

Mecosta-Osceola Intermediate School District



MOISD Mission: “Supporting Schools and Student Achievement”
MOCC Mission: “Preparing Today’s Students for Tomorrow’s Careers”

2021-2022 Student/Parent Handbook

*A Partnership with
Mecosta-Osceola Intermediate School District
Big Rapids Public Schools
Chippewa Hills School District
Crossroads Charter Academy
Ewart Public Schools
Morley Stanwood Community Schools
Reed City Area Public Schools*

WELCOME STUDENTS!

Welcome to the Mecosta-Osceola Career Center (MOCC). We are proud of the many educational opportunities we have provided over the years for thousands of students. By choosing to enroll in a career and technical education (CTE) program at the MOCC, you have elected to attend one of the top career and technical centers in Michigan. We look forward to meeting all first-year students and once again seeing the familiar faces of our second-year students.

We are confident you will have a positive experience studying the career of your choice at the MOCC. All the teaching and learning that takes place is relevant to your career pathway and our goal is to better prepare you for success. We encourage you to work hard, ask questions, and become involved in every available opportunity within the MOCC. It truly is a great place to learn.

While enrolled at the MOCC, you will have the opportunity to be involved in a variety of different activities. The success you have is directly related to how involved you become in your own learning. We encourage you to become involved in one of our extra-curricular clubs or organizations. This experience will enhance your learning and contribute to the entire MOCC school community.

At the MOCC our goal is simple, “*Prepare Today’s Students for Tomorrow’s Careers*”. We hope you are as excited about this opportunity as we are! If you have questions or need help, please stop by to see us. We look forward to a great 2021-22 school year at the MOCC.



Caleb Martz
MOCC Principal

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INTRODUCTION

This handbook has been prepared to help students and their parents understand the role and operation of the Mecosta-Osceola Career Center.

The mission of the Career Center is Preparing Today's Students for Tomorrow's Careers.

The MOCC serves high school students from the Big Rapids, Chippewa Hills, Crossroads Charter Academy, Evart, Morley Stanwood, and Reed City school districts.

Like each local high school, the Career Center has established policies that are necessary for sound educational programming. The most important feature of the Career Center is the student body, and the policies and guidelines for conduct in this handbook were designed for the benefit of all students.

CAREER CENTER STAFF

Administration and Support Staff

CTE Director	Gretchen Spedowske
MOCC Principal	Caleb Martz
Student Services Coordinator	Wendy Chupp
Career Services Coordinator	Jill Ray
Administrative Professional	Jodie Nunn
Administrative Professional	Holly Kage

Instructional Staff

<u>Programs</u>	<u>Instructors</u>	<u>Para Educators</u>
Allied Health	Kelly Williams	Carri Aldrich
Allied Health Advanced Training (EMT & CNA)	Matt Kidd Deania Sinkler	Sandra Bondarenko Alan Cook
Automotive Technology	Todd Ballard	Blake Elliott
Construction Technology	Doug Sickles	Erika Fredrick
Cosmetology	Kelli Bolin	Amy Golden
Culinary Arts	Shelli Hallman	Gary McIntyre
Cyber Security & Information Technology (CsIT)	Roger Meinert	Melissa Murray Jayna Wekenman
Diesel Technology	Toni King	
Graphic Communications	Andy Klimek	
Innovative Engineering	Jake Kinsland	
Math Consultant	Justin Fox	
Public Safety	Joy Paquette	
Public Safety Advanced Training (Corrections & Fire)	Mark Danielson Matt Kidd	
Welding and Fabrication	Mike Schmidt	

MOCC DAILY SCHEDULE

7:30 AM – 8:20 AM	Instructional Planning
8:20 AM – 8:30 AM	Student Greeting
8:30 AM – 10:45 AM	AM Session
10:45 AM – 11:45 AM	Professional Development
11:45 AM – 12:30 PM	Lunch
12:30 PM – 12:40 PM	Student Greeting
12:40 PM – 2:55 PM	PM Session
2:55 PM – 3:15 PM	Instructional Planning

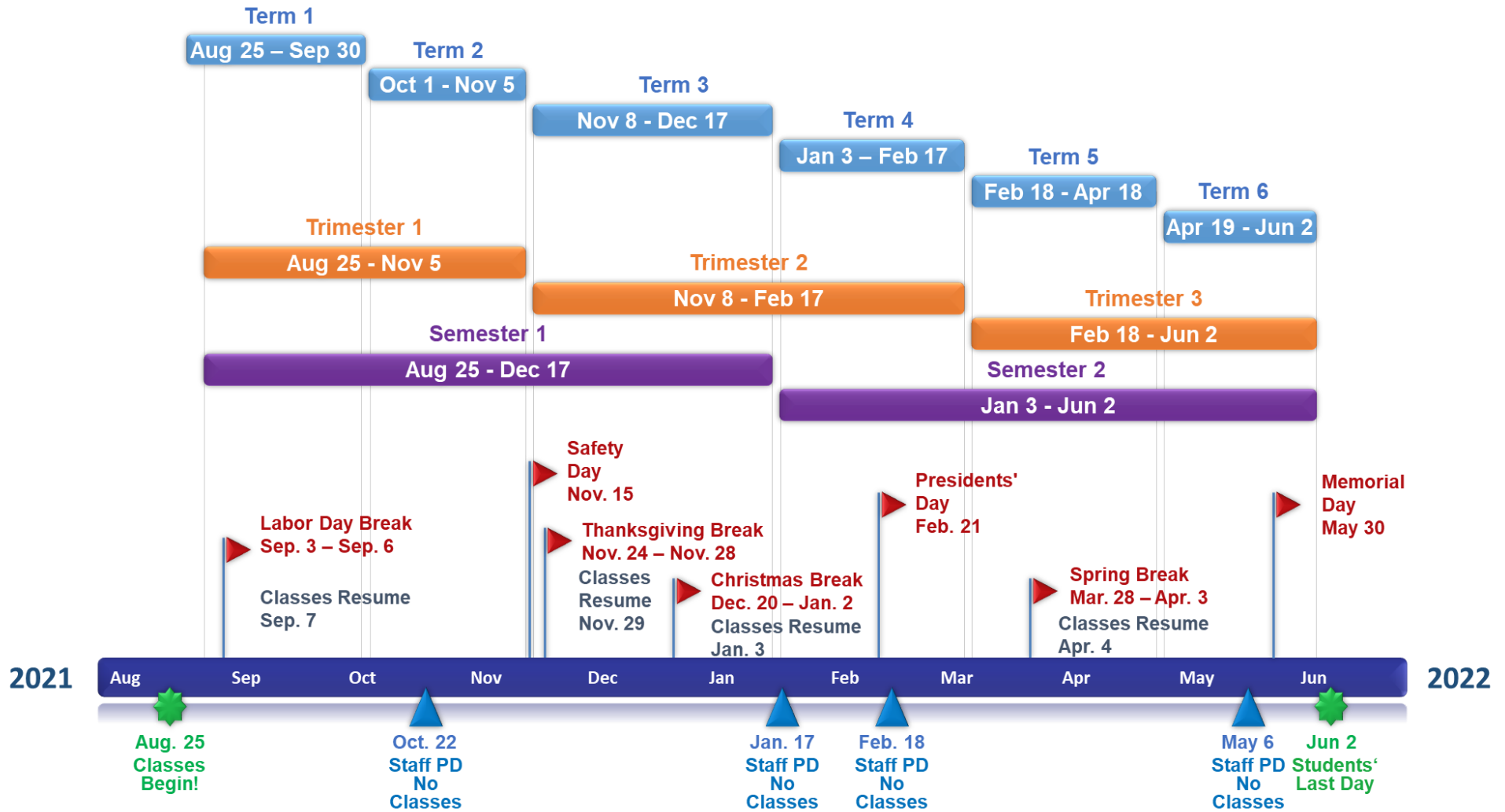
2021-22 SCHOOL YEAR ACADEMIC CALENDAR

August 25, 2021	First Day for Students – Term 1 Begins
September 3 - September 6, 2021	Labor Day Weekend – No School
September 30, 2021	Term 1 Ends
October 11, 2021	Term 2 Begins
October 22, 2021	Staff PD Day – No School
November 5, 2021	Term 2 Ends
November 8, 2021	Term 3 Begins
November 15, 2021	Safety Day
November 24 – November 26, 2021	Thanksgiving Break – No School
December 17, 2021	Term 3 Ends
January 3, 2022	Term 4 Begins
December 20, 2021 – Jan 2, 2022	Winter Break – No School
January 17, 2022	Staff PD Day – No School
February 18, 2022	Staff PD Day – No School
February 21, 2022	Presidents' Day – No School
February 17, 2022	Term 4 Ends
February 18, 2022	Term 5 Begins
March 28 – April 1, 2022	Spring Break – No School
April 15, 2022	Good Friday – No School
April 18, 2022	Term 5 Ends
April 19, 2022	Term 6 Begins
April 15, 2022	Good Friday – No School
May 6, 2022	Staff PD Day – No School
May 30, 2022	Memorial Day – No School
June 2, 2022	*Last Day for Students – Term 6 Ends

*Each student's last day is dependent upon his/her local district's calendar

ACADEMIC TERMS

In order to accommodate both trimester and semester students, the MOCC operates on six, six-week grading terms. For semester students, Terms 1, 2, and 3 will be averaged to calculate the Semester 1 grade, and Terms 4, 5, and 6 will be averaged to calculate the Semester 2 grade. For trimester students, Terms 1 and 2 will be averaged to calculate the Trimester 1 grade, Terms 3 and 4 will be averaged to calculate the Trimester 2 grade, and Terms 5 and 6 will be averaged to calculate the Trimester 3 grade.



ENROLLMENT

Enrollment at MOCC is offered to eligible 11th or 12th grade (credit status) students who are enrolled in a local education agency (LEA). Home-schooled students are required to enroll through their local school district or through the School of Choice option. In addition to enrollment at a local school district, potential students are required to comply with the CTE guidelines as approved by the State. Prospective students must be able to make significant progress in the CTE curriculum and be eligible for completer status. Completer status requires students to maintain a C or better in all 12 program-specific course segments as well as successfully complete an end-of-year assessment. Potential students should also be progressing toward earning a Michigan Merit Diploma or certificate of completion.

The period for open enrollment closes on April 15th in order to meet the needs of the LEAs, students, and State CTE Guidelines. Any student addition after that date will be placed on a waiting list and enrolled according to course availability. A five school day period after an LEA's start date for Drop/Add/Changes will be in affect at the beginning of the academic year. After this period, students will be discouraged to Add or Change programs. Any Add or Change will typically not be allowed after the second term. Adds or Changes require support from the receiving instructor, sending instructor (for Changes) home school counselor and Career Center office staff. Student Services staff will be available to assist students in determining placements based on individuals' interests, aptitudes, and their Educational Development Plans (EDPs). Students requesting to change from one MOCC program to another will have to complete a full Matchmaker assessment on Career Cruising before their request will be reviewed.

Students who intend to enroll for the second year of a Career Center program should be sure to notify their local district counselor at the end of Term 4 during their first year in the program.

ADVANCED TRAINING ENROLLMENT

Advanced Training courses are for students who are enrolled in a state-approved CTE instructional program and have completed 12 out 12 segments and still want to continue enrollment in the CTE course. The Advanced Training courses are designed to equip students with Career Readiness Skills, Advanced Technical Skills, and Industry Recognized Credentials. As such, courses are delivered in a rigorous and fast-paced environment. Students will be expected to be in attendance, stay engaged, and demonstrate a high level of personal responsibility and maturity. All Advanced Training courses have strict guidelines, including attendance and academic achievement requirements for the certification.

Second year programs identified in the Allied Health, Information Technology, Public Safety and Welding & Fabrication are called Advanced Training courses. State rules for CTE require that students enrolled in Advanced Training programs are Completers. On an individual basis, extenuating circumstances can be accommodated, however, this is not ideal for the student. A successful Completer is expected to be able to excel in the curriculum and in the workforce.

