



WAVERLY
COMMUNITY SCHOOLS
Pride. Tradition. Excellence.

2026-27

Student Code of Conduct

Part I – Rights, Responsibilities, Rules, and Response to Behavior for Students

Part II – Attendance Procedures

Part III – Bus Conduct

Part IV – Student Network and Internet Acceptable Use and Safety

Welcome from the Superintendent

Hi Everybody!

This Student Code of Conduct is meant as an important road map for students and families to know clearly what the expectations and boundaries are for school life in Waverly Community Schools (WCS). My hope for you is that you will find so much success here in WCS and in my experience the best way to make success happen in school is to always be where you are supposed to be and do what you are supposed to do. Although simple, this advice along with consistent effort in your schoolwork is a guarantee for success.

There are so many teachers, administrators and support staff here who want to connect with you, support you and make sure you have everything you need to shine. Please reach out when you need something.

We are so glad you are here – Sincerely,

Glenn Mitcham

Glenn Mitcham, Superintendent

Part I – Rights, Responsibilities, Rules and Regulations

Statement of Purpose

The Waverly Community Schools Board of Education and staff strive to carry out the mission of the Waverly Community Schools. They provide a rigorous curriculum to help all students achieve their academic best, develop good character and to become successful contributors in a global society.

To provide the best possible environment to achieve this mission, it is necessary to have clear expectations. This Code of Conduct is developed to help all Waverly stakeholders understand the expectations for all students as they participate in the Waverly Community Schools.

Waverly Community Schools strives to develop, through the Code of Conduct, students of good character demonstrated by the following traits of PRIDE:

Preparation: to develop habits of preparedness, students learn to fulfill all obligations of class preparation to receive the greatest benefit from instructional endeavors.

Respect: to develop respect between and among students, staff, community, and the various groups within society. Respect can be observed and demonstrated by the individual being a skilled listener, friendly, and sensitive towards others, having a respect for self, compassion, and a sense of confidence in interpersonal relations and social skills, respect for laws and rules, and operating as a peacemaker.

Integrity: as a student, academic integrity means making ethical decisions, asking questions, and following instructions. Academic integrity allows students the freedom to gain knowledge, create academic work, and build innovative ideas, all while respecting and acknowledging the work of others.

Determination: determination is developed when a student learns to act based on understanding all options and setting goals. Instructional determination can also be referred to as “grit.”

Engagement: student engagement refers to the degree of attention, interest, curiosity, optimism, and passion students show when they are learning or being taught.

It is the goal of the staff to emphasize these character traits as being important for all students to develop and demonstrate. Building administrators may develop regulations that will govern how to address discipline issues that support this Code of Conduct in a manner appropriate to the student's age.

Delegation of Responsibilities

The Board of Education, according to State Law, delegates to the staff the responsibility for carrying out this Code of Conduct. In disciplinary matters, it shall be the responsibility of the building administrators to determine the degree of seriousness of all offenses and, in their judgment, assess the appropriate consequence (which may be less than the maximum) unless State Law or Board Policy specifically defines the consequence to be administered.

Individual Responsibilities

Staff - The superintendent and staff are charged by the Board with the primary responsibility for operation of the district in a manner which will protect the health, safety, welfare, and orderly process of the educational program. In carrying out these responsibilities, the superintendent is given commensurate authority to use appropriate means to counteract any situation which threatens the health, safety, or welfare of students, or threatens to disrupt the orderly process of the educational program.

Parents - The Board of Education recognizes the parents' responsibility and authority in the raising and education of their children. The Board requests parents review this Code of Conduct with their students and encourage their child(ren) to conduct themselves as people of good character.

Students - All students have the responsibility to attend school for the purpose of achieving an education and to work to their potential. The Board recognizes that students have individual rights; however, these rights can only be protected when each student exercises their responsibilities to:

Respect the human dignity and worth of every individual and refrain from language and/or behavior that is insulting or disrespectful on the basis of age, disability, gender expression, gender identity, height, marital status, national origin or ancestry, race, religion, sex, sexual orientation, or weight.

1. Know and follow the reasonable rules and regulations established by the Board of Education for the welfare and safety of students.
2. Study willingly and maintain the best possible level of academic achievement by being actively involved in one's education and preparation for life.
3. Be on time and present in the school program each and every day.
4. Not make false charges or slanderous remarks, or use obscenity in oral or written expression, and observe fair rules in conversation.
5. Dress and appear in a manner that meets reasonable standards of appropriateness, health, and cleanliness, and is appropriate for a teaching and learning environment.
6. Help maintain and improve the school environment, preserve school property, and exercise the utmost care while using school facilities.
7. Conduct oneself in a manner that supports orderly conduct.
8. Report violations of this Code or illegal behaviors to the proper authorities.
9. Maintain academic eligibility. Waverly Community Schools adheres to the Michigan High School Athletic Association's (MHSAA) eligibility standards for athletic participation.

