaders, and supporters.

E. By appropriately acknowledging Special Olympics and any other organizations or individuals which or who provide funding and/or other support for the Unified Champion Schools Program.

F. By providing program participation data to Special Olympics during the mid-term and year-end reporting. Such shall include, number of students participating in sports training and competition, number of students participating in Whole-School Engagement initiatives, number of students in inclusive youth leadership roles number and type of competitions hosted, and number and type of Whole-School Engagement initiatives hosted. It will be the responsibility of the liaison to collect and report this data to Special Olympics. Special Olympics will provide the necessary forms for data reporting.

4. License to Use Special Olympics Marks. Special Olympics hereby grants to the School Entity a non-exclusive and non-transferable license to use the Special Olympics name

and logo (collectively, the “Special Olympics Marks”) for the Schools Unified Champion Schools Program’s promotion and operation. However, any use of the Special Olympics Marks will be subject to Special Olympics’ prior approval as to usage, style, and content. The license granted under this Agreement will terminate when this Agreement terminates.

5. Indemnification.

A. The School Entity shall defend, indemnify, save, keep and hold harmless Special Olympics, Special Olympics, Inc., and their officers, directors, employees and agents, from and against any and all liabilities, obligations, claims, damages, judgments, injuries, losses or expense (collectively “loss” or “losses”) arising from, relating to, or in connection with this Agreement, its performance, or the Unified Champion Schools Program, but only in proportion to and to the extent that such losses are caused by or result from the negligent or willful acts or omissions of the School Entity, its governing board, officers, employees, volunteers or agents. Special Olympics shall provide the School Entity with prompt written notice of any claim or action for which indemnification is sought hereunder and shall cooperate in all reasonable respects with the School Entity in connection with any such claim or action.

B. Special Olympics shall defend, indemnify, save, keep and hold harmless the School Entity, its officers, directors, employees and agents, from and against any and all liabilities, obligations, claims, damages, judgments, injuries, losses or expense (collectively “loss” or “losses”) arising from, relating to, or in connection with this Agreement, its performance, or the Unified Champion Schools Program, but only in proportion to and to the extent that such losses are caused by or result from the negligent or willful acts or omissions of Special Olympics, its board, officers, employees, or agents. The School Entity shall provide Special Olympics with prompt written notice of any claim or action for which indemnification is sought hereunder and shall cooperate in all reasonable respects with Special Olympics in connection with any such claim or action.

6. Insurance.

A. The School Entity shall maintain during the full term of this Agreement the following insurance amounts, coverage, and terms:

- (1) Commercial General Liability Insurance with limits not less than \$1,000,000 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage.
- (2) Commercial Automobile Liability Insurance for Non-Owned/Hired Auto liability with limits not less than \$1,000,000 (one million dollars) each occurrence Combined Single Limit for Bodily Injury and Property Damage.
- (3) Workers' Compensation Insurance, with Employer's Liability limits not less than \$1,000,000 (one million dollars) each accident.

B. All School Entity policies shall provide thirty (30) days advance written notice to Special Olympics of any cancellation, non-renewal, or reduction in coverage to the following office and contact:

Special Olympics Michigan, Inc.

160 68th Street Southwest

Grand Rapids, MI 49548

Attn: President & CEO

C. If any policies are written on a claims-made form, the School Entity agrees to maintain such coverage continuously throughout the term of this Agreement and, without lapse, for a period of three years beyond the expiration of this Agreement, such that should occurrences during the Agreement term give rise to claims made after expiration of the Agreement, such claims shall be covered.

D. Should any of the required insurance be provided under a form of coverage that includes a general annual aggregate limit or provides that claims investigation or legal defense costs are included in such general annual aggregate limit, such annual aggregate limit shall be double the occurrence or claims limits specified above.

E. Before commencing any operations under this Agreement, the School Entity shall provide Special Olympics with a certificate(s) of insurance, evidencing all coverages set forth above, and shall furnish complete copies of policies promptly if requested.