2nd Year MOCC students seeking enrollment in an Advanced Training course will need to demonstrate the following:

- Have outstanding attendance and miss no more than 12 days per year in their 1st year MOCC program
- Maintain a Career Ready Practice score (MOCC student) of 85% or higher
- Earn a 2.0 GPA or higher
- Have Instructor recommendation
- Have parental/guardian support
- Complete an Educational Development Plan (EDP) through Career Cruising and identify Advanced Training pathway on EDP results

Please note: There are additional requirements for the Welding & Fabrication 2nd year program, such as, a student may be required to be in Work Based Learning

Students interested in an Advanced Training program who are not current CTE students or who are students in another MOCC program may request placement (through an application process) into an Advanced Learning program, except Information Technology and Welding & Fabrication, through their high school guidance counselor. Since Advanced Training courses cover advanced concepts and the first year CTE programs (Allied Health, Information Technology, Public Safety and Welding & Fabrication) are prerequisites for Advanced Training, it is imperative that students who enroll in Advanced Training courses without the prerequisite are academically prepared to be successful. This determination will be made collaboratively with some or all of the following: student, student's parent(s)/guardian(s), high school guidance counselor, MOCC Student Services Coordinator, MOCC teachers, and MOCC administration.

Please Note: A student must be a 1st year program completer in Information Technology and Welding & Fabrication to apply for the 2nd year program. All students must complete an application into these two programs.

Students who have successfully completed the Allied Health or Public Safety as juniors have the option to enroll in one of our advanced training programs their senior year. Other seniors may apply for these programs too. Please see your High School Counselor for more information. All advanced courses are structured for competency-based group instruction using state-approved curriculum and are sanctioned by the appropriate accrediting organization where applicable. Students who meet requirements and progress satisfactorily through the course will have the opportunity to take the written and hands-on assessments and earn their license/certification.

●**Certified Nurse Aide (CNA)** – This is a one-year Advanced Training program for Allied Health completers. In addition, a senior who has not attended MOCC or is from another MOCC program may apply by application. CNA students will study all aspects of personal care, taking vital signs and learning patient transfer techniques. Students will work toward eligibility to take the State of Michigan Certification Exam. Certification will allow the student to be employed as a CNA in a nursing home, hospital or other care facility.

●**Corrections Academy (COR)** – This is a one-year Advanced Training program for Public Safety completers. In addition, a senior who has not attended MOCC or is from another MOCC program may apply by application. Corrections students who successfully complete each module of the academy and pass the final exam will be certified as a Local Corrections Officer. The academy curriculum consists of book-work and physical training. In order to be hired by a Sheriff's Office students must also successfully pass the Michigan Sheriffs' Coordinating and Training Council written examination, proctored by EMPCO, that tests the student's mental fitness in the areas of reading comprehension, writing skills, and situational reasoning. Students must also successfully pass the Local Corrections Officer Physical Ability Test (LCOPAT) to be hired by a Sheriff's Office. This is the only high school level corrections academy sanctioned by the Michigan Sheriffs' Coordinating & Training Council. Upon successful completion of all requirements students may be employed at a county jail as a Corrections Officer. Further details about the academy requirements can be found at www.misctc.org.

●**Emergency Medical Technician (EMT)** – This is a one-year Advanced Training program for Allied Health and Public Safety completers. In addition, a senior who has not attended MOCC or is from another MOCC program may apply by an application. EMT students will work toward eligibility to take the National Registry of EMT's Certification Exam. Curriculum includes classroom book-work, lab time, and clinical rotation in the hospital and ambulance setting. Students may be employed by a fire department, ambulance, or hospital as an EMT.

● **Pharmacy Technician (Pharm Tech)** - Mid Michigan Community College Pharmacy Technician Program Students who have successfully completed the MOCC-Allied Health first year program will be eligible to apply and may be able to earn college-credit at little to no cost by dual-enrolling with MID through MOCC, as an Advanced Training program. In addition, dual-enrollment may be available through your local High School Counselor. Students can earn up to 13 credits their senior year. This opportunity is available during the MOCC-PM SESSION ONLY. A commitment to additional courses, which includes 11 credit hours after graduation is required for students who want to earn their certification. Students will be responsible for all costs associated with courses after high school graduation.

Students who have successfully completed the 1st year of Cybersecurity & Information Technology or Welding & Fabrication may have the option to enroll in a second year. Please see the program description for more information about this opportunity.

● **Cybersecurity & Information Technology (CsIT)** – This is a one or two-year program designed to prepare students for a career in Information Technology using industry-recognized certifications. This course prepares students for the CompTIA A+ certification, the preferred qualifying credential for technical support and IT operational roles. Students learn to troubleshoot and problem solve computer issues ranging from hardware and software, operating systems, and networking. All instructional material is computer-based learning supplemented with hands-on labs in the classroom. Once students earn A+ certification, they select their next topic of study choosing among Cyber-Security, Network Administration, and Programming. Each topic has industry-recognized certifications: CompTIA Network+, CompTIA Security+, and Microsoft Technical Associate.

CsIT students may earn college credit at little to no cost by dual-enrolling with Mid-Michigan Community College or participating in an Early Middle College program and partnership with Mid-Michigan Community College and Ferris State University. Students can earn up to 24 dual-enrollment credits and up to 44 Early/Middle College credits.

Ferris State University (FSU) Care Courses MOCC students may earn college-credit at little to no cost by dual-enrolling with FSU. Courses include CARE 102, 201, 202 and 203 and University 101. Students may earn up to 8 college credits.

● **Welding & Fabrication (WE)** – This is a one-year program that teaches students a number of welding and cutting processes: Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), Flux Core Arc Welding (FCAW), spot welding, oxy-fuel welding, brazing, plasma cutting and carbon arc gouging. Fabrication tools used include: drill press, shears, power shears, benders, brakes, and CNC plasma cutters. Students will use metal-working, welding, and cutting processes to fabricate projects. Students who have successfully completed year one and are interested in Advanced Training may apply for a 2nd year in Welding or enroll in another MOCC Program to add to their technical skills. The 2nd year is for senior students and entrance is by application only. This Advanced Training during the 2nd year will focus on Work Based Learning (WBL), Computer Aided Design (CAD) programs, and/or more in-depth welding processes.

GRADES/EVALUATION

Grading Philosophy

We are committed to ensuring that the grades students earn in our programs are:

- **Accurate** – Reflective of student achievement and not obscured by relevant student behaviors that are not explicitly mentioned in curriculum standards.
- **Meaningful** – Provide information indicating a student's level of achievement as it relates to predetermined standards and learning outcomes.
- **Consistent** – If the same standard is taught by multiple instructors, the same methodology will be used to assess a student's performance in that standard. Put another way, two students

in two different classrooms performing at the same level of proficiency on the same standard will receive the same grade.

- **Supportive of Learning** – Students will receive ample time and opportunity to practice and master curriculum objectives. To that end, students will receive feedback on their individual performance and how it compares to the expected level of proficiency.

Students will be assessed through both written and hands-on/performance assessments. Hands-on/performance assessments will be graded consistently across MOCC programs using the evaluation levels below:

4 Advanced	Exceeds industry standards for entry-level employment; able to teach/mentor other students in learning the task
3 Proficient	Meets industry standards for entry-level employment; able to perform task to standard independently – Job ready
2 Developing	Needs more practice to meet industry standards for entry-level employment; needs some assistance with task
1 Beginning	Not progressing toward industry standards for entry-level employment; close supervision needed
0	Student refused to attempt

Grade Calculation

Each Term grade will consist of two major categories:

- 30% Career Readiness Grade
- 70% CTE Technical Grade

For semester students, Terms 1, 2, and 3 will be averaged to calculate the Semester 1 grade, and Terms 4, 5, and 6 will be averaged to calculate the Semester 2 grade. For trimester students, Terms 1 and 2 will be averaged to calculate the Trimester 1 grade, Terms 3 and 4 will be averaged to calculate the Trimester 2 grade, and Terms 5 and 6 will be averaged to calculate the Trimester 3 grade.

Career Readiness Grade

The Career Readiness Grade will be derived from a student's ability to demonstrate proficiency in the Common Career Technical Core (CCTC) Career Ready Practices®.

The Career Ready Practices® are:

- Act as a Responsible and Contributing Citizen and Employee
- Apply Appropriate Academic and Technical Skills
- Attend to Personal Health and Financial Well-Being
- Communicate Clearly, Effectively, and with Reason
- Consider the Environmental, Social, and Economic Impacts of Decisions
- Demonstrate Creativity and Innovation
- Employ Valid and Reliable Research Strategies
- Utilize Critical Thinking to Make Sense of Problems and Persevere in Solving Them
- Model Integrity, Ethical Leadership, and Effective Management
- Plan Education and Career Path Aligned to Personal Goals
- Use Technology to Enhance Productivity
- Work Productively in Teams while Using Cultural/Global Competence

Students will regularly receive instruction and feedback on Career Ready Practices® in their CTE program. A Career readiness grade will be entered at least twice per term and will be based on the Career Readiness Rubric. Additional Career Readiness grades include but are not limited to resumes, cover letters, mock interviews, job shadows, My Action Plan (MAP) assignments, and other career development activities.

CTE Technical Grade

The CTE Technical Grade is derived from a student's ability to demonstrate proficiency in the standards specific to their CTE program. These will be based largely on both written and hands-on assessments.

Embedded Academic Credit

The MOCC integrates academics into every one of its programs. Students should coordinate with their local school district counselor to determine what academic credit may be available through their MOCC CTE program.

Grade Reporting

Students will be mailed a report card at the end of each term. The student's local high school will also be notified of the term grade.

CAREER READY PRACTICES



CCTC
Common Career Technical Core

The Career Ready Practices

ACT AS A RESPONSIBLE AND CONTRIBUTING CITIZEN AND EMPLOYEE.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

APPLY APPROPRIATE ACADEMIC AND TECHNICAL SKILLS.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

ATTEND TO PERSONAL HEALTH AND FINANCIAL WELL-BEING.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

COMMUNICATE CLEARLY, EFFECTIVELY AND WITH REASON.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CONSIDER THE ENVIRONMENTAL, SOCIAL AND ECONOMIC IMPACTS OF DECISIONS.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

DEMONSTRATE CREATIVITY AND INNOVATION.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

EMPLOY VALID AND RELIABLE RESEARCH STRATEGIES.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

UTILIZE CRITICAL THINKING TO MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

MODEL INTEGRITY, ETHICAL LEADERSHIP AND EFFECTIVE MANAGEMENT.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

PLAN EDUCATION AND CAREER PATH ALIGNED TO PERSONAL GOALS.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

USE TECHNOLOGY TO ENHANCE PRODUCTIVITY

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

WORK PRODUCTIVELY IN TEAMS WHILE USING CULTURAL/GLOBAL COMPETENCE.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.



About the Career Ready Practices

The Common Career Technical Core (CCTC) are the result of a state-led initiative to establish a set of rigorous, high-quality benchmark standards for Career Technical Education (CTE) that states can voluntarily adopt. Forty-two states, the District of Columbia and Palau supported the development stage of the CCTC.

The CCTC include a set of end-of-program of study standards for each of the 16 Career Clusters® and their 79 Career Pathways, as well as an overarching set of Career Ready Practices, which address the knowledge, skills and dispositions that are important to becoming career ready.

ARE THE CAREER READY PRACTICES RELEVANT FOR CTE STUDENTS ONLY?

No. While the CCTC establish goals for CTE programs, the Career Ready Practices are relevant for all students and can and should be taught or reinforced in academic and technical courses, as well as during career exploration activities and programs.

ARE CAREER READY PRACTICES JUST FOR HIGH SCHOOL-AGED STUDENTS?

Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Therefore, the Career Ready Practices are relevant for both secondary and postsecondary students, as well as adult learners.

WHERE SHOULD CAREER READY PRACTICES BE TAUGHT?

The Career Ready Practices can be practiced, observed and evaluated in school-based settings such as academic and CTE classrooms and Career Technical Student Organization activities, as well as in community and workplace settings.

WHAT IS THE DIFFERENCE BETWEEN A PRACTICE AND A STANDARD?

The Career Ready Practices provide a framework for the developmental experiences necessary to becoming career ready—experiences that can be “practiced” using many different approaches in a variety of settings. A student refines these practices throughout their full continuum of learning: through their journey in school, postsecondary, the workforce, and when they return to advance their education. A standard articulates a finite skill or knowledge.

DO THE CAREER READY PRACTICES APPLY TO ALL CAREERS?

Yes. The Career Ready Practices are not exclusive to a Career Cluster, Career Pathway, program of study, discipline or level of education – they are applicable to all careers and all industry sectors.