Law Enforcement (Policy 5540)

The Waverly Community Schools endeavors to cooperate with law enforcement agencies. The Board will allow law enforcement officials to interview students during the school day under the following conditions:

1. Law enforcement agencies investigating complaints, other than under the Child Protection Act, should contact a student during non-school hours and investigate alleged violations of the law off school property if at all possible. An investigation can take place immediately on school property during school hours at the request of the building administrator if the alleged violation of law took place on school property, involves other situations affecting school safety, or in emergency situations.
2. If the principal concurs that the questioning is appropriate, s/he/they will send for the student, if applicable, and move him/her/them to an unoccupied room and remain in the room during the questioning. If the situation involves an alleged law violation, the parents are to be contacted before any questioning takes place. If the situation involves suspected child abuse, notification of parents will be determined by the investigator.

Rights of Students

The Constitution of the United States, through the Bill of Rights and subsequent amendments, gives all citizens certain rights. The U.S. Supreme Court has declared that students do not give up those constitutional rights by being in school. Students are protected by the Constitution, and the responsibility for protection applies to the Board of Education as it does to other individuals and agencies.

Non-Discrimination

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationships and/or personal sense of self-worth.

Waverly Community Schools does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry, or genetic information (collectively, "Protected Classes") in its educational programs or activities.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.

Complaints alleging violations of student discrimination shall be filed with Tiffany Wright, Director of Student Services (517-319-3011), the Board's designated Section 504 Compliance Officer. The Compliance Officer will coordinate and investigate complaints. Information pertaining to Section 504 and other civil rights laws/regulations can be obtained from the Section 504 Compliance Officer.

In those circumstances when an interrogation may expose a student to criminal charges, the building principal should also attempt to verify with the officer/investigator that the student(s) has been or will be informed of his/her right to refuse to answer questions, to be informed that anything she/he says may be used against him/her in court, and to consult with and be advised by legal counsel.

The interview and other police-related matters shall be handled with utmost discretion to avoid unnecessary notoriety and shall be held in the strictest confidence.

Law enforcement officers are empowered by law to arrest persons, including children, upon a lawful warrant or without a warrant if the officer has reasonable cause to believe that the person, including a child, has committed a felony or misdemeanor on school property. Should a student be taken into custody or removed from the school premises by the police, the principal must make every effort to notify the student's parents/legal guardian at the earliest possible moment of the removal.

State law requires each Board of Education to comply with the statewide school safety policy adopted by the Superintendent of Public Instruction, Attorney General, and Director of Michigan State Police on October 4, 1999. (MCL 380.1308). Waverly follows the statewide school safety policy that requires reporting certain incidents occurring at school to local law enforcement agencies.

Expression of Dissent

The Waverly Community Schools Board of Education recognizes the right of students to have free expression of ideas and convictions. It endorses the principle of freedom of speech, to be protected against censorship or punishment, when exercised within reasonable bounds of time, place, and manner which are not disruptive to the educational process.

Students who wish to make a complaint may use the following procedure. The proper channeling of complaints is in the following order: Teacher, Assistant Principal, Principal, Superintendent, Board of Education. If, after discussing the complaint with the appropriate person, a satisfactory solution is not achieved, the student should bring the complaint to the next higher authority.

Student School Based Publications

The Board of Education recognizes the right of freedom of expression of students through school publications on matters of personal, social, and educational concern. The content of school publications, all theatrical productions, and other expressive activities are regulated by law, noting reasonable standards of journalistic quality, and restrictive conditions deemed to be disruptive to the educational purpose of the Waverly Community Schools.

Student Lockers, Desks, Other Equipment and Materials

Misuse of student lockers, desks, or other equipment and materials resulting in damage or loss may result in a fine being assessed. A student who uses a locker that is the property of the school district is presumed to have no expectation of privacy in the locker or the locker's contents. A principal or designee may search a student's locker and, with reasonable

suspicion, its contents at any time. The Waverly Community Schools will not be responsible for loss or theft from any school locker. Students shall not share lockers or lock combinations with any other person. Student lockers and desks are school property and remain at all times under the control of the Waverly Community Schools, however; students are expected to assume full responsibility for the security of their lockers and desks.

Search and Seizure

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, the building administrator(s) may search a student, student lockers, and desks and seize any illegal, unauthorized, or contraband materials discovered in the search. Authorized school personnel may also seize any illegal, unauthorized, or contraband materials that a student has in her/his/their possession.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action. A student's person and/or personal effects (e.g. purse, book bag, athletic bag) may be searched whenever a building administrator has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

Technology

All technology devices and accessories located in classrooms, labs, or offices of the district, or any devices assigned to a student for 1:1 use or at home educational purposes, are the district's property and are to be used by students, where appropriate, solely for educational purposes. The district retains the right to access and review all electronic, computer files, databases, and any other electronic transmissions contained in or used in conjunction with the district's computer system and electronic mail. Students should have no expectation that any information contained on such systems is confidential or private.

Review of such information may be done by the district with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the district retains the right to access information in spite of a password. All passwords or security codes must be registered with the instructor upon request. A student's refusal to permit such access may be grounds for disciplinary action.

Vehicles

Any vehicle brought on district premises by a student may be searched when an administrator has reasonable suspicion to justify the search.