7. Criminal Background Checks. Any person expressly designated in writing by Special Olympics following the execution of this Agreement who will attend or perform services

in connection with the Schools Unified Champion Schools Program on behalf of Special Olympics, and who has more than limited contact with School Entity pupils, shall first comply with the requirements of Education Code § 45125.1, *et seq.*, and any other controlling regulations, concerning fingerprinting and criminal background checks through the Michigan Department of Justice, to be undertaken by the School Entity at the School Entity's expense. The School Entity shall have sole and final discretion regarding what constitutes a "limited contact" under Education Code §45125.1. Special Olympics will make its designated personnel available at the School Entity offices for fingerprinting and background checks at such reasonable times as may be requested by the School Entity. Special Olympics shall not be responsible to conduct background checks on any persons who volunteer or otherwise perform or provide services in connection with the Unified Champion Schools Program. All such persons shall first apply through the School Entity and be subject to the School Entity's usual fingerprinting and background clearance procedures.

8. Relationship of the Parties. The Coordinator and any other employee of the School Entity or any district or school included within the School Entity (collectively "School Employees") assigned to perform services under this Agreement are all School Employees, shall remain School Employees for the duration of their performance of services pursuant to this Agreement, are not and will not become Special Olympics employees at any time while this Agreement is in force, and shall not have or acquire from Special Olympics any workers' compensation coverage, employment benefit, pension, civil service or other status or right which the School Entity may confer on its employees.

The School Entity shall be responsible for the supervision and evaluation of the Coordinator and any other School Employees assigned to perform services under this Agreement. The School Entity, and not Special Olympics, will maintain all legal responsibility for students and staff participating in the Schools Unified Champion Schools Program.

The School Entity acknowledges that Special Olympics is a party covered by any photography and video releases executed on behalf of any School Entity students participating in any aspect of the Unified Champion Schools Program.

9. Notices. With the exception of the notice requirements of Paragraph 6.B, above, any notice provided by a party under this Agreement will be in writing and either served personally or sent by prepaid, first class mail or by commercial overnight mail or courier, addressed to the other party as follows:

Special Olympics Michigan, Inc.

160 68th Street Southwest

Grand Rapids, MI 49548

Attn: Tim Hileman

Title: President & CEO

Novi Community School District

25345 Taft Road

Novi, MI 48374

Attn: Ben Mainka

Title: Superintendent of Schools

10. General Provisions. This Agreement is subject to and will be construed according to the laws of the State of Michigan. This Agreement and the attached exhibits contain the entire agreement between the parties relating to the subject matter hereof. All prior agreements relative hereof are superseded by this Agreement. This Agreement may be amended only by written agreement signed by both parties.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

**Special Olympics
Michigan, Inc.**

By: 

Name: Tim Hileman

Title: President & CEO

Date: 8/08/2024

Novi Community School District

By: _____

Name: Ben Mainka

Title: Superintendent of Schools

Date: 8/15/2024

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: MASB Certification of Delegates

MASB's 2024 Delegate Assembly will begin Thursday, October 24, at 7:00 p.m. at the Lansing Center in Lansing. Delegates selected by boards of education across the state will decide MASB's positions on a wide variety of issues affecting education.

All delegates and alternates must be school board members. Only delegates and alternates named by your board may offer motions and vote on issues. However, all school board members may speak on the issues and participate in the debate. Your 2024-2025 MASB dues must be paid in order for a district to participate in the Delegate Assembly.

All delegates must be certified by Friday, October 4, 2024. A link to certify the official voting delegates and alternates who will represent your board of education has been sent to the superintendent secretary.

The naming of delegates and alternates by their respective Board is presented tonight for discussion, and will come back at the regular meeting of the Board of Education on September 19, 2024.

The following individuals have volunteered to serve as delegates and alternates to the MASB 2024 Delegate Assembly and will be approved at the September 19, 2024 regular board meeting.