MOCC Career Readiness Rubric

Achievement Indicator		Beginning – 1 Well Below Standard	Developing – 2 Below Standard	Proficient – 3 At Standard	Advanced – 4 Above Standard
Attendance (3-week period)		Absences w/out prior communication = 1 or more Absence w/prior communication = 3 or more Tardies w/out prior communication = 2 or more Tardies w/prior communication = 3 or more	Absences w/out prior communication = 0 Absence w/prior communication = 2 Tardies w/out prior communication = 1 Tardies w/prior communication = 2	Absences w/out prior communication = 0 Absence w/prior communication = 1 Tardies w/out prior communication = 0 Tardies w/prior communication = 1	Absences w/out prior communication = 0 Absence w/prior communication = 0 Tardies w/out prior communication = 0 Tardies w/prior communication = 0
Respect and Ethics		Often disrespectful of others and frequently demonstrates unethical behavior	Sometimes disrespects others and demonstrates some examples of unethical behavior	Shows respect for self and others and demonstrates ethical behavior in actions and decisions	Willing to assist others in demonstrating respect and behaving ethically
Organization		Mostly disorganized not managing time or materials	Sometimes manages time and materials	Manages time and materials well	Willing to assist others in managing time and materials
Productivity		Often off task and/or leads others into off task behavior – frequently on cell phone	Sometimes on task and completes some work on time – sometimes on cell phone	Almost always on task and completes work on time – asks permission before using cellphone	Willing to assist others with staying on task and seeks out work during down time – encourages other students to follow the cell phone policy
Appearance		Frequently not groomed to industry standards and/or out of the proper uniform – uniform frequently not worn properly	Sometimes not groomed to industry standards and/or out of the proper uniform – uniform not properly worn	Always groomed to industry standards and in proper uniform/attire	Models and willing to assist others in proper uniform/attire
Stewardship		Frequently does not manage personal and school resources, tools, equipment, and materials responsibly	Sometimes manages personal and school resources, tools, equipment, and materials responsibly	Always manages personal and school resources, tools, equipment, and materials responsibly	Willing to assist others in managing personal and school resources, tools, equipment, and materials responsibly
Perseverance		Frequently gives up and/or asks for assistance before attempting to troubleshoot a problem	Sometimes asks for assistance before attempting to troubleshoot a problem	Troubleshoots problems independently or with a partner	Willing to assist others with troubleshooting
Critical Thinking		Frequently does not anticipate problems, identify a problem's root cause, and/or identify and evaluate the impacts of solutions	Sometimes anticipates problems, identifies a problem's root cause, and identifies and/or evaluates the impacts of solutions	Anticipates problems, identifies a problem's root cause, and identifies and evaluates the impacts of solutions	Willing to assist others in anticipating problems, identifying a problem's root cause, and identifying and evaluating the impacts of solutions
Technology, Creativity and Innovation		Does not appropriately integrate the use of technology and/or does not demonstrate creativity and innovation	Sometimes integrates the use of technology and demonstrates creativity and innovation	Appropriately integrates the use of technology and demonstrates creativity and innovation	Willing to assist others in appropriately integrating the use of technology and demonstrating creativity and innovation
Research, Academic, and Technical Skills		Frequently does not apply an appropriate problem solving approach and/or does not apply appropriate research, academic, and technical skills to solve problems	Sometimes applies an appropriate problem solving approach and appropriate research, academic, and technical skills to solve problems	Applies an appropriate problem solving approach and appropriate research, academic, and technical skills to solve problems	Willing to assist others in applying an appropriate problem solving approach and applying research, academic, and technical skills to solve problems
Participation		Refuses to participate and contribute toward team activities and/or projects	Minimal participation and contribution toward team activities and/or projects	Participates and contributes toward team activities and/or projects	Willing to assist and encourage all members of their team to participate and contribute toward team activities and/or projects
Emotional Intelligence		Is not able to identify how their emotions or the emotions of others affect group dynamics, and/or alter behavior in response to these emotions	Can identify their own and others' emotions but struggles to alter their behavior in response to these emotions	Demonstrates awareness of how their emotions and the emotions of others affect group dynamics, and alters behavior in response to these emotions	Willing to assist others in identifying how their emotions and the emotions of others affect group dynamics and assists them in altering their behavior in response to these emotions
Communication		Written and verbal communication is unclear and improper grammar and vocabulary are frequently used	Written and Verbal communication is somewhat clear and proper grammar and vocabulary are sometimes used minimally improving productivity	Clearly communicates both verbally and in writing and uses proper grammar and vocabulary in order to maximize productivity	Willing to assist others in clearly communicating verbally, in writing, and in using proper grammar and vocabulary in order to maximize productivity
Leadership		Does not demonstrate the ability to appropriately lead or follow – influence on others negatively affects productivity	Sometimes demonstrates how to appropriately lead or follow depending on the situation – sometimes seeks to positively influence others	Demonstrates how to appropriately lead or follow depending on the situation – seeks to positively influence others in order to maximize productivity	Willing to assist others in developing their leadership and followership skills – willing to assist others in their ability to positively influence others

CREDIT/CERTIFICATE

At the end of each year students of a CTE program will receive a competency certificate from the MOCC. This certificate will list the occupational competencies that the student has attained. Additionally, the instructor will certify these competencies, as well as the attendance record, and will make any appropriate employment recommendations. Students also have an opportunity to earn a MERC (My Employment Readiness Certificate) based on the following criteria: attendance, number of discipline notices, career readiness grade, and instructor recommendation. Additionally, the Career Center does not award high school credit. Credit will be awarded by the local school districts. Students should address their high school guidance counselor with questions regarding credits earned at MOCC.

HONOR CORDS

Mecosta-Osceola Career Center students are honored for academic achievements in their program areas with honor cords. The cords are recognized by all sending high schools as part of the high school commencement dress. To receive honor cords, students must earn a 3.25 cumulative GPA and at least an 88.00% average Career Readiness Grade. Honor cord recipients are invited to attend a Career Center awards celebration in the spring of the school year, as well as being acknowledged at their home school graduation or awards ceremony. MOCC staff believe students should be acknowledged for outstanding excellence and welcome the opportunity to recognize those who meet the honor cord criteria.

ROBERT D. MILLER SCHOLARSHIP

The Robert D. Miller scholarship is awarded through the Mecosta County Community Foundation, a subsidiary of The Fremont Area Community Foundation. Graduating seniors that have completed at least one year at the Career Center and are going to pursue post-secondary training/education are encouraged to apply. Applications are available through the Fremont Area Community Foundation's website. For additional information, please see your instructor, the Career Services Coordinator, or visit the website <http://fcommunityfoundation.org/scholarships>.

MOCC SCHOLARSHIP

The Mecosta-Osceola Career Center Scholarship is available for students who are going to pursue post-secondary training and/or education. This scholarship is awarded based on a student's leadership, extra-curricular activities, employment, & community service; resume; My Action Plan (MAP) Narrative Essay; Career Readiness, MOCC GPA; Attendance; and the neatness & completeness of the application. Graduating seniors who have completed at least one year at the Career Center are encouraged to apply. Applications are available from your instructor or through the Career Center's Student Services office and are due back to that office by March 1. For additional information, please see your instructor or the Career Services Coordinator.

MOCC Scholarship Rubric

Student Name: _____						
Criteria	0 Blank	1 Beginning	2 Developing	3 Proficient	4 Advanced	SCORE
Leadership, Extra-Curricular Activities, Employment, & Community Service		Student provides an example of ONE of the following: leadership role, extra-curricular activity, employment, OR community service.	Student provides examples of TWO of the following: leadership role, extra-curricular activity, employment, OR community service.	Student provides examples of THREE of the following: leadership role, extra-curricular activity, employment, OR community service.	Student provides an example of each of the following: leadership role, extra-curricular activity, employment, AND community service.	_____
Resume		Resume requires much improvement to meet business/industry expectations for entry-level employment.	Resume requires some improvement to meet business/industry expectations for entry-level employment.	Resume meets business/industry expectations for entry-level employment.	Resume exceeds business/industry expectations for entry-level employment.	_____
MAP Narrative Essay Rubric Overall Score		1	2	3	4	_____
CR Avg. Rubric Score for Terms 1-4		< 1.51	1.51 - 2.5	2.51 - 3.5	3.51 - 4	_____
MOCC GPA		< 1.99	2.0 - 2.49	2.5 - 3.49	> 3.49	_____
Absences		7-10 w/com. 3 w/out com.	5-6 w/com. 2 w/out com.	3-4 w/com. 1 w/out com.	0-2 w/com. 0 w/out com.	_____
Neatness/Completeness		Handwriting is very difficult to read, has more than TWO spelling or grammatical errors, OR has more than ONE field incomplete	Handwriting is somewhat difficult to read, has ONE or TWO spelling or grammatical errors, OR has ONE field incomplete	Application is neatly printed with NO spelling or grammatical errors and all fields completed	Application is typed with all fields completed. No spelling or grammatical errors	_____
					TOTAL	_____

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Boilermakers Welding Invitational

- Welding

D n' A Club – Diesel and Automotive Club

- Automotive Technology
- Diesel Technology

Ferris State University Transportation Competition

- Automotive Technology
- Diesel Technology

Ferris State University Welding Competition

- Welding

MITES – Michigan Industrial Technology Education Society

- Graphic Communications
- Innovative Engineering

Northern Michigan Welding Educators' Competition

- Welding

Skills USA – Leadership and Skills Organization

- Construction Technology
- Cosmetology
- Culinary Arts
- Innovative Engineering
- Public Safety

Joining one of our CTSOs will give students multiple leadership opportunities and may allow them to enter local, regional, state and national skill competitions related to their CTE program. The Career Center is proud to offer these exciting opportunities to all students. If you choose to join a student club or organization sponsored by the Career Center, you are expected to follow the student conduct rules described in this handbook and any additional requirements deemed appropriated by club sponsors. All students participating in an organization will be responsible for paying organization dues before participating in any events outside of the Career Center. Students may be required to pay for and/or fund raise to support organization activities. MOISD staff reserve the right to approve all competitors prior to attending a competition.

ATTENDANCE

The Mecosta-Osceola Career Center places strong emphasis on attendance and punctuality. To that end, these behaviors are incorporated into each student's Career Readiness Grade. We know from our business and industry partners that attendance and punctuality are extremely important for securing and maintaining employment.

Good attendance at the MOCC is necessary to maintain high academic standards for earning credit from each local school. Experiential and hands-on learning activities are foundational to student learning at the MOCC. Excessive absenteeism prevents students from successfully practicing and completing the required learning activities that are required for successful completion in each program. Unit lesson plans are developed purposefully so that specific learning is demonstrated through instructional activities that require student participation, practice, and performance.

The staff at the MOCC will report attendance to the local sending schools on a daily basis. Each local school will enforce their attendance policy on their students attending the Career Center. Parents will be notified by the instructor if absenteeism begins to affect their student's ability to be successful in their program.

Self-Reporting of Student Absences

In an effort to prepare students for success in the workplace, students are required to notify their instructor of an absence as early as possible, but at the latest, prior to the start of class. This practice is similar to an employee notifying an employer in regard to missing work.

Tardiness

It is imperative for students to arrive on time every day. All students who are tardy **MUST** report to the MOCC Main Office and sign in. As with absences, students are required to notify their instructor when they will be tardy. Individual instructional staff and/or administration will deal with habitual tardiness. If a student misses half of the instructional time due to tardiness or signing out early, the student will be marked as absent for that day.

SIGN OUT PROCEDURE

At certain times throughout the school year, a student may need to leave the building for home school functions, sporting events, program business, etc. When these situations arise, the following procedure must be followed. Failure to follow this policy will result in disciplinary action.

1. Students must seek permission from the program instructor by obtaining a completed pink sign out permission slip from the instructor.
2. A student 18 years of age or older must have an Age of Majority on file at the sending school and MOCC before he or she can sign out without parent permission.
3. If a student is not 18 years of age, the student must have a note from a parent, guardian, principal or coach or the student must contact a parent, guardian, principal or coach by phone and have the instructor, principal/designee, or office staff verify the call.
4. Students must take the instructor signed pink sign-out permission slip to the office for verification before signing out.

NOTE: Whether arriving by bus or vehicle, students are to remain on campus until their regularly scheduled dismissal. The Career Center parking lot is off limits during class time.