One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of a search request shall be cause for terminating the privilege.

A student shall not negligently operate a vehicle on school property, so as to endanger the property, safety, health, or welfare of others. Such activities may result in the loss of the privilege to have a vehicle at school.

Response to Behavior

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

Waverly Community Schools is committed to using restorative practices in circumstances where they would address the misconduct. However, there are offenses that necessitate suspension. After following due process procedures, the building administrators (or designees) shall have the authority to suspend a student from school and/or school-sponsored events for 5 days; up to 10 days after consultation with the superintendent or designee. Based upon the seriousness of the offense, a recommendation may be made to the superintendent or designee for a long-term administrative suspension (up to 59 consecutive school days); and/or the superintendent may recommend to the Board of Education that a student be suspended for more than 59 consecutive school days or expelled.

Due Process

For a suspension of 10 school days or less, a student is entitled to minimal due process protections, including oral or written notice of the accusations or charges and an opportunity to respond. The notice and opportunity to respond shall precede the student's removal from school, unless the student's presence poses a danger to persons or property or threatens to disrupt the academic process, in which case the notice and opportunity to respond shall follow the student's removal from school as soon as possible.

For a suspension of more than 10 school days or expulsion, the student (or parent/guardian) shall be given written notice of the accusations or charges and recommendation to suspend or expel, and an opportunity to appear with a representative before the superintendent or designee (for long-term administrative suspensions up to 59 consecutive school days) or the Board of Education (for Board of Education expulsions) to answer the charges. The student (or parent/guardian) shall be provided with a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony, and a summary of the facts to which the witnesses will testify. At the request of the student subject to discipline (or parent/guardian), a hearing before the Board of Education may be held in private (closed session), but the Board of Education must act publicly.

Appeal of Suspension

An appeal from a short-term administrative suspension (up to 10 consecutive school days) is limited to a review of whether the student received due process. Due process appeals are made to the superintendent or designee. The decision of the superintendent is final. There is no appeal from a long-term administrative suspension (up to 59 consecutive school days) imposed by the Superintendent/Board of Education, or from disciplinary decisions of the Board of Education.

Expulsion

An expulsion occurs when a student's rights and privileges to attend school, including extracurricular activities, are terminated by the Board of Education for an indefinite time in excess of 59 consecutive school days, unless otherwise specified by the Board of Education or by state law, subject to possible reinstatement.

Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the following factors before expelling a student from school, unless the student is being expelled for possessing a firearm on school property:

- The student's age;
- The student's disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior

In the event a student who has been permanently expelled or expelled from another school district requests admission to this District, the Board shall continue the action of the previous school. If a resident student of the district is permanently expelled or expelled from a charter, private, or parochial school within the district, the board shall continue the action of the previous school. The residential student will have the right to enroll once the requirements of the previous disciplinary action have been met.

Suspension

A suspension occurs when a student's rights and privileges to attend school, including extracurricular activities, are suspended by a building administrator for up to 5 days; up to 10 days after consultation with the superintendent or designee.

It is understood that suspensions will be imposed in accordance with applicable law and Board of Education policy, where a preponderance of ascertainable and reliable information (more evidence than not) supports the decision maker's finding that a student has engaged in misconduct warranting suspension. Parents will be notified of the suspension and the student's rights and obligations during the period of suspension.

Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the following factors before suspending a student from a class, subject, activity, or before suspending a student from school:

- The student’s age;
- The student’s disciplinary history;
- Whether the student has a disability;
- The seriousness of the behavior;
- Whether the behavior posed a safety risk;
- Whether restorative practices are a better option; and
- Whether lesser interventions would address the behavior

During an out-of-school suspension, the student subject to discipline is not to be on Waverly Community Schools’ property at any time, or at any school-sponsored events. It shall be the responsibility and right of the student subject to suspension, to keep pace with their classes.

All written work shall be graded in the same manner as if the student subject to discipline had been in class, provided such written work reaches the involved teacher at substantially the same time that comparable work is received from the class as a whole; provided, however, that nothing in this section is intended to limit the District’s ability to impose academic penalties for academic misconduct (e.g., cheating, plagiarizing). The school does not take the responsibility for providing make-up work in classes where attendance is identified as essential to progress. The suspended student shall be entitled to write concurrently all written examinations administered in classes in which the student is enrolled. However, the student subject to suspension shall not return to the classroom during a period of suspension for the taking of examinations. Instead, the examination shall be administered concurrently in space provided in the office of the principal or in another location that offers adequate supervision without imposing an extra burden upon the teacher involved.

Suspension days will be counted starting on the first school day (or portion of a school day) that a student is denied access to school buildings or property, or participation in any school activities. The day the student is removed from school shall be counted as a day of suspension, if the suspension is imposed prior to dismissal at the end of the school day.

Days and times when school is not officially scheduled are not “school days” counted toward the period of suspension.