Delegates (up to 4 members)

Alternates (up to 4 members)

**APPROVED AND RECOMMENDED FOR
BOARD INFORMATION AND DISCUSSION**



Ben Mainka, Superintendent

**BOARD OF EDUCATION
NOVI COMMUNITY SCHOOL DISTRICT
NOVI, MICHIGAN
August 15, 2024**

SUPERINTENDENT OF SCHOOLS

TOPIC: Novi High School Hockey Cooperative Agreement Discussion

Don Watchowski, Novi High School's Athletic Director, is requesting that the Novi High School Hockey program enter into an MHSAA cooperative agreement with Livonia Clarenceville High School. Clarenceville does not currently have a Hockey program. This agreement would be beneficial to Novi as Clarenceville will provide Novi with overall depth and a definite position of need. Novi will remain the primary school.

This comes tonight for information and discussion. It will come back with the recommendation that the Novi Community School District Board of Education approve the MHSAA Cooperative Agreement as presented.

**APPROVED AND RECOMMENDED FOR
BOARD INFORMATION AND DISCUSSION**

A handwritten signature in black ink, appearing to read "Ben Mainka", written over a horizontal line.

Ben Mainka, Superintendent



HIGH SCHOOL COOPERATIVE AGREEMENT REGULATIONS, PROCEDURES AND ADVANCE PREPARATION MATERIAL TO ASSIST SCHOOLS

I. *MHSAA HANDBOOK* REGULATION I (2023-24)

SECTION 1(E)— In any sport, two or more member high schools whose combined enrollment does not exceed 1,000 students may conduct, with the approval of the Executive Committee, a Cooperative Program in the specific sports for which application has been made and approval has been granted.

1. The Executive Committee may approve a cooperative program agreement at the subvarsity level only in any sport for two or more member high schools, regardless of student enrollment. There must be a demonstrated history of inadequate numbers of participants and will not be approved based on financial concerns. Students who participate in these programs would have varsity eligibility only with their school of actual enrollment should they be brought up to a varsity team during the regular season or MHSAA Tournament. A student who participates in a subvarsity cooperative program and transfers into another school involved in that program may not be subject of a waiver request under Regulation I, Section 9(C.) Deadlines for high school cooperative programs and the two-year minimum length for operating do not apply. The usual approvals from the boards of education, league or four future opponents, if there is no league, and the MHSAA Executive Committee are required.
2. The Executive Committee may approve a cooperative program agreement regardless of the combined student enrollment maximum in the sports of baseball, bowling, girls competitive cheer, cross country, golf, soccer, girls softball, tennis and wrestling for two or more schools of the same public school district (same governing board). There must be a demonstrated history of low participation numbers and will not be approved based on financial concerns. This allowance does not apply to public school academies. Approval by the Executive Committee is on a case-by-case basis and as with all cooperative program applications, requires league or conference approval. Deadlines for high school cooperative programs apply.

SECTION 1(F)—

1. Two or more member high schools whose combined enrollment does not exceed 3,500 students may conduct, with the approval of the Executive Committee, a Cooperative Program in the following specific sports (sponsored by 250 or fewer schools) for which application has been made and approval has been granted: girls gymnastics, boys lacrosse, girls lacrosse, boys alpine skiing, girls alpine skiing, boys swimming & diving, girls swimming & diving, boys tennis and girls tennis.
2. Two or more member high schools whose combined enrollment does not exceed 5,500 students may conduct, with the approval of the Executive Committee, a Cooperative Program in ice hockey.
3. For the 10 sports listed in No. 1 and 2, if none of the schools involved in a proposed Cooperative Program sponsored the sport at any level on an interscholastic basis during the previous school year, then the 3,500 or 5,500 (ice hockey only) maximum enrollment may be waived by the Executive Committee. However, the cooperative agreement may not exist beyond four school years.
4. The Executive Committee may approve a cooperative program in excess of the 3,500 or 5,500 (ice hockey only) student enrollment maximum for up to four years in sports sponsored by 250 or fewer schools if, during the previous year, the school or the cooperative program in which a school was a part dropped the sport because of a demonstrated lack of participation. The cooperative agreement in excess of 3,500 or 5,500 (ice hockey only) students may not exist beyond four school years.