DRESS/GROOMING

Career Center dress and grooming should reflect that of business and industry. Dress and grooming requirements will differ in each career and technical education program. In some cases, students may wish to purchase coveralls or an apron to prevent damage to their clothing.

The school administration encourages all students to dress in good taste and style appropriate for a school day. Any student who is not compliant with the MOCC Dress Code and cannot become compliant by modifying his/her attire will be forbidden from attending class. Examples of modifications may include but are not limited to wearing a lab coat, turning an inappropriate t-shirt inside out, or changing footwear. While these modifications enable the student to remain in class, the student's Career Readiness Grade will reflect their initial lack of compliance with the MOCC Dress Code.

Uniforms

Some MOCC programs provide and require students to wear uniforms. Uniforms will be correctly worn, including but not limited to, shirts tucked in and buttons buttoned as appropriate.

Safety Glasses

Students enrolled in certain hazardous programs must wear safety glasses. One pair of safety glasses and/or shields will be provided by the Career Center. Additional pairs of safety glasses may be purchased from the office at the student's expense.

Footwear

Safe and appropriate footwear is required for all programs at the cost of the student. It is at the discretion of each program instructor to determine safe and appropriate footwear in accordance with business and industry standards.

Hats

Hats are not to be worn in the hallways or any other public areas at any time. Wearing hats in the classroom or lab areas is at the discretion of each instructor and is based on business and industry guidelines and expectations for each program.

Hair

Hair must be groomed in such a way as not to jeopardize the health and safety of any individual.

Unacceptable Clothing

The style and manner in which a student dresses while he/she attends school and school-related functions is largely the responsibility of the student and his/her parent. The School District, however, maintains the right to impose reasonable restrictions on dress, where the style of dress or grooming is reasonably considered disruptive or the style of dress or grooming is reasonably considered detrimental to the School District's mission and/or the health, safety, or welfare of the student or other students with whom he/she attends school.

STUDENT CONDUCT

While in attendance at the Mecosta-Osceola Career Center, students are expected to conduct themselves in the same manner that they would while employed in the business or industry they are preparing to enter. In situations where a student refuses to abide by the rules and regulations of the Career Center, that student may be excluded from participation in an MOCC program.

The Mecosta-Osceola Intermediate School District's Board of Education has established the following categories of misconduct as those which may result in exclusion from Career Center programs while a student is under the jurisdiction of the Mecosta-Osceola Career Center or engaged in Career Center connected activities. These categories and actions taken are general in nature and are not all inclusive and are subject to change. Any student activity deemed to be criminal in nature will be immediately reported to the appropriate law enforcement agency(ies).

Rebuttable Presumption

Consistent with Michigan law, the School District adopts a rebuttable presumption that students should not be disciplined by the imposition of long-term suspension (i.e., more than 10 school days) or expelled (i.e., more than 60 school days) unless the School District has determined, in its sole discretion, the presumption has been rebutted by considering each of the following seven factors:

- The student's age;
- The student's disciplinary history;
- Whether the student is disabled within the meaning of IDEA or ADA/Section 504;
- The seriousness of the student's misconduct or behavior;
- Whether the student's misconduct or behavior threatened the safety of any pupil or staff member;
- Whether restorative practices will be used to address the student's misconduct or behavior; and
- Whether less severe discipline would properly address the student's misconduct or behavior.

This rebuttable presumption does not apply to short-term suspensions (i.e., 10 school days or fewer) or to a student who possesses a firearm in a weapons-free school zone. However, with respect to all out-of-school suspensions and expulsion (short-term or long-term), the School District administrator implementing the suspension shall consider and document consideration of the seven factors listed above on a form approved by the Superintendent. The form may be retained in any format.

Restorative Practices: Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c(2) of the Revised School Code or in a similar manner, depending on the circumstances as a whole in the sole discretion of the School District administrator assigned to handle the misconduct or behavior or the Board of Education (if the Board of Education is handling the misconduct or behavior).

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment, bullying, and cyberbullying.

Prohibited Acts

Unless otherwise specified, the penalties for all prohibited acts range from administrative intervention to permanent expulsion, depending on a number of factors, including: the severity of the conduct; the

impact of the conduct on the school and surrounding community; applicable Board of Education policies; and state and federal laws.

***Administration reserves the right to determine the appropriate penalties for any infraction of MOCC guidelines and policies. The consequences listed under each offense are used as a guide for disciplinary actions. Every situation is reviewed and addressed on a case by case basis. ***

Alcohol, Marijuana, and Chemical Substances

A student shall not manufacture, sell, handle, possess, use, deliver, transmit, or be under any degree of influence (legal intoxication not required) of any alcoholic beverages, marijuana, or other intoxicant of any kind. A student shall not inhale glue, aerosol paint, lighter fluid, reproduction fluid, or other chemical substance for the purpose of becoming intoxicated or under the influence (legal intoxication not required).

1st Offense – Up to 10-day suspension

2nd Offense – Permanent removal from program

Arson

A student shall not burn or attempt to burn any tangible property or intentionally set a fire on school property or cause or attempt to cause an explosion on school property. This section is supplemental to, and does not limit or supersede, paragraphs 3, 12, 22, and 35.

1st Offense – Appropriate student discipline up to and including dismissal

Arson Prohibited by Law

A student shall not commit an act of arson, prohibited by MCL 750.71 through MCL 750.80. This section is supplemental to, and does not limit or supersede, paragraphs 2, 12, 22, and 35.

1st Offense – Appropriate student discipline up to and including dismissal

Bullying and Hazing

Students are prohibited from engaging in conduct, whether written, verbal, or physical, that unreasonably interferes with another's participation in or enjoyment at school or school-related activities, such as bullying or hazing. The Board of Education has adopted a policy on bullying as a part of Policy 2006.

“Hazing,” for the purpose of this Student Code of Conduct, means initiating another student into any grade, school, or school-related activity by any means or methods that may cause physical or emotional pain, embarrassment, or discomfort.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Coercion, Extortion, and Blackmail

A student shall not commit or attempt to commit coercion, extortion, or blackmail. A student shall not engage in the act of securing or attempting to secure money or other items of value by the use of threats and/or violence, nor shall a student, by threats and/or violence, force another person to perform an unwilling act.

1st Offense – Appropriate student discipline up to and including dismissal

Copyrighted Material

A student shall not unlawfully duplicate, reproduce, retain, or use copyrighted material.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Criminal Acts

A student shall not commit or participate in any conduct or act defined as a crime by federal or state law or local ordinance.

1st Offense – Appropriate student discipline up to and including dismissal

Criminal Sexual Conduct

Description: A student shall not commit criminal sexual conduct, as defined by MCL 750.520b-e and g. Penalty: Administrative intervention to permanent expulsion, in accordance with MCL 380.1311.

1st Offense – Appropriate student discipline up to and including dismissal

Discriminatory Harassment

A student shall not engage in unwelcome sexual advances or requests for sexual favors or unwelcomed sexual touching. A student shall not engage in other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats, or insults, etc.).

1st Offense – Appropriate student discipline up to and including dismissal

Disruption of School

A student shall not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.), cause the disruption or obstruction of any function of the school, nor shall he or she engage in any such conduct if such disruption or obstruction is reasonably likely to result. Neither shall a student urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.

While the following acts are not intended to be exclusive, they illustrate the kinds of offenses encompassed within this rule. It should be understood that any conduct which causes disruption, is likely to result in disruption, or interferes with the educational process, is forbidden.

Occupying any school building, school grounds, or a part thereof, without the permission of a school building staff member, which deprives others of its use;

Blocking normal pedestrian or vehicle traffic, the entrances or exits of any school building or corridor or room, without the permission of the building principal;

Preventing, attempting to prevent, or interfering with the convening or continued functioning of any class, activity, meeting, or assembly;

Instigating or participating in a disturbance, or causing a disturbance, which interrupts the educational opportunities of others or threatens the general health, safety, and welfare of others on school property or at a school sponsored activity.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Damage of Property or Theft/Possession

A student shall not intentionally cause or attempt to cause damage to school property or the property of another person, or steal, attempt to steal, or knowingly be in the unauthorized possession of school property or the property of another person.

1st Offense – 1 to 3-day suspension

2nd Offense – Additional suspensions and discipline which could include permanent removal from program

Dangerous Weapons

A student shall not possess a dangerous weapon in a weapon free school zone. This section is supplemental to, and does not limit or supersede, paragraph 35.

1st Offense – Appropriate student discipline up to and including removal from program

Dress

A student shall not dress or groom in a manner, which in the judgment of a building administrator, is unsafe to the student or others or disruptive to the educational process.

Drugs, Narcotic Drugs, and Counterfeit Substances

A student shall not manufacture, sell, possess, use, deliver, transfer, or be under the influence (legal intoxication not required) of any drug, narcotic drug, hallucinogen, stimulant, depressant, controlled substance, counterfeit substance, or a controlled substance analogue intended for human consumption.

A student shall not sell, deliver, or transfer, or attempt to sell, deliver, or transfer any prescription or non-prescription drug, medicine, vitamin, or chemical substance (e.g., pain relievers, stimulants, diet pills, pep pills, No-Doze pills, cough medicines, laxatives, stomach or digestive remedies, etc.), nor shall a student use or possess these substances for an improper purpose.

A student shall not sell or represent a legal substance as an illegal or controlled substance (e.g., selling NODOZ as "Speed" or "Crack") or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

1st Offense – Up to 10-day suspension

2nd Offense – Permanent removal from program

Electronic Communication Devices and Laser Pointers

Districtwide, students are prohibited from using or possessing active (i.e., turned on) electronic communication devices in restrooms, locker rooms, offices, and other locations where students and staff have a reasonable expectation of privacy. Separately, all students are prohibited from possessing or using laser pointers on school premises and at school-related activities without the express permission of school administration. Students are expected to use good judgment when using or possessing active electronic communication devices in hallways during passing time, in the parking lot, cafeteria during lunch, and extracurricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or on buses.

1st Offense – Verbal/written warning

2nd Offense – Confiscation of phone until the end of class or until reclaimed by parent/guardian depending on circumstances

3rd Offense- See Insubordination 2nd and 3rd offenses

Failure to Comply with Directions of School Personnel

A student shall not be insubordinate or fail to comply with instructions and directions of School District employees (including substitute and student teachers), volunteers, or persons acting as a chaperone or in a supervisory capacity.

1st Offense – Written warning and/or appropriate discipline

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Failure to Cooperate

A student shall not refuse to cooperate with School District administrators and/or teaching staff investigating a possible violation of this student Code of Conduct, other codes of conduct, and/or building rules. No student shall make false statements or give false evidence to School District administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with School District personnel in any disciplinary proceeding.

1st Offense – Written warning and/or appropriate discipline

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

False Alarms

A student shall not knowingly cause a false fire alarm, or make a false fire, bomb, or catastrophe report.

1st Offense – Appropriate student discipline up to and including dismissal

False Allegations

A student shall not libel or slander, or make false allegations against another student, School District employee (including substitute and student teachers), Board of Education members, or volunteers.

1st Offense – Appropriate student discipline up to and including dismissal

Falsification of Records

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

1st Offense – Appropriate student discipline up to and including dismissal

Fighting, Assault, and Battery on Another Person

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to a school employee, (including substitute and student teachers), student, volunteer, chaperone, or other person (e.g., fighting).

1st Offense – 1 to 3-day suspension (possible removal from the MOCC)

2nd Offense – Additional suspensions and discipline which could include permanent removal from program

Fireworks, Explosives, and Chemical Substances

A student shall not possess, handle, or transmit any substance or prepared chemical that can explode, is capable of inflicting bodily injury, or is reasonably likely to cause physical discomfort to another person.

1st Offense – Appropriate student discipline up to and including dismissal

Gang Insignia/Activity

A student shall not wear or possess any clothing, jewelry, symbol, or other object that may reasonably be perceived by any student, teacher, or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal (gesture, handshakes, etc.), that may reasonably be perceived by a teacher or administrator as evidence of membership in or affiliation with any gang. A student shall not commit any act, verbal or non-verbal, in furtherance of the interests of any gang or gang activity, including, but not limited to: a)

soliciting others for membership in any gang or gang related activity, b) requesting any person to pay protection or otherwise intimidating or threatening any person, c) committing any other illegal act or violation of School District rules or policies, or d) inciting other students to act with physical violence on any person. The term "gang" means a group of two or more persons whose purpose or activities include the commission of illegal acts or violations of this Code of Conduct, School District rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

1st Offense – Appropriate student discipline up to and including dismissal

Improper Communications

A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to School District employees (including substitutes and student teachers), Board of Education members, chaperones, volunteers, or visitors to the school building. The prohibition against such communications shall apply whether the communications are made in a school building or on school premises or outside of a school building or off school premises, and regardless of whether such communications are made during, before, or after school hours or during times when school is not in session.