Prohibited Activities

To establish the best possible learning atmosphere for the student, as well as to provide for the health, safety, and welfare of all students and employees of the Waverly Community Schools, involvement or participation in the following prohibited activities will result in disciplinary penalty, up to and including permanent expulsion from school. Other misconduct may also give rise to discipline, up to and including permanent expulsion from school. These standards of conduct apply to all students for all activities of the Waverly Community Schools. This list is not intended to be exhaustive, and includes, but is not limited to the following:

1. **Academic Misconduct (including Forgery, Theft, Plagiarism etc.):** A student shall not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Falsely using, in writing, the name of another person or falsifying information. The act or an instance of stealing; larceny; taking without permission.
2. **Aggressive Physical Behavior (including Physical Aggression):** Pushing, kicking, hitting, biting, spitting, scratching or other acts of unnecessary roughness.
3. **Arson:** The willful and malicious burning of property (unauthorized use of fire).
4. **Assault:**
 - a. **Physical:** Intentionally causing or attempting to cause physical harm to another through force or violence. (Self- defense or defense of others may be taken into account in determining whether this provision has been violated.)
 - b. **Sexual:** Unwanted verbal or written comments and/or touching of a sexual nature.
 - c. **Threat:** Any intentional threat or offer to do bodily injury to another by force under circumstances which create a well-founded fear of actual harm, coupled with the apparent ability to carry out the act; any statement or act, written or oral, which can reasonably be expected to induce in another person(s) an apprehension of danger of bodily injury or harm.
5. **Threats of Violence to School Population (bomb, shooting, weapons, ransom, etc.):** Declaring or suggesting that a bomb or other dangerous item is present in/on any school property is a violation of law and can result in suspension or expulsion.
6. **Bullying:** Repeated aggressive behavior that occurs over time by one or more persons toward someone who has difficulty defending him/herself. (See Board Policy 5517.01 Bullying and Other Aggressive Behavior Toward

Students)

- a. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- b. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- c. having an actual and substantial detrimental effect on a student's physical or mental health;
- d. and/or causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

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

7. **Cell Phones, Electronic Communication Devices (ECD's) and other Minor Technology Expectations, Procedures, and Protocols for Non-compliance**

- a. Procedures are district-wide and specific to grade bands.
 - i. PK-8th Grade Policy: “Away for the Day” Personal Communication/Electronic Devices must be powered off and stored in cubbies grades PK – 4 and student lockers grades 5 – 8 the entire school day.

1. **Protocols for Non-Compliance**

- a. **First Infraction:** The device will be collected by the teacher and stored in a designated location (desk/basket/chart/locker) until the end of the class period. If the student is insubordinate, they will be sent to the office.
 - b. **Second Infraction:** The device will be collected by school staff and stored in the main office until the end of the school day. If a student is insubordinate, they will be sent to the office.
 - c. **Third Infraction:** The device will be collected by school staff and stored in the main office until a parent or guardian picks it up. If a student is insubordinate, they will be sent to the office.
 - d. **Persistent Infractions:**
 - i. Parent/guardian meeting to collaborate on a student success plan.
 - ii. Additional consequences

- ii. **High School Policy:** Personal Communication Devices Off and Stored. NO electronic devices/Personal Communication devices (including ear buds and headphones) from Bell-to-Bell (Waverly High School students may use their personal communication devices at passing time, lunch and before/after school). The use of PCDs is prohibited in locker rooms, shower facilities and restrooms. Students are required to turn off cell phones and electronic devices and store them in their backpacks, bags, or student lockers from the beginning to the end of each class period.

1. **Protocols for Non-Compliance**

- a. **First Infraction:** The device will be collected by the teacher and stored in a designated location (desk/basket/chart/locker) until the end of the class period. If the student is insubordinate, they will be sent to the office.
 - b. **Second Infraction:** The device will be collected by school staff and stored in the main office until the end of the school day. If the student is insubordinate, they will be assigned to In-School Suspension (ISS) for the remainder of the school day.
 - c. **Third Infraction:** The device will be sent to the office until a parent or guardian picks it up. If the student is insubordinate, they will be assigned to In-School Suspension (ISS) for the remainder of the day.
 - d. **Persistent Infractions:**
 - i. Parent/guardian meeting to collaborate on a success plan.
 - ii. Additional consequences as outlined in the Student Code of Conduct.

- iii. **Cell Phone Exception Procedures:** We understand that certain students may require accommodations due to specific needs such as medical conditions, English Language Learners, or

participation in school photography courses. Exceptions will be handled on a case-by-case basis and must be approved by the administration. Please note that our professional safety advisors have indicated that in the event of an active violent incident at our schools, it is best practice to keep student cell phones off.