MHSAA HANDBOOK REGULATION I, SECTION 1, INTERPRETATIONS

12. a. Cooperative Programs are arrangements made for a minimum of two years but may be voided at any time by resolutions of any cooperating board of education. If the agreement is voided before completion of the second year of the cooperative program, the school or schools that terminated the agreement may not enter into another cooperative program in the sports involved in the initial agreement until another two-year period has transpired. Deadlines for dissolution of cooperative programs are May 1 for fall sports, Aug. 15 for winter sports and Oct. 15 for spring sports. When programs are dissolved after the above deadlines, it may not be possible to reflect changes to tournament divisions or assignments.
 - b. Cooperative agreements established under Section 1(E) (combined enrollments not exceeding 1,000 students) which eventually rise above 1,000 students as established each February will be dissolved prior to the start of the school year in which the new enrollment is effective.
 - c. If the combined enrollment of a Cooperative Program exceeds the original Division in the second year of an agreement, the schools will play in the higher Division of MHSAA tournaments in the sports for which there are cooperative teams.
 - d. A new MHSAA member school which would not be eligible for MHSAA tournaments until its second full year of MHSAA membership may participate in MHSAA tournaments sooner if that school becomes part of a Cooperative Program with a tournament-eligible member school.
 - e. Should the MHSAA Membership Resolution for a school which is a part of a cooperative agreement not be submitted on or before the fourth Friday after Labor Day, students of that school may not participate in any MHSAA tournament, including those sports for which the school is part of a cooperative program.
 - f. Agreements which include a Class A or B school, or three or more schools, must submit a renewal form every two years prior to May 1. This renewal form will be emailed to the primary school in March and will require league approval and statistics on participation levels and win/loss records. Agreements involving only two Class C or D schools will not be required to submit renewal forms and will continue as established until the MHSAA is notified that a program is dissolving or a league has determined it will no longer support the agreement. After the initial two years of operation, a league in which a cooperative team participates (regardless of classification) may, by vote of its membership, void an agreement at the time of the renewal process by notification to all schools and the MHSAA prior to April 1 of the previous school year. Adding new schools to an agreement requires a new application process involving all approvals and procedures. Programs being started in newly sponsored sports as under Section 1 (F) (over the 3,500-student limit for four years) will complete the two year renewal process and will automatically be dissolved after the fourth year.
13. a. Cooperative Programs formed by schools of any class in sports sponsored by 250 or fewer schools will be assigned tournament classification corresponding to the total enrollment of the cooperating schools.
 - b. When removing a sport from those listed in Section 1(F), existing Cooperative Programs in those sports are grandfathered; however, each renewal is to be subject to Executive Committee review and approval.
 - c. For classification purposes, cooperative programs established under Section 1(F) (newly sponsored sports in excess of 3,500/5,500 students allowed to operate for four years) must report their plans to the MHSAA by Feb. 1 of the final school year of operation as to how the schools and team(s) will be operating under 3,500/5,500 students in subsequent years.
 - d. Cooperative programs whose schools' combined enrollment as declared on the Enrollment Declaration Form in February exceeds 3,500/5,500 students or the enrollment limit of Section 1(E) will not be allowed to operate in the coming school year.
14. Deadlines for newly forming Cooperative Programs are **May 1** for fall sports, **Aug. 15** for winter sports and **Oct. 15** for spring season sports. When one or more of the schools making application for a Cooperative Program is established and opened after the fall and winter deadlines, application may be made until MHSAA tournament assignments are made for the sport(s) involved or **Oct. 15**, whichever occurs first.