1st Offense – Appropriate student discipline up to and including dismissal

Indecency

A student shall not engage in conduct that is contrary to commonly recognized standards of decency and behavior, which includes obscenity, indecent exposure, or the use of language in verbal or written form, or in pictures, or in caricatures or gestures, which are offensive to the general standards of propriety.

1st Offense – Verbal/written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Look-A-Like Weapons

A student shall not possess, handle, or transmit any object or instrument that is a "look-a-like" weapon or instrument (e.g., starter pistol, rubber knife, toy gun, etc.).

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Misconduct Prior to Enrollment

An otherwise eligible resident may be suspended or expelled for an act of misconduct committed while the student was: (a) a resident of another district; (b) enrolled in another school; (c) outside of school hours; or (d) off school premises if the misconduct would have constituted a sufficient basis for suspension or expulsion had it occurred while the student was enrolled in the School District.

Personal Protection Devices

A student shall not possess, handle, or transmit a personal protection device (e.g. pepper gas, mace, stun gun, electric shock device, etc.) capable of inflicting bodily injury or causing physical discomfort to another person.

1st Offense – Appropriate student discipline up to and including dismissal

Trespassing, Loitering

A student shall not be on school property or in a school building except to participate in the educational process of the School District, nor shall a student loiter in building hallways, classrooms, bathrooms, etc.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Scholastic Dishonesty

A student shall not engage in academic cheating. Cheating includes, but is not limited to: the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structures, ideas, and/or thoughts of another and represent it as the student's own original work.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Smoking/Tobacco

A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in his/her possession or under his/her control, tobacco in any form. This includes electronic cigarettes, vaporizers, or any other device that simulates smoking any type of product, regardless whether they are manufactured, distributed, marketed, or sold under any product name or descriptor.

1st Offense – 1 to 3-day suspension

2nd Offense – Additional suspensions and discipline which could include permanent removal from program

Suspended Student on School Property or Attending School Activities

A student, while suspended, shall not enter onto School District property without the prior permission of a building administrator. A student, while suspended, shall not participate in, or attend any school-related activity, function, or event, held on or off school property, without the prior permission of a building administrator.

1st Offense – Appropriate student discipline up to and including dismissal

Violation of Acceptable Use Policy

A student shall not violate or attempt to violate School District policies, administrative regulations, and directives concerning School District or personal computers, networks, and telephone systems. Violation of any of the rules and responsibilities may result in a loss of access privileges/technology privileges/computer usage and may result in other disciplinary or legal actions including restitution.

1st Offense – Written warning

2nd Offense – 1 to 3-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from program

Violations of Building's Rules and Regulations

A student shall not commit or participate in any conduct or act prohibited by a school building's rules and regulations.

1st Offense – Verbal/written warning

2nd Offense – 1-day suspension

3rd Offense – Additional suspensions and discipline which could include permanent removal from the program

Weapons and Dangerous Instruments

A student shall not possess, handle or transmit a knife with a blade length of three (3) inches or less, blackjack, baton, martial arts device, paint ball or splat gun, or other object or instrument that can be considered a weapon or is capable of inflicting bodily injury.

1st Offense – Appropriate student discipline up to and including dismissal

DUE PROCESS - PROCEDURES FOR DISCIPLINE

These procedures govern the suspension, expulsion, or permanent expulsion of a student from the School District's regular educational program.

If a student charged with violation of this student Code of Conduct has been returned to the regular school program pending a decision by a School District administrator, the reinstatement does not limit or prejudice the School District's right to suspend or expel the student following a decision by a superior administrator or the Board of Education. The initial judgment that a student has engaged in a prohibited act under this student Code of Conduct shall be made by the building administrator.

Short-Term Suspension (i.e., 10 School Days or Fewer)

As a general rule, prior to any out-of-school suspension, the building administrator will:

- Inform the student of the misconduct or behavior for which discipline is being considered and, if the student denies the misconduct or behavior, an explanation of the evidence the administrator possesses;
- Provide the student an opportunity to explain his/her version of the facts; and
- Consider each of seven individual factors listed on pages 5-6 of this student Code of Conduct.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the building administrator may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth above.

If, after following this procedure, the administrator determines that the student has engaged in a prohibited act under the student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days.

The principal, or his/her designee, shall inform (in person or by phone) the student's parent of the suspension and of the reasons and conditions of the suspension. A student Suspension Notice or its equivalent is to be completed, with copies going to the parent and the student's file. A building administrator's decision to impose a penalty of up to ten (10) school days is final and not subject to further review or appeal.

Long-Term Suspension (i.e., 11 School Days or More), Expulsion (60 School Days or More), and Permanent Expulsion

Step 1: If the building administrator decides that a suspension for eleven (11) or more school days or expulsion is warranted, the student and the parent shall be notified in writing of:

- The charges against the student;
- The recommended disciplinary action;
- The fact that a hearing will be held before the Superintendent or his/her designee; and
- The time, place, location, and procedures to be followed at the hearing.

The written notice will also document the building administrator's consideration of the individual factors listed on pages 5-6 of this student Code of Conduct and consideration of restorative practices.

If the building administrator decides the student's presence in school would present a danger to the student, other students, school personnel, or the educational process, the student will be suspended pending the decision of the Superintendent. If the building administrator determines that the student would not present a danger as described above, the student may be returned to school pending the decision of the Superintendent. If the student is suspended pending a decision of the Superintendent or designee, the hearing will commence within ten (10) school days following the initial suspension of the student. If the student is not suspended pending the decision of the Superintendent, then the Superintendent or designee will schedule the hearing to be held within fifteen (15) school days following the completion of the building principal's investigation of the charges. The timelines for commencement of the hearing may be enlarged upon the request of the administrator, student, or parent.

Step 2: A hearing before the Superintendent, or his/her designee, will be held for the purpose of determining the truth or falsity of the charges against the student and, if the charges are found to be true, the consideration of the individual factors listed on pages 5-6 of this student Code of Conduct, the consideration of restorative practices, and the appropriate disciplinary measures to be imposed. The student and/or his/her parent may notify the School District that they waive their right to a hearing. In such cases, the principal's recommended disciplinary penalty will ordinarily be imposed, provided, however, that if the recommended penalty is expulsion or permanent expulsion, the Superintendent will nevertheless make the final decision.

The Superintendent or his/her designee, may amend the principal's charges upon motion of the building administrator, student, or parent, or amend the charges upon his/her own motion to conform to the evidence presented at the hearing. Additionally, the Superintendent, or his/her designee, may impose a greater or lesser penalty than that imposed or recommended by the building administrator.

Step 3: The Superintendent's decision shall be given orally to the student and parent not later than five (5) school days after the close of the hearing. A written decision shall be mailed at that same time. These timelines, however, may be enlarged by the Superintendent, or his/her designee, due to extenuating circumstances.

Step 4: A decision by the Superintendent to permanently expel a student may be appealed to the Board of Education by filing a written notice with the Superintendent within five (5) school days of the decision. The appeal will be heard in open or closed session, as elected by the parent. An appeal to the Board of Education will not involve further testimony or new evidence. During the appeal hearing, the Superintendent will share the results of the hearing at his/her level and make a recommendation to the Board of Education. The student, parent or a legal representative will have an opportunity to address the Board of Education. The Board of Education may ask questions of the Superintendent, the parent, or the student and will render a written decision on the appeal within fifteen (15) school days.

STUDENT BULLYING AND CYBERBULLYING

The Board of Education has adopted a policy on bullying and cyberbullying, Policy: 2006-Behavior and a Discrimination and Harassment Policy, Policy: 8007. The policies are intended to protect students from bullying, including cyberbullying, and harassment regardless of the subject matter or motivation for the behavior.

Complaint Procedure: The School District's complaint procedure regarding harassment can be found under Board Policy: 8003. In order to implement the bullying policy, the School District has developed the following complaint procedure:

A student who believes that he/she has been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal. A student's parent must also report any such incident(s) on behalf of the student. Upon receipt of a report (complaint), the principal or his/her designee (the investigator) will conduct a prompt investigation. At the request or with the permission of the complainant, the investigator may first attempt to resolve the matter informally. Informal steps will not, however, cause a substantial delay in the investigation. The complainant may, at any time, request that the matter move to a formal investigation. Where the bullying activity is alleged to have been based on the protected classifications of race, color, sex, national origin, or disability, the incident(s) are instead investigated by the School District's designated Coordinator pursuant to Board of Education Policy: 8007

Step 1: Formal Investigation

The investigator will interview the complainant and document the interview. Generally, the complainant will be asked to reduce the complaint to writing, to provide the names and contact information, if known, of any persons who witnessed and may be able to substantiate the allegations of the complaint, and to produce any documents or other things supporting the complaint. The complainant will be directed not to discuss the complaint with other students while the investigation is pending. The investigator will interview the accused and document the interview. Generally, the accused will be asked to reduce his/her response to writing and to produce any documents or other things supporting his/her response. The investigator should not disclose the identity of the complainant unless this is necessary to enable the accused student to respond to the allegations. The accused will be directed not to contact the complainant, if the complainant's identity is known or suspected, or retaliate or threaten to retaliate in any way against the complainant or any potential witnesses. In the event of a significant discrepancy between the complainant and the accused, the investigator will interview other persons reasonably necessary to resolve the discrepancy.

Step 2: Decision

Complaint Found Valid: If the investigator concludes that the complaint is valid (i.e., bullying or cyberbullying in violation of School District policy has occurred), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;
- The results of the investigation will be reported to the Superintendent;³
- The Superintendent will consider whether restorative practices may be appropriate and, if so, invite the complainant and the accused to participate in a restorative practices team meeting;
- The Superintendent, or his/her designee, will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the student Code of Conduct; and
- The Superintendent, or his/her designee, will determine whether relief to the complainant is feasible and available.

Complaint Found Not Valid

If the investigator concludes that the complaint is not valid (i.e., no bullying or cyberbullying in violation of School District Policy has occurred or can be substantiated), the following actions will be taken:

- The parent of both the complainant and the accused will be notified of the results of the investigation;

- The complainant and the accused will be reminded the School District prohibits retaliation or threats of retaliatory action;
- The results of the investigation will be reported to the Superintendent; and
- Any references to the complaint will be removed from the education records of the accused. The investigator will retain the investigative file for at least three years.

Annual Report: The Superintendent will prepare an annual written report to the Board, including all verified incidents of bullying or cyberbullying and the resulting consequences that were imposed.

DISCRIMINATION AND HARASSMENT

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from illegal discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, marital status, genetic information, disability, age, or any other basis prohibited by law. A student or employee who believes that he/she has been the victim of illegal discrimination or harassment may seek resolution of his/her complaint through the applicable Complaint Procedure, which follows. The Superintendent will develop administrative regulations to implement this policy. The Superintendent designates the Assistant Superintendent, Mark Klumpp to serve as the School District's Compliance Officer to investigate and resolve complaint of illegal harassment and discrimination.

Any student who believes that he/she has been the victim of illegal discrimination or harassment may seek resolution of his/her complaint through either the informal or formal procedures described below. The Board of Education has designated the individual named below to serve as the School District's Title IX Coordinator for matters involving alleged discrimination on the basis of sex. The Board of Education has adopted a Discrimination and Harassment policy, which prohibits illegal harassment and other forms of illegal discrimination within the School District. The Board of Education's policy prohibits illegal harassment and discrimination by, among others, Board members, School District employees, and students.

"Discrimination," for purposes of this administrative regulation, means an action based in whole or in part on a student's race, color, national origin, religion, sex, marital status, genetic information, or disability. In order to be a subject of redress under this regulation, the action must be found to be so severe or pervasive that it:

- Affects the student's ability to benefit from an educational program or activity;
- Creates an intimidating, threatening or hostile educational environment;
- Has the effect of substantially or unreasonably interfering with a student's academic performance; or
- Otherwise adversely affects that student's educational opportunities.