- iv. Students are personally and solely responsible for the care and security of their PCDs. The District assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.
 - v. Using means making and/or receiving calls, texting, taking pictures, “sexting”, and videos or using a cell phone or ECD for any other purpose. (See Board Policy 5136-Personal Communication Devices)
 - vi. Prohibited Use of Cell Phones and Electronic Communication Devices (ECDs)
The following uses of cell phones and other Electronic Communication Devices (ECDs) are strictly prohibited:
 - Use of cell phones or ECDs in locker rooms, restrooms, or other areas where privacy is expected.
 - Use of cell phones or ECDs to record a physical altercation, fight, or assault.
 - Distribution, posting, or sharing (including via social media) of any video or image depicting a fight or assault.
8. **Combustibles, Use/Possession of:** Any unauthorized handling of a fire extinguisher as well as the possession of fireworks or explosive devices is prohibited.
 9. **Criminal Acts:** The commission or participation in any act defined as a crime by the State or Federal Law or by local ordinance.
 10. **Disorderly Conduct:** any unlawful student assemblage; or group act of violence, disruption, vandalism, or building seizure; or interference with the functioning of school personnel or any student or group of students (See Board Policy 5520-Disorderly Conduct) is prohibited.
 11. **Disruptions:** Behavior which disrupts any school activity or the orderly and safe operation of the school. Examples include, but are not limited to:
 - a. Gambling or playing games of chance for money or any other stake or inciting others to violence or disobedience or encouraging others by words, acts, deeds, demonstrations, or protests which disrupt the normal educational process of the school.
 - b. Laser pointing devices are prohibited in school and on buses (unless the laser pointer is brought to school with the expressed permission of school authorities for the purpose of supporting an educational program).
 - c. Graffiti including those of an intimidating or hostile nature with respect to race, religion, national origin or ancestry, age, sex, marital status, disability, height, or weight.
 - d. Loitering-to stand idly about, wander aimlessly, to proceed slowly with many stops, and/or failure to follow the direction of a staff person to move on. Students in school or at school-sponsored events should be there with a purpose and must follow the directives of school personnel.
 12. **Dress Code:** It is expected that all students will not wear any clothing that:
 - a. Present a hazard to the health or safety of the student himself/herself or to others in the school;
 - b. Interfere with school work, create disorder, and/or disrupt the educational program;
 - c. Cause excessive wear or damage to school property;
 - d. Prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement. (See Board Policy 5511-Dress and Grooming)

Our values are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Dress Code Policy - ***Basic Principle: Certain body parts must be covered for all students.***

Clothes must be worn in a way such that genitals, buttocks, midriff and nipples are covered with opaque material. All items

listed in the “must wear” and “may wear” categories below must meet this basic principle.

Students Must Wear:

- Bottom: pants/sweatpants/shorts/skirt/dress/leggings/pajama pants/jeans
- Shirt
- Shoes

Students May Wear:

- Athletic attire
- Pants, including leggings, yoga pants, jeans and “skinny jeans”
- Religious headwear, hats, hoods up
- Tank tops

Students Cannot Wear:

- Bare midriffs
- Bathing suits
- Blankets
- Gang-related attire
- Hate speech, profanity, pornography
- Helmets or ski masks
- Images or language depicting smoking/vaping, drugs, or alcohol (or any illegal item or activity)
- Images or language that creates a hostile or intimidating environment based on any protected class
- Violent language or images
- Visible underwear

13. **Drugs, Narcotics, and Alcohol:** For purposes of this policy, "drugs" shall mean:
 - a. all dangerous controlled substances as so designated and prohibited by Michigan statute;
 - b. all chemicals which release toxic vapors;
 - c. all alcoholic beverages;
 - d. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
 - e. any other illegal substance so designated and prohibited by law.
 - f. "look-alikes";
 - g. performance enhancing drugs as determined annually by the Department of Community Health;
 - h. Violations include evidence of use, being under the influence, possession or delivery of alcohol, narcotics, stimulants, hallucinogens, depressants, marijuana, drug paraphernalia, or look-alikes.
14. **False Fire Alarms:** Causing or creating a false alarm is a criminal offense.
15. **Fighting/Inciting Others to Violence:** Use of aggressive physical force that can cause harm or injury to those involved.
16. **Harassment:** The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, they should report it and allow the administration to determine the appropriate course of action. (See Board Policy 5517-Anti-Harassment)

Harassment: any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal, or physical conduct directed against a student or school employee that:

- Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- Has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or an employee’s work performance; or
- Has the effect of substantially disrupting the orderly operation of a school.

Sexual Harassment: unwelcome sexual advances, requests for favors, and other verbal or physical conduct or a sexual nature, when:

- Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity.
- Submission or rejection of such conduct by an individual is used as the basis for employment or educational

decisions affecting such individual.

- Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- Unwanted physical and/or sexual contact.
- Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extracurricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls/text messages.
- Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another
- Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- Inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life.
- Verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Race/Color Harassment: Unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or if interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

Religious (Creed) Harassment: Unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment: Unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment: Unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments, or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