II. PROCEDURES

- A. Application for a cooperative relationship must be made on MHSAA forms by the administration of the cooperating MHSAA member schools and **must** be received (even if partially completed) by the deadline stated above. Subvarsity only and middle school applications do not have the established deadline but must have board, league and Executive Committee approval prior to operating. The application must be accompanied by the following:
1. A resolution of authorization by each board of education of the cooperating schools describing the purpose for sponsoring the cooperative program, the Advance Preparation Materials and shall indicate which school or district will be responsible for overseeing its administration locally.
 2. A resolution of support from each league or conference in which the cooperating schools belong, if any. If the applying schools do not belong to a league, then support from at least four future opponents must be submitted.
- B. One school must be designated as the primary host school on the application and will be considered the official team name. All signatures must be provided, as well as enrollment figures, as submitted on the most recent Enrollment Declaration Form.
- C. Applications for cooperative programs will be submitted to the MHSAA Executive Committee for approval. Among the criteria to be considered are:
1. Lack of numbers of students to support a program.
 2. Lack of qualified staff to coach.
 3. Lack of facilities.
 4. Evidence of a desire to increase opportunities for participation in new programs, not win/loss records of existing programs.
- D. **Cooperative program agreements will be effective for two years.** No other cooperative agreement in the same sports may be made with another school until the original two-year agreement period lapses. The agreements may be voided by informing the MHSAA in writing or using the Cooperative Program Dissolution Form. Deadlines for dissolution of cooperative programs are May 1 for fall sports, Aug. 15 for winter sports and Oct. 15 for spring sports. When programs are dissolved after the above deadlines, it may not be possible to reflect changes to tournament divisions or classifications.
- E. **Renewing (extending) cooperative program agreements:** Agreements which include a Class A or B school, or three or more schools, must submit the renewal form every two years prior to May 1. This renewal form will be emailed to the primary school each March and will require league approval and statistics on participation levels and win/loss records. Agreements involving only two Class C or D schools will not be required to submit renewal forms and will continue as established until the MHSAA is notified that a program is dissolving. Adding new schools to an agreement requires a new application process involving all approvals and procedures.
- NOTE: The MHSAA Representative Council reaffirms its preference that Class A and B schools sponsor separate teams rather than continue to renew cooperative programs over a period of years without careful evaluation. Schools should review participation numbers annually and consider the feasibility of separate teams in order to maximize opportunities for students at each school involved in the cooperative program.

III. ADVANCE PREPARATION MATERIALS: QUESTIONS FOR SCHOOLS TO CONSIDER

Schools should consider the following before initiating the application for cooperative programs.

- A. If you have an existing program, will students from another school replace students from your community and deny the sons and daughters of your local taxpayers the opportunity to participate in that activity?

- B. If two or more schools are cooperating to create a program where none has existed,
1. Who will pay for and maintain/laundry uniforms and equipment, facility maintenance?
 2. Who will pay for travel to practices, to contests?
 3. Who will select, supervise, and pay coaches?
 4. If applicable, whose cheerleaders will cheer?
 5. Whose training rules, letter award guidelines, etc., will be followed?
 6. Whose local academic and other regulations will be followed?
 7. Can daily class schedules be coordinated?
 8. How will gate receipts be handled?
 9. Where will practices and games be held, and who will pay those expenses?
 10. Who will host and supervise events?
 11. Is athletic accident insurance coverage provided, and who pays for it? Have liability insurers been notified?
 12. Whose school identity, mascot, colors, etc., will be used?
- C. Will an existing sport suffer because of the creation of a cooperative program in another sport that season?

IV. GUIDELINES FOR SCHOOLS TO CONSIDER

- A. All issues should be addressed in writing in advance of the application and submitted with the application for possible future reference. Over time, many schools have sought a written historical record of the original arrangement.
- B. A "Cooperative Program Board of Control" should be appointed to oversee the cooperative program. It should consist of at least an administrator and the athletic director of each cooperating school. It should convene to initiate the program and to resolve disputes which may arise throughout the life of the program.
- C. Though not required, cooperating school districts should be adjacent. Travel distance between schools should be reasonable.
- D. Cooperative arrangements should be sought only in sports where opportunities are limited and it is not anticipated that students will be "cut" from the squad.
- E. Cooperative agreements are not intended for a single participant for a year or two but for a significant group of students for several years.
- F. While there is no limit to the number of schools joining a cooperative agreement, programs comprised of several schools tend to resemble non-school sports and may blur the philosophy of school sports.