"Harassment," for purposes of this administrative regulation, refers to verbal acts, written statements, or other conduct that is threatening, harmful, or humiliating that is sufficiently severe, pervasive, or persistent so that it:

- Affects the student's ability to benefit from an educational program or activity;
- Creates an intimidating, threatening or hostile educational environment;
- Has the effect of substantially or unreasonably interfering with a student's academic performance; or
- Otherwise adversely affects that student's educational opportunities.

Compliance Officer: Any student who believes that he/she has been the victim of illegal discrimination or harassment may seek resolution of his/her complaint through either the informal or formal procedures described below. The Board of Education has designated the individual named below, or his/her designee, to serve as the School District's Title IX Coordinator for matters involving alleged discrimination on the basis of sex. He/she also serves as Compliance Officer with respect to all student claims of harassment:

Name: Mark Klumpp

Position: Assistant Superintendent

District Phone: 231-796-3543

Informal Complaint Procedure: The informal complaint procedure is provided as a less formal option for a student who believes he/she has been discriminated against or harassed. This informal procedure is **not** required before filing a formal complaint. Moreover, a student who seeks resolution through the informal process may request, at any time, that the matter be moved to the formal complaint process.

A complaint alleging sexual violence will be addressed only through the formal complaint process. All complaints of illegal discrimination or harassment by a School District employee or any other adult member of the School District community will also be addressed only through the formal complaint process.

Step 1: A student who believes he/she has been illegally discriminated against or harassed may tell: (1) an employee or building administrator in the school the student attends; (2) the Superintendent or other School District-level employee; and/or (3) the Compliance Officer (Title IX Coordinator for claims for sex discrimination).

All informal complaints received by a staff member must be reported to the Compliance Officer within two (2) school days. The Compliance Officer will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution. This reporting requirement applies to **all** complaints made by or on behalf of a student, regardless of where the conduct is alleged to have occurred. Complaints alleging illegal discrimination or harassment based on sex should be similarly processed but directed to the above-named Title IX Coordinator.

Step 2: The School District's informal complaint procedure is designed to provide students who believe they are being discriminated against or harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming discrimination or harassment, informal resolution may involve, but not be limited to, one or more of the following:

- Advising the student about how to communicate the unwelcome nature of the behavior to the other person.
- Distributing a copy of the nondiscrimination and/or anti-harassment policies as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- If both parties agree, the Compliance Officer (or Title IX Coordinator) may arrange and facilitate a meeting between the student claiming discrimination or harassment and the other individual to work out a mutual resolution. Such a meeting is **not** to be held in circumstances where sexual violence has been alleged.

Step 3: The Compliance Officer or Title IX Coordinator will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint.

All materials generated as part of the informal complaint process will be retained in a single location under the control of the Compliance Officer (including where acting as a Title IX Coordinator) in accordance with the Board of Education's records retention policy and/or Student Records policy.

Formal Complaint Procedure

Step 1: A student who believes s/he has been subjected to discrimination or harassment may file a formal complaint, either orally or in writing, with a teacher, principal, or other School District employee at the student's school, the Compliance Officer/Title IX Coordinator, Superintendent, or another School District employee. The employee must report such information to the Compliance Officer/Title IX Coordinator or designee within two (2) school days. This reporting requirement applies to **all** complaints made by or on behalf of a student, regardless of where the conduct is alleged to have occurred.

All formal complaints must include the following information to the extent it is available:

The name and protected class of the alleged victim and, if different, the name and protected class of the person reporting the allegation;

- The nature of the allegation, a description of the incident(s), and the date(s) and time(s) (if known);

The name(s) and protected classes of all persons alleged to have committed the alleged harassment, if known, or a description/identifying information available if the name is not known; and

- The name(s) or description/identifying information and protected classes of all known witnesses to the alleged incident.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Step 2: Within two (2) school days of receiving the formal complaint, the person who will conduct the investigation (the Compliance Officer or his/her designee) will initiate a formal investigation to determine whether the Complainant has been subjected to discrimination or harassment. A building principal will not conduct an investigation unless directed to do so by the Compliance Officer.

NOTE: Upon receiving a formal complaint, the person who will be conducting the investigation shall consider whether any action should be taken during the investigatory phase to protect the Complainant from further discrimination or harassment, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the accused person. In making such a determination, the person conducting the investigation should consult the Complainant to assess his/her agreement with the proposed action. If the Complainant is unwilling to consent to the proposed change, the person conducting the investigation may, nevertheless, take whatever actions are deemed appropriate for the protection of all persons, following consultation with the Superintendent.

The person conducting the investigation will inform the individual alleged to have engaged in discrimination or harassment that a complaint has been received. The accused person will be informed about the nature of the allegations and provided with a copy of any relevant Board policy or administrative guidelines. The accused will also be informed of the opportunity to submit a written response to the complaint within five (5) business days. Throughout the course of the process, the Title IX Coordinator/Compliance Officer shall keep the parties informed of the status of the investigation and the decision-making process.

Although certain cases may require additional time, the Compliance Officer or a designee will attempt to complete an investigation into the allegations of discrimination or harassment within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- Interviews with both parties;
- Obtaining and reviewing any written statements of the reporter, the victim (if different from the reporter), the accused student(s), and any known witnesses;
- Interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations; and
- Consideration of any documentation or other information presented by the parties, or any other witness that is reasonably believed to be relevant to the allegations.

Step 3: At the conclusion of the investigation, the Compliance Officer or the designee shall, within fifteen (15) school days of receiving the formal complaint, prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation, the response of School personnel and, if applicable, the date any incident was reported to the police. The report shall provide recommendations based on the evidence. A preponderance of the evidence standard will be followed. The investigating person's recommendations should consider the totality of the circumstances, including the ages and maturity levels of those involved. Disciplinary recommendations, if appropriate, should be reasonably calculated to prevent recurrence of illegal discrimination or harassment. Disciplinary recommendations may range from: counseling to permanent expulsion, in the case of a student; counseling to discharge, in the case of an employee; and, recommendation for censure or a complaint to the Governor in the case of a board member.

Step 4: Absent extenuating circumstances, within ten (10) school days of receiving the report of the Compliance Officer or the designee, the Superintendent will either issue a final decision regarding whether the complaint has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both parties.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) school days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

Incidents Reported to Law Enforcement-The School District recognizes its obligation under the law to investigate reported instances of sex-based discrimination and harassment. While it is expected that all instances of sex-based discrimination and harassment will be reported to School District administration, consistent with School District policy, instances may arise where a person does not report the concern to the School District. If the School District becomes aware that an allegation of sex-based discrimination or harassment occurring on school grounds has been made to law enforcement, the School District will, consistent with its legal obligations, investigate such claims, even if local law enforcement is independently investigating the claim and/or the complainant did not inform the School District directly of the concern.

Filing a Complaint with the Office for Civil Rights-A student alleging discrimination on the basis of sex, or harassment, may, at any time, file a complaint with the United States Department of Education Office for Civil Rights at:

U.S. Department of Education
Office for Civil Rights
Cleveland Office
1350 Euclid Avenue, Suite 325
Cleveland, Ohio 44115
(216) 522-4970

Cooperation with Law Enforcement Agencies: In certain instances, an allegation of harassment may also be investigated as a criminal matter. To the extent permitted by law, the School District will comply with law enforcement requests for cooperation.

Retaliation: Retaliation against a person who files a complaint alleging discrimination or harassment, or participates as a witness in an investigation, is strictly prohibited. Upon a finding that a person has engaged in retaliation, appropriate disciplinary action will be taken.

Maintenance of Records: All materials generated as a part of the formal complaint process will be retained in a single location under the control of one of the Compliance Officers (including where acting as a Title IX Coordinator) in accordance with the Board of Education's records retention policy and/or student Records policy.

SEARCH AND SEIZURE

From time to time, school property, such as lockers, desks, and technology devices, is assigned to a student. Students do not acquire a reasonable expectation of privacy in such property. The School District reserves the unrestricted right to search and seize property assigned to a student at any time, for any reason, with or without notice to the student. The privacy rights of students shall be respected regarding any items found during a search that are not illegal or otherwise against School District policy or these administrative procedures.

The School District makes parking available to students who are licensed drivers. This privilege is conditioned on the student's consent, in advance, to the search of their vehicles by School District personnel at any time, for any reason, with or without notice to the student. School District personnel may, to the full extent permitted by law, search and seize students and their personal effects. Illegal items and items inappropriate in the educational environment may be confiscated by School District personnel and, when appropriate, delivered to police authorities or parents.

STUDENT EQUIPMENT

Textbooks

All necessary textbooks will be supplied to students at the Career Center. Students will be charged for textbooks that are damaged beyond normal usage or lost. Special reference materials borrowed from the Career Center by students will be treated as textbooks.

Tool Kits and Supplies

All necessary tools and tool kits unless otherwise noted by the instructor will be furnished by the Career Center. You may be required to pay a deposit at the beginning of the school year if

your program issues any books, safety glasses, tools or other supplies on a loan basis. Where tool kits are required, they will be assigned to a student or pair of students for the school year. Each student who is issued tools shall be responsible for their return.

All tools are to remain in the program area at all times. Locked tool cribs will be provided for storage of tools not in use.

Deposits will be refunded to students on one week's notice if all supplies are returned in satisfactory condition and with the instructor's approval. Requests for refunds will be honored for only two weeks after your last day of attendance. If the cost to replace the damaged or lost item is greater than your deposit, you will be responsible for the additional cost. Deposits will be refunded through the MOCC Main Office.

Lockers

Students may be assigned their own locker by the instructor. Lockers are to be used for clothing and supply storage. Care and cleanliness of the lockers will be the student's responsibility. All lockers are the property of the Mecosta-Osceola Career Center, and may be used only in conjunction with Career Center programs. Students do not have any reasonable expectation of privacy in any regard to their lockers, and lockers are subject to periodic inspection by the principal or his/her designee.

Carry-in Articles

All student carry-in articles including but not limited to book bags, duffel bags, gym bags, notebooks, backpacks, purses, lunch containers, etc. are subject to search by the principal or his/her designee.

USE & CARE OF THE BUILDING

The Mecosta-Osceola Career Center has been designed and planned for use by students. It is the responsibility of each student to assist in keeping the building neat, clean and orderly. Students will be expected to perform daily cleanup in their work area, the same as employers would require in business and industry. Students are responsible for cleaning up any mess resulting from food or drink they consume or carry while at the MOCC.

SAFETY

Because of the high risk in some of the programs at the Career Center, it is **MANDATORY** that students use safety devices which are required in each laboratory. To keep accidents to a minimum, it is essential that all students follow the safety program outlined by their instructor. Students must successfully pass all required safety training prior to continuing with the course curriculum. The safety rules followed in the labs are the same rules employees follow in the workplace. Safety glasses are required when working with hand tools, machines or power tools. Hearing protection is also required when operating certain equipment including but not limited to grinders. Students will be instructed and tested on the safe operation of all machinery at the Career Center. No student will be allowed to operate machinery until the prescribed safety program has been successfully completed. Students should notify their instructor and

seek assistance in the event of an injury. **All injuries should be reported, regardless of how minor they may seem at the time.**

TELEPHONES

Only incoming phone calls of an emergency nature will be relayed to students during class time. Students may request to use an MOCC telephone for emergency situations. Permission will be granted at the discretion of an MOCC staff member.

CHANGE OF ADDRESS & TELEPHONE NUMBERS

Students are asked to notify their instructor and the Career Center office if their address or phone number changes at any time during the school year.

VISITORS

Because of the unique characteristics of the Career Center, many visitors are expected to tour the facility. When students encounter visitors, they should be friendly, courteous, and willing to give accurate information about their CTE program. All visitors to the MOCC must register in the main office before entering any of the classroom or laboratory areas. Students who wish to bring friends or relatives to their class with them as visitors must notify the instructor 24 hours in advance.