17. **Hazing:** Performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy. (Hazing is a crime under Michigan Law. See Board Policy 5516-Student Hazing.) Hazing involves conduct such as but not limited to:
 - a. illegal activity, such as drinking or drugs;
 - b. physical punishment or infliction of pain;
 - c. intentional humiliation or embarrassment;
 - d. dangerous activity;
 - e. activity likely to cause mental or psychological stress;
 - f. forced detention or kidnapping;
 - g. undressing or otherwise exposing initiates.
18. **Inciting Others to Violence or Disobedience:** Engaging in or encouraging behavior that persuades, instigates, or urges others to participate in unlawful acts, violent behavior, or refusal to follow school-wide expectations or Board policy. This includes using words, actions, or other means to promote conduct that disrupts the normal educational environment.
19. **Indecency and Sexual Activity (including Inappropriate Display of Affection):** Abusive, profane, or vulgar language, gestures, dress, (See Building Dress Code Policy) improper displays of affection including “sexting”.
20. **Littering:** Failure to properly dispose of trash and materials in the designated trash containers located inside or outside of the building.
21. **Intimidation/Stalking/Threats:** Placing another person in reasonable fear of bodily harm through the use of threatening words or conduct. Also includes any behavior (written, verbal, or physical) that has the purpose or effect of interfering with a student’s educational performance or creating an intimidating, hostile, or offensive educational environment.
22. **Medications in School:** Medications (prescription and non-prescription) are not to be brought to school unless it is essential to the health of the student. All medications needed in school must be reported to the office, accompanied by a signed form from the doctor.
23. **Profane Language and Behavior (including Inappropriate Language):** Any behavior or language that is considered obscene, vulgar and/or profane.
24. **Insubordination:** Failing to follow defined school expectations and/or carry out a reasonable request made by school staff.
25. **Technology, Misuse of:** Using technology devices and accessories in a manner contrary to staff direction or in violation of established agreements regarding Internet or network use.
26. **Theft:** No student shall take or exhort anything from another student through intimidation or violence. Students shall not take items belonging to other students, staff, third persons, or the school district.
27. **Throwing Objects:** This would include the throwing of snowballs, or any other objects in or on school grounds, or while traveling on a school bus.
28. **Tobacco Products, Use of:** The Board prohibits the use or possession of tobacco products by students in District buildings, on District property (owned or leased), on District buses, and at any District-related event. (See Board Policy 5512-Use of Tobacco by Students) For purposes of this policy,
 - a. “tobacco product” means a preparation of tobacco to be inhaled, chewed, or placed in a person’s mouth
 - b. “use of a tobacco product” means any of the following:
 - i. the carrying by a person of a lighted cigar, cigarette, pipe, or other lighted smoking device
 - ii. the inhaling or chewing of a tobacco product
 - iii. the placing of a tobacco product within a person’s mouth
 - iv. and/or the smoking of electronic, “vapor”, or other substitute forms of cigarettes or other lighted smoking devices for burning tobacco or any other substance.
29. **Trespassing (including Inappropriate Location):** Use of school facilities or school property without proper authorization and remaining on school property after being asked to leave by staff. Students are expected to obtain permission to use any school property, or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the Internet and communication networks in a manner not sanctioned by policy and administrative guidelines.
30. **Vandalism:** Willful destruction and defacing of district property. The student and parent will be held financially responsible for damages including, but not limited to, the cost for district staff or others to repair, replace, and/or clean- up the damaged property. (See Board Policy 5513-Care of District Property)

31. **Weapons:** any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type whatsoever, including spring air and gas-powered guns (whether loaded or unloaded), that will expel a BB, pellet, or paint balls, knives (with a blade of three (3) inches or more), razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives or any other weapon described in 18 U.S.C 921. This policy shall also encompass such actions as look-alike items, false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition. (See Board Policy 5772-Weapons.)

Discipline Guidelines for Waverly Community Schools PreK-12

The nature of discipline implies the acceptance of rights and responsibilities by everyone involved in the process: student, parent, teacher, administrator and all other school personnel. While the Building Administrator bears the primary responsibility for maintaining proper control and discipline within the school building and grounds, each teacher bears the primary responsibility for maintaining proper control and discipline within the classroom. Teachers also share responsibility for the maintenance of proper control and discipline in other areas of the school building and grounds.

Disciplinary actions and methods shall be reasonable, just, prompt and in accordance with the policies and procedures of the Waverly Community Schools Student Code of Conduct. Waverly Community Schools recognizes that parents are an integral part of their child's education, which includes behavior at school. Therefore, in order to keep parents informed, teachers and other staff will contact parents to ensure parents' knowledge of behavioral issues.

Level 1: Teacher/Staff Directed Interventions

1. Teachers/teams/staff members are expected to initiate any of the following actions:
 - a. Contact parent phone call/email sharing positives and areas of growth
 - b. Create a Behavior Contract/Plan with student/parent
 - c. Create classroom rules/expectations and consequences as a community based on PBIS school-wide expectations and implement with fidelity
 - d. Detention with teacher
 - e. Focus on and reward appropriate behavior
 - f. Identify and reward appropriate behavior of all students
 - g. Provide positive feedback to students on appropriate behavior
 - h. Refer to school social worker, counselor, case manager, or other staff
 - i. Refer to the PBIS Team
 - j. Restrict activity
 - k. School/community service
 - l. Time-out/Buddy Room
 - m. Use Restorative Practices