SENIOR HIGH APPLICATION TO FORM AND SUPPORT A COOPERATIVE TEAM

(Page 1 of 2 – Complete All Sections and All Signatures. Board of Education Resolution on Page 2)

1. It is requested that the Michigan High School Athletic Association, Inc. receive and accept this application to form a cooperative team in the sport(s) of ___ boys ___ girls _____
 ___ boys ___ girls _____
 ___ boys ___ girls _____

2. The sponsors of this proposed cooperative team are members in good standing of the Michigan High School Athletic Association, Inc. and are identified as:

| | | Enrollment | Class |
|------------------|----------------------|------------|-------|
| (Primary)_____ | High School of _____ | _____ | _____ |
| (Secondary)_____ | High School of _____ | _____ | _____ |
| (Secondary)_____ | High School of _____ | _____ | _____ |
| (Secondary)_____ | High School of _____ | _____ | _____ |
| (Secondary)_____ | High School of _____ | _____ | _____ |
| (Secondary)_____ | High School of _____ | _____ | _____ |

3. This agreement is being formed under the following *MHSAA Handbook* Regulation: **(Check one only)**

- Combined enrollment under 1,000 (Sect. 1[E]) Subvarsity ONLY (Sect. 1[E-1])
 Multi-School District in named sports – four-year experiment (Sect. 1 [E-2])
 Combined enrollment under 3,500 in specific sports (gym, lax, swim, ski, tennis) (Sect. 1[F-1])
 Combined enrollment under 5,500 in ice hockey (Sect. 1[F-2])
 Four-year startup program in above five sports in excess of 3,500 – first time sponsoring (Sect. 1[F-3])
 ___ Four-year lifeline in above five sports if school or coop dropped the sport previously (Sect. 1[F-4])

4. Indicate all levels of teams that you intend to sponsor in the coop: Sport: _____ V___ JV___ Fresh
 Sport: _____ V___ JV___ Fresh___
 Sport: _____ V___ JV___ Fresh___
 Sport: _____ V___ JV___ Fresh___

5. Did any of the schools sponsor the sport(s) last year? If so, indicate the school(s) and sport(s):
 Schools _____ Sports _____

6. The schools in this application have a current agreement in another sport: Yes or No
 If yes, in what sport(s) is an agreement currently operating?

7. This cooperative agreement shall commence _____ and continue for a minimum of two years.
 8. Written support from the applicable league, **or from four future opponents if there is no league**, is attached. Name of league or conference (if applicable): _____
 9. The applicants seeking cooperative team approval certify by **their signatures on page two (2)** that all approvals, required study, planning and review have been completed.

10. Will this team be known or named something other than a school name? Yes or No

If Yes, what will the name be? _____

(Note: Generally, the MHSAA uses the primary school as the designated title of the team.)

Each Board of Education should review the advance preparation material included with this Resolution.

COOPERATIVE PROGRAM BOARD OF CONTROL
(Submit with Application and Letter of League Support)

We, the undersigned, agree to the conditions and content of this Resolution and will work cooperatively for the success of the program and benefit of our children.

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Representing _____ School

Superintendent Signature

Board of Education Signature

Principal Signature

Athletic Director Signature

Date

Arrangements detailed in the "Advance Preparation Materials: Questions and Guidelines for Schools to Consider," plus those unique to the cooperating schools on a separate sheet, should be addressed by the boards of education when considering this Resolution. The MHSAA will file the advance preparation material if the school submits it with the application.

Name of Person Completing this Application: _____

Phone: _____ Email: _____