STUDENT DRIVING

The Mecosta-Osceola Intermediate School District **DOES NOT** encourage students to drive personal cars to the Career Center. Buses provided by local districts are the best and safest method of transportation to the Center, however, cases may exist when a student must drive. If a student occasionally drives, he/she must sign in the vehicle in the main office and will receive a one-day parking pass. Each individual case will be reviewed by the Career Center and local principal. Students who drive on more than rare occasions **MUST** register their vehicles in the MOCC Main Office. This requires approval from the student's parent/guardian, local high school principal, and Career Center principal/designee. **Failure to register a vehicle will result in the suspension of driving privileges and may result in the vehicle being towed. An official MOCC parking sticker will be given to all registered vehicles and must be permanently displayed on the driver's side lower corner of the windshield (front).** Transferring parking stickers is not permitted. The Mecosta-Osceola Intermediate School District will not reimburse any student for transportation costs or assume liability for driving students or their passengers. Additionally, the Career Center assumes no responsibility for damage or theft relating to a student's vehicle.

VEHICLES MAY BE SUBJECT TO SEARCH WHILE ON SCHOOL PROPERTY

1. Students are to park in the large parking lot at the northeast corner of the Career Center.
2. A speed limit of **10 miles per hour** is to be observed at all times.
3. There is to be no "hot rodding", "brake-torquing", or "burn-outs" near or on school grounds.
4. During the course of the day, students are not to go to the parking area or cars unless special permission is granted.
5. Students are not to loiter in or around parked cars.
6. Students are to have radios set at the lowest reasonable level.

7. Students are not to use cars during school time unless given special permission by the principal/designee or superintendent.
8. Generally, students are not allowed to carpool to or from the Career Center. Exceptions are made for students who carpool directly to the Career Center from home in the AM or from the Career Center to home in the PM. Other exceptions are granted on a case-by-case basis and must be approved by the student's parent(s)/guardian(s), LEA principal, and MOCC principal.

Students are to yield to bus and pedestrian traffic at all times. Buses will leave the parking lot before student drivers at dismissal time.

Driving Violations

A first offense in violation of the driving policies may result in a 10-day suspension of driving privileges. A second offense will result in suspension of driving privileges for up to the remainder of the school year. Any act of reckless driving may result in permanent loss of driving privileges. The principal or his/her designee reserves the right to make final decisions for driving violations. The seven factors shall be considered prior to administering discipline, except in the case of firearms.

EMERGENCY PROCEDURES

All emergency procedures will be conducted in accordance with the MOISD Crisis Management Plan. Each teacher should familiarize himself/herself and his/her students with specific instructions pertaining to their respective classroom and laboratory. All emergency drills are scheduled, planned, and implemented in accordance with applicable state and federal statutes.

Fire

Each year public school facilities are required by law to conduct fire drills. Each instructor will instruct his/her students on how to leave his/her lab in accordance with the emergency evacuation plan when a fire drill occurs. Most labs have outside doors which will be used during fire drills.

Fire Alarm Procedures:

1. Each lab will have a sign indicating the fire exit.
2. Students should shut off all equipment, move quickly through the fire exits, stay in a group, and go to designated areas.
3. The instructor will turn off the main electrical switches.
4. The instructor will ensure an exterior door is slightly propped open to expedite a hasty reentry in case of an external threat.
5. Each instructor will count and verify the number of students in his/her group.
6. Students will be notified by the public address system when it is safe to return to the building.

Severe Weather

Each instructor will familiarize his/her students with the following terms and procedures:

TORNADO WATCH IS THE TERM USED IN AREAS WHEN TORNADOES POSSIBLY MAY OCCUR DURING THE NEXT SEVERAL HOURS. Students will **NOT** be sent home.

TORNADO WARNING MEANS THAT A TORNADO HAS BEEN SIGHTED IN THE AREA. THERE IS A STRONG POSSIBILITY THAT A TORNADO MAY OCCUR.

Immediately take safety precautions. Students will NOT be sent home. If a "tornado warning" is given, students will immediately be sent to the designated shelter areas within the school building and await further instructions.

If a "warning" comes at the regular dismissal time students will remain at the Center and in designated shelter areas until an all-clear is given.

Warning Procedures:

- All students are to move quickly and quietly to their designated shelter areas.
- Before leaving the laboratory, instructors will see that all open flames are extinguished and electric power is turned off.
- Instructors and students are to remain together as a class in the shelter area.
- Attendance will be taken in the shelter area.
- Students are to talk no louder than a whisper so that new conditions and orders can be given as they are received.
- It is the responsibility of both instructors and students to maintain a quiet orderly atmosphere in the shelter area and, above all, to remain calm.

On order, all persons in the shelter are to assume the correct tornado safety position: sitting/kneeling FACING the wall, with his/her hands over the back of his/her head and neck, tucked into a ball.

Lockdown/Emergency Management Situations

MOCC administration collaborates with local public safety agencies in providing training to staff and evaluating drill procedures to maximize student safety in the case of an emergency.

Lockdown Mode is entered when there is a threat inside the building. **Secure Mode** is entered when there is an outside threat.

INSURANCE COVERAGE

Many students at the Mecosta-Osceola Career Center are engaged in actual job related activities that require the use of power machinery, hand tools, ladders, etc. All students receive instructions on the proper use of equipment and potentially hazardous tasks at the Career Center. They must also pass written and/or practical safety tests before being allowed to engage in any potentially hazardous activity.

The possibility for accidental injury does exist, particularly in the skill trade and industrial programs. The Career Center maintains emergency first aid facilities and has licensed staff to assist students in the event of any injury. In any case of serious injury, appropriate medical attention will be arranged.

It is important for students and parents/guardians to understand that the Career Center does not provide medical or hospital insurance for students.

MEDICATION, HEALTH AND SAFETY

Programs and Activities: School District personnel will take reasonable precautions to preserve the health, safety, and welfare of students participating in School District related programs and activities.

Health Concerns Raised by Parents: Parents are responsible for informing the School District of health and safety concerns particular to their children and cooperating with the School District to address those concerns. The Superintendent will develop and implement regulations for addressing the health and safety concerns of students with disabilities within the meaning of [Section 504 of the Rehabilitation Act of 1973](#).

Immunization: Except as otherwise specifically provided by law, the Board requires that all students be properly immunized, not later than the first day of school.

Medication: The Superintendent will develop administrative regulations concerning student medications. The regulations will address the possession, storage, and accessing of student medications, as well as the administration of prescription medications to students while at school.

Performance Enhancing Substances: Students are prohibited from using or being in the possession of any performance-enhancing substances, including, but not limited to, those that may be listed by the National Collegiate Athletic Association, the Michigan High School Athletic Association or the Michigan Department of Community Health.

Seclusion and Restraint: The Board directs School District personnel and others to comply with Michigan law prohibiting seclusion and restraint, except for emergency seclusion and emergency physical restraint in the manner permitted by law.

Wellness: The Board of Education recognizes that student wellness is integral to learning, growth and development. The School District will promote proper nutrition and nutrition education, as well as regular physical activity, as steps toward student wellness. The Superintendent will develop administrative regulations to implement this policy.

Epinephrine Auto-Injectors (Epi-Pens) and Opioid Antagonists: The School District will acquire or purchase and maintain at least two functioning epinephrine auto-injectors (epi-pens) and at least one functioning opioid antagonist for and at each school building it operates. Properly trained School District personnel or authorized contractors will administer an opioid antagonist to any individual on school grounds who is believed to be having an opioid-related overdose, an epi-pen injection to any individual on school grounds who is believed to be having an anaphylactic reaction, or an epi-pen injection to any student who has a prescription on file at the school. The School District will notify the parent(s) of any student to whom the School District administers an epi-pen injection or opioid antagonist on school grounds or at a school-related activity.

In the case of a believed opioid-related overdose for a student, the School District will also encourage the parent(s) to seek treatment for the student from a substance use disorder services program licensed under part [62 of the Public Health Code, 1978 PA 368](#). The School District will also call 911 when a student is believed to be having an opioid-related overdose. The purpose of this policy is to comply with sections [1178](#), [1179](#), and [1179b](#) of the [Revised School Code](#). This policy is not intended, and should not be construed, to create or grant any rights or remedies to any person. The Superintendent will promulgate administrative regulations for implementing this policy consistent with the requirements of the Revised School Code, which regulations will incorporate, by reference, the Michigan Department of Education's Medication Administration Guidelines.

PESTICIDE CONTROL ACT

As part of the Mecosta-Osceola Intermediate School District's Integrated Pest Management (IPM) program pesticides are occasionally applied in our buildings and on our grounds. It is the practice of the MOISD to abstain from using pesticides on our property unless absolutely necessary.

You will receive at least 48 hours advance notice of pesticide applications. This notice will be posted at the entrances of the school and on the school's website (www.moisd.org). Upon request, parents and guardians are entitled to notice by mail at least three days prior to pesticide applications. Pesticides may be used without advance notice in emergency situations, but you will be notified following such applications. You may also review the IPM program and pesticide application records at the MOISD Central Office. If you require further information pertaining to pesticide applications, please contact Mark Klumpp, Assistant Superintendent at any of the following: Mecosta-Osceola Intermediate School District, 15760 190th Ave, Big Rapids, MI 49307: mklumpp@moisd.org: or (231) 796-3543.

DRUG FREE SCHOOLS AND COMMUNITIES ACT

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. In accordance with the federal and state law, the Board establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia, including alcohol and marijuana, at any time on School District property, with the Drug-Free Zone or at any School District-related event. Further, the Superintendent, or his/her designee, will take the necessary steps to ensure that an individual eighteen (18) years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Michigan statute within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

Any student who wishes assistance or information on drug or alcohol abuse can contact the following persons or agencies:

SCHOOLS

MECOSTA-OSCEOLA CAREER CENTER
CONTACT: CALEB MARTZ
(231) 796-5805

CROSSROADS CHARTER ACADEMY
CONTACT: ROSS MEADS
(231) 796-9041

MECOSTA-OSCEOLA EDUCATION CENTER
CONTACT: JENNY KNOPF
(231) 796-2624

BIG RAPIDS HIGH SCHOOL
CONTACT: RON PINCUMBE
(231) 796-7651

CHIPPEWA HILLS HIGH SCHOOL
CONTACT: MICHELLE NEWMAN
(989) 967-3614

EVART HIGH SCHOOL
CONTACT: JESSICA KOLENDA
(231) 734-5551

MORLEY STANWOOD HIGH SCHOOL
CONTACT: JAMEY NELSON
(231) 823-2688

REED CITY HIGH SCHOOL
CONTACT: MATT HUDSON
(231) 832-2224

AGENCIES: PROGRAMS FOR ALCOHOL AND SUBSTANCE ABUSE

OSCEOLA COUNTY
HUMAN AID INC.
(231) 832-2254
REED CITY

OSCEOLA HEALTH DEPARTMENT
(231) 832-5532
REED CITY

MECOSTA HEALTH DEPARTMENT
(231) 592-0130
BIG RAPIDS

INDIAN SERVICES INC
(989) 773-9123
MT. PLEASANT

ISABELLA COUNTY
ALCOHOL ABUSE INTERVENTION
(989) 774-3381
MT. PLEASANT

CLARE COUNTY
MID-STATE COMMISSION
(989) 386-4020
CLARE

ISABELLA HEALTH DEPARTMENT
(989) 773-5921
MT. PLEASANT

MONTCALM COUNTY
(989) 831-5237
STANTON

AMERICANS WITH DISABILITIES ACT

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the State of Michigan's Elliott-Larsen Civil Rights Act of 1977, Section 102(a) it is the policy of the Mecosta-Osceola Intermediate School District that no person shall, on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight, or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. In addition, the lack of English language skills will not be a barrier to admission and participation and/or employment. Inquiries regarding this policy should be directed to: Mark Klumpp, Assistant Superintendent, Mecosta-Osceola Intermediate School District, 15760 190th Avenue, Big Rapids, MI 49307, Telephone (231) 796-3543.

NOTICE OF NON-DISCRIMINATION

No person may be denied admission to any school in the School District, be denied the benefits of or be discriminated against in any curricular, extracurricular, or other School District program or activity based on the person's gender, religion, race, color, national origin or ancestry, age, disability, marital status, or any other legally protected characteristic. The Board of Education has adopted a Discrimination and Harassment Policy which prohibits all forms of illegal harassment and discrimination within the School District. Any person who believes that he/she has been the victim of discrimination may seek resolution of his/her complaint through the procedures that have been established by the School District.