Level 2: Administrator Directed Interventions

2. Administrator may initiate one or more of the following:
 - a. Consultation with the District Discipline Supervisor
 - b. Lunch Detention
 - c. Referral for a substance abuse or mental health assessment
 - d. Referral to PBIS team for Tier 2/3 Intervention
 - e. Referral to Restorative Justice Practitioner
 - f. Referral to Student Support Specialist for behavior support and management
 - g. Restricted Activity/Privileges (such as extracurricular activities, dances, celebrations)
 - h. Re-teaching/Practicing Expectations
 - i. Saturday/evening school
 - j. Use Restorative Practices

Level 3: In-School Alternatives

3. Behavior plan with school- related community service
 - a. Behavior plan with student/parent

- b. Change of class assignment
- c. In-School Suspension
- d. Placement in an in-school alternative program in combination with Levels 1 and 2 consequences
- e. Placement in in-school alternative program
- f. Referral for restorative justice processes with completed contract with affiliated parties
- g. Referral to behavior intervention personnel
- h. Referral to PBIS team for Tier 2/3 Intervention
- i. Restitution
- j. Waverly In-School Probation Program

Level 4: Out-Of-School Suspension (up to 5 days ; up to 10 days, after consultation with the superintendent or designee)

- 4. Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the following 7 factors before suspending a student from a class, subject, activity, or before suspending a student from school:
 - a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and
 - g. Whether lesser interventions would address the behavior

Level 5: Referral to District Discipline Hearing Officer for Alternative Consequences

- 5. District Discipline Supervisor consultation/intervention
 - a. Referral to alternative consequences
 - b. Suspension up to and including 59 days
 - c. Possible referral to Board of Education for a disciplinary hearing

Level 6: Expulsion Meeting/Expulsion - Expulsion for an indefinite time in excess of 59 consecutive school days, subject to possible reinstatement.

- 6. Pursuant to state law, a teacher, an administrator, or the Board of Education, as appropriate, will consider the following factors before expelling a student from school, unless the student is being expelled for possessing a firearm on school property:
 - a. The student's age;
 - b. The student's disciplinary history;
 - c. Whether the student has a disability;
 - d. The seriousness of the behavior;
 - e. Whether the behavior posed a safety risk;
 - f. Whether restorative practices are a better option; and
 - g. Whether lesser interventions would address the behavior

Levels of Disciplinary Consequences PreK-6

	Minor Offense Levels	Moderate/Repeated Offense Levels	Severe/Major Offense Levels
Academic Misconduct	1-3	1-4	-
Aggressive Physical Behavior	1-2	2-4	5-6
Arson	-	-	5-6
Assault of Staff (Physical)	-	-	2-6
Assault of Student (Physical)	-	-	2-6
Bomb Threat/Threat Against School	-	-	2-6
Bullying	1-2	2-4	5-6
Criminal Acts	-	-	2-6
Disorderly Conduct	1-2	2-4	5
Disruption	1	1-4	-
Dress Code	1	1-3	
Electronic Communication Devices	1-2	2-3	4-5
False Fire Alarms	2	2-4	5-6
Fighting	1-3	2-4	4-6
Forgery	1-2	1-4	-
Harassment	1-2	2-4	5-6
Inciting Others to Violence or Disobedience	1-3	2-4	4-6
Indecency	1-2	1-4	-
Insubordination	1-2	1-4	5
Intimidation/Stalking/Threats to Students	1-2	2-4	5-6
Persistent Misbehavior	1-2	1-4	5
Possession/Use of Alcohol	-	2-4	5
Possession/Use of Other Drugs	-	2-4	5-6
Possession/Use of Tobacco	-	2-4	5
Possession/Use of a Look-Alike Firearm	2	2-4	5-6
Possession/Use of Airsoft Gun	-	2-4	5-6
Possession/Use of Combustibles	2	2-4	5-6
Profane/Inappropriate Language or Behavior	1-2	1-4	5
Sale/Distribution of Drugs or Alcohol	-	-	5-6
Sexting	2	2-3	4-6
Sexual Assault	-	-	5-6
Sexual Harassment	-	2-4	5-6
Technology Misuse	1-2	2-4	5
Theft	1-2	2-4	5
Trespassing and Inappropriate Location	1-2	2-4	-
Vandalism	1-3	2-4	5
Weapons-Sale, Possession or Use	2	2-4	5-6

Level 1 Response: Teacher/Staff Directed Interventions
 Level 2 Response: Administrator Directed Interventions

Level 3 Response: In-School Alternatives

Level 4 Response: Out-of-school Suspensions (up to 5 days; up to 10 days after consultation with the superintendent or designee)

Level 5 Response: Referral to District Hearing Officer

Level 6 Response: Expulsion Meeting/Expulsion

Note:

- See the above section: Discipline Guidelines for Waverly Community Schools PreK- 12 for delineation of levels
- The columns are not intended to represent 1st, 2nd, 3rd offense but nature of the incident
- Progressive discipline relates to repeated violations of the same offense occurring in close proximity