NON-DISCRIMINATION GRIEVANCE

If any person believes the Mecosta-Osceola Intermediate School District, school or institution or any part of the school/institution organization has inadequately applied the principles and/or regulations of (1) Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. §§ 2000d. et seq.; and 42 U.S.C. §§ 2000e, et seq. (2) Title IX of the Educational Amendments of 1972, 20 U.S.C. §§ 1681, et seq. (3) Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 (4) The Americans With Disabilities Act of 1990, 42 U.S.C. §§ 12101, et seq. (5) The Handicappers' Civil Rights Act, MCL §§ 37.1101, et seq. or (6) The Elliott-Larsen Civil Rights Act, MCL §§ 37.2101, et seq. he/she may bring forward a complaint, which shall be referred to as a grievance, to the local Civil Rights Coordinator at the following address:

Assistant Superintendent: Mark Klumpp
Mecosta-Osceola Intermediate School District
15760 190th Avenue, Big Rapids, MI 49307
(231) 796-3543 - FAX (231) 796-3300

The person who believes he/she has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complaint. He/she may initiate formal procedures according to the following steps:

- A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to

the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) days.

- If the complainant wishes to appeal the decision of the local civil Rights Coordinator, he/she may submit a signed statement of appeal to the Superintendent of Schools or administrator within five (5) business days after receipt of the Coordinator's response. The superintendent or administrator shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant within ten (10) business days.
- If the complaint remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within five (5) business days of his receipt of the superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within 40 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the Michigan Department of Civil Rights.

OFFICE FOR CIVIL RIGHTS (OCR)
DISCRIMINATION COMPLAINT

YOUR FIRST NAME		YOUR LAST NAME	
HOME PHONE ()		WORK PHONE ()	
STREET ADDRESS			CITY
STATE	ZIP	E-MAIL ADDRESS <i>(If available)</i>	

Are you filing this complaint for someone else? ☐ Yes ☐ No

If Yes, against whom do you believe the discrimination was directed?

FIRST NAME	LAST NAME
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I believe that I have been (or someone else has been) discriminated against on the basis of:

- ☐ Race / Color / National Origin ☐ Age ☐ Religion ☐ Gender *(Male/Female)*
☐ Disability ☐ Other *(specify)*: _____

Who do you think discriminated against you (or someone else)?

PERSON/AGENCY/ORGANIZATION

STREET ADDRESS		CITY
STATE	ZIP	PHONE ()

When do you believe that the discrimination took place?

LIST DATE(S)

Describe briefly what happened. How and why do you believe you (or someone else) were discriminated against? Please be as specific as possible. *(Attach additional pages as needed)*

O

Please sign and date this complaint.

SIGNATURE	DATE
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Submit all copies to the local civil Rights Coordinator. The person receiving the complaint will sign receipt, date and number the complaint. One copy will be returned to the complainant, one copy will be sent to the school or department affected by the complaint and one copy will be retained by the Civil Rights Coordinator.

1st copy – Civil Rights Coordinator 2nd copy – School/Department 3rd copy - Complainant

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Rights Under FERPA: The federal law known as the Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 30 days after the day the School District receives a request for access.

Parents or eligible students who wish to inspect their education records should submit to the school principal a written request that identifies the records they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School District to amend their child’s or their education record should submit a written request to the school principal, clearly identifying the part of the record they want changed and specifying why they believe it should be changed. If the School District decides not to amend the record as requested, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the parent or eligible student at the time they are notified of the right to a hearing.

3. The right to provide written consent before the School District discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A designated school official with a legitimate educational interest includes a person employed by the School District as an administrator, teacher, or other person designated by the Board of Education. A school official also includes a liaison officer who, while not employed by the School District, may be granted access to student educational records (including video footage) at the direction and supervision of a school administrator. A school official also may include a contractor or consultant who, while not employed by the School District, performs an institutional service or function (such as design and maintenance of the School District’s security camera system) for which the school would otherwise use its own employees and who is under the direct control of the School District with respect to the use and maintenance of personally identifiable information from student education records.

4. The right to refuse to allow the disclosure of “directory information”.

“Directory information” regarding a student may be released to any requesting person or party, in addition to the eligible student or his/her parent, without written consent. The Board of Education has defined “directory information” to include a student’s:

- a. Name
- b. Address and phone number
- c. Photograph
- d. Birth date and place of birth
- e. Participation in School District related programs and extracurricular activities
- f. Academic awards and honors
- g. Height and weight, if a member of an athletic team
- h. Honors and awards
- i. Dates of attendance and date of graduation

The right to file a complaint with the United States Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202-5280

United States Armed Forces

The School District is required to provide United States Armed Forces recruiters with at least the same access to student directory information as is provided to other entities offering educational or employment opportunities to those students as is permitted and/or required by law. "Armed forces of the United States" means the armed forces of the United States and their reserve components and the United States Coast Guard. An eligible student or the parent may submit a signed, written direction to the School District that the student’s directory information may not be accessible to United States Armed Forces recruiters. In such cases, the information will not be disclosed.

Other Agencies or Institutions

As permitted by FERPA, the School District may forward education records, including disciplinary records, without student or parental consent, to other agencies or institutions in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer and upon receipt of a request for a student’s school or education records.

Compliance

The School District will comply with a legitimate request for access to education records within a reasonable period of time, but not more than thirty (30) days after receiving the

request or within a shorter period as may be applicable by law to students with disabilities. The requesting party may be charged a processing fee for the information.

SKYWARD

Family and Student Access in Skyward is an effective way to monitor student progress. This database is available to students and families alike. To access Skyward, you must have a username and login. These can be obtained by contacting the MOCC office via email at jnunn@moisd.org or calling (231) 796-5805. The link for Skyward is found on the MOISD home page (www.moisd.org). By hovering over the Community button a drop down menu will appear with a link to Skyward Family Access.

ACCEPTABLE USE OF COMPUTER NETWORK RESOURCES

Many students will have access to the Internet as part of their Career and Technical Education experience. Computer access to the Internet must be conducted with the permission and supervision of the instructor. Unauthorized or inappropriate use will result in loss of this privilege and discipline action taken. By signing and returning the enrollment form, you have agreed to all terms set forth by the ISD regarding the use of school computers. The signed enrollment form will be placed in the student's file. Any student that does not have a signed enrollment form on file will not have access to school computers.

Board Policy 8001

The Board authorizes the Superintendent to develop services linking computers within and between buildings in the District, and to provide access to the international computer network (Internet) for students, staff and, if requested, members of the Board of Education. All computer network implementation shall be in line with the Board policy on technology and the District's educational goals. Use of the computer network(s) as a part of any class or school assignment shall be consistent with the curriculum adopted by the District. The District's general rules for behavior and communications shall apply when using any computer equipment.

Personal Accounts

Personal accounts and all use of District computer resources are considered a privilege, not a right, and are subject to the District's rules and policies. Electronic communications and stored material may be monitored or read by school officials. Electronic mail in personal accounts will not generally be inspected by school officials without the consent of the sender or a recipient, except as required to investigate complaints, which allege a violation of the District's rules and policies. Student electronic mail and electronic storage space, which does not contain material made public by the student, shall be subject to the District's policy and rules on student records.

Privacy

The School District may collect and store Personally Identifiable Information (PII). In the event PII is collected, all information shall be secured in accordance with Board policies: (8008)–Social Security Numbers and (2003)–Education Records.

System Integrity

The Superintendent shall designate person(s) trained in computer technology (“system administrators”) at the building and/or District level to implement the District's rules and regulations and to provide computer support for students, staff and Board members. The Superintendent in concert with the system administrators shall employ hardware and software security to ensure the integrity of the system and to prevent unauthorized access to District and school records.

Network Use

The Superintendent shall develop rules and procedures for computer and network use, and shall see to it that rules are published annually for students, parent(s)/ guardian(s), staff, and Board members.

The rules/procedures shall also provide guidance to staff and students about making safe, appropriate and ethical use of the District's network(s), as well as inform both staff and students about disciplinary actions that will be taken if District technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner. Further safeguards shall be established so that the District's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyber bullying, understanding cyber bullying is a violation of District policy, and learning appropriate responses if they are victims of cyberbullying.

The District's computer and network use rules shall be consistent with the following requirements:

- Users may not use District equipment to perform or solicit the performance of any activity that is prohibited by law.
- Users may not use the system to transmit or publish information that violates or infringes upon the rights of any other person, or information that is abusive, obscene, or sexually offensive.
- District computer equipment shall not be used for commercial purposes by any user, or for advertisement or solicitation without prior written approval from the Superintendent.
- Except with prior authorization from a system administrator or the owner of the record in question, users may not access or attempt to access the records or files of other users, or of the District, nor delete, alter, or otherwise interfere with the integrity of computer-based information or resources.
- Users may not use the electronic mail facility to send unsolicited, bulk, chain, harassing, anonymous, or other messages which are an annoyance to the recipient or which may cause a degradation of system performance.
- Users may not use the network facility to access or bring into the school environment material that is inconsistent with the educational goals of the District, including but not limited to material which is defamatory, abusive, obscene, profane, sexually explicit,

threatening, racially offensive, illegal, or which aids or advocates illegal activity other than non-violent civil disobedience.

Social Media

Social media shall be defined as internet-based applications (e.g. Facebook, Instagram, Twitter, etc.) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the District's network, provided such access has an educational purpose for which the instructional staff member has the prior approval of the Principal. However, personal access and use of social media, blogs, or chat rooms from the District's network is expressly prohibited and shall subject students/staff to discipline in accordance with Board policy.

District Web Page(s)

Any and all Web pages representing the District shall be carried and posted only on the District's server and shall be designed and published in accordance with rules promulgated by the Superintendent.

Limiting Access

The administration may make use of technology, which attempts to block access by individual users to networked computers, data, or services that provide content, which, in the opinion of the administration, is not in keeping with the educational aims of the District pursuant to state statute.



Mecosta-Osceola Career Center

15830 190th Ave
Big Rapids, Michigan 49307
PH (231)796-5805 FX (231)796-0262

MOCC

Enrollment Form

2021-2022

Please supply the information requested below. This form will be used to update our files and to contact parent/guardians in the event of an emergency.

Student Name: _____ Gender: M____ F____

Student Email: _____ Birth date: _____

Address _____

City: _____ ZIP: _____ Home Phone: _____

Local High School: _____

Grade: _____ Career Center Program: _____

Medical/Allergy Information: _____

Please list each parent/guardian separately and check if each parent/guardian is in the same household as the Student.

Parent/Guardian 1 Name: _____

Address (if different from student) _____

Mobile: _____ Work Phone: _____

Email Address: _____

● Household 1 (Same household as student) ● Household 2 (Different household from student)

Parent/Guardian 2 Name: _____

Address (if different from student) _____

Work Place: _____ Work/Cell Phone: _____

Email Address: _____

● Household 1 (Same household as student) ● Household 2 (Different household from student)

OVER PLEASE⇒⇒⇒

Emergency/Contact Information

In case of emergency, please list person(s) and numbers to call **IN ORDER OF PREFERENCE**.

1. Full Name: _____ Relationship: _____

Phone(s): _____

2. Full Name: _____ Relationship: _____

Phone(s): _____

3. Full Name: _____ Relationship: _____

Phone(s): _____

Please notify the above person(s) that you have used their names on this form

PHOTOGRAPHS & SOCIAL MEDIA

Photographs are frequently taken of our students and at times they are used for newspaper articles about our programs and/or posted on our website or social media. If you **DO NOT** wish to have your child's picture used in this manner, please give written notification to our office.

BLANKET FIELD TRIP PERMISSION SLIP

I give permission for my child _____ to participate in local field trips, which may occur during the regularly scheduled morning or afternoon session at the MOCC. These may include MOCC provided transportation or walking field trips. (Specific field trip permission slips will be issued for all-day or overnight field trips.)

Parent or Guardian Signature and date

Acknowledgment of Board Policy No. 8001 Internet Acceptable Use Policy

I acknowledge that I have received a personal copy of the MOISD Policy Number 8001 (Internet Acceptable Use Policy). I have reviewed this policy with my child/parent(s). I understand I will be given a user name and password to use for educational purposes.

Parent or Guardian Signature and date

Student Signature and date

Acknowledgment of Receipt of Student Handbook

I acknowledge that I have received a personal copy of the Mecosta-Osceola Career Center student Handbook. I will become familiar with this handbook and understand that I am expected to follow the rules and procedures contained within the Handbook.

Parent or Guardian Signature and date

Student Signature and date