Level of Disciplinary Consequences 7-12

	Minor Offense Levels	Moderate/Repeated Offense Levels	Severe/Major Offense Levels
Academic Misconduct	1-3	1-4	5
Aggressive Physical Behavior	1-2	2-4	5-6
Arson	-	-	5-6
Assault of Staff (Physical)	-	-	4-6
Assault of Student (Physical)	-	-	4-6
Bomb Threat/Threat Against School	-	-	4-6
Bullying	1-2	2-4	5-6
Criminal Acts	-	-	4-6
Disorderly Conduct	1-2	1-4	5
Disruption	1	1-4	-
Dress Code	1-2	1-3	-
Electronic Communication Devices	1-3	1-4	4-5
False Fire Alarms	-	3-4	5-6
Fighting	1-3	2-4	4-6
Forgery	1-3	1-4	-
Harassment	1-3	2-4	5-6
Hazing	1-2	2-4	5-6
Inciting Others to Violence or Disobedience	1-3	2-4	4-6
Indecency	1-2	2-4	5-6
Insubordination	1-2	1-4	5
Intimidation/Stalking/Threats to Students	1-3	2-4	5-6
Littering	1-2	1-3	-
Persistent Misbehavior	1-2	1-4	5-6
Possession/Use of Alcohol	-	3-4	5
Possession/Use of Other Drugs	-	-	3-6
Possession/Use of Tobacco	1-3	3-4	5
Possession/Use of a Look-Alike Firearm	-	4	5-6
Possession/Use of Airsoft Gun	-	4	5-6
Possession/Use of Combustibles	-	2-4	5-6
Profane/Inappropriate Language or Behavior	1-2	2-4	5-6
Sale/Distribution of Drugs or Alcohol	-	-	4-6
Sexual Assault	-	-	5-6
Sexting	-	2-4	5-6
Sexual Harassment	-	2-4	5-6
Technology Misuse	1-3	1-4	5-6
Theft	1-3	2-4	5
Trespassing and Inappropriate Location	1-2	2-4	-
Vandalism	1-3	2-4	5-6
Weapons-Sale, Possession or Use	-	-	5-6

Level 1 Response: Teacher/Staff Directed Interventions

Level 2 Response: Administrator Directed Interventions

Level 3 Response: In-School Alternatives

Level 4 Response: Out-of-school Suspensions (up to 5 days; up to 10 days in consultation with the superintendent or designee)

Level 5 Response: Referral to District Hearing Officer

Level 6 Response: Expulsion Meeting/Expulsion

Note:

- See the above section: Discipline Guidelines for Waverly Community Schools PreK- 12 for delineation of levels
- The columns are not intended to represent 1st, 2nd, 3rd offense but nature of the incident
- Progressive discipline relates to repeated violations of the same offense occurring in close proximity

Part II – Attendance

Attendance Expectations and Guidelines

Student success is closely connected to consistent school attendance. When students attend regularly, they are more likely to stay on track academically and graduate on time.

Early attendance matters. Patterns established in September are strong indicators of attendance for the rest of the school year. Students who miss just 2–4 days in September are at increased risk of becoming chronically absent, and those who miss more than 4 days have a significantly higher likelihood of continued absences throughout the year. *Chronic absenteeism* is defined as missing 10% or more of the school year, measured at any point in time.

We also monitor Total Lost Learning Time (TLLT), which includes any missed instructional time—such as absences, late arrivals, or early departures. Even small amounts of missed time can add up and impact student learning.

Attendance Terminology

To support clear communication and consistent attendance practices, the district uses the following terms when recording attendance:

- **Absence Explained - excused:** The school has received communication from a parent or guardian regarding the student's absence, tardy, or early departure and it aligns with Board Policy
- **Absence Explained – unexcused:** The school has received communication from a parent or guardian regarding the student's absence, tardy, or early departure and it *does not* align with Board Policy
- **Absence Unexplained:** The school has not received communication about the student's absence, tardy, or early departure.

When you contact the school, your child's absence is marked as **Explained**. Whether the absence is **Excused** depends on board policy, not the call itself. This means some absences may be explained but still count as unexcused.

Excused Absences

The Board of Education recognizes the following as reasonable excuses for time missed from school. Excused absences are limited to the ones listed below. Absences for reasons not listed below are considered unexcused.

- Illness
- Recovery from an accident
- Required court attendance
- Professional appointments
- Death in the immediate family
- Observation or celebration of a bona fide religious holiday

Absences for reasons not outlined in Board of Education policy are considered unexcused. In these situations, there may be an impact on a student's ability to receive credit for missed assignments or assessments.

When a student reaches 10 unexplained absences, a truancy referral may be initiated. In some cases, a pattern of excessively explained absences may also result in a referral, as consistent attendance is essential to student success.

Tardiness and Early Departures

Arriving on time and remaining for the full school day are important for student learning and engagement.

- Students who arrive late must check in through the school's main office. A parent/guardian (or adult student) may be required to sign the student in. A tardy pass will be issued for entry into class.

- Students who need to leave early must be signed out through the main office by a parent/guardian (or authorized adult).
- Excessive tardiness or early departures will be reviewed by building administration and may be included in overall attendance considerations, including truancy processes.

We understand that circumstances can arise that impact attendance, and we are committed to working in partnership with families to support each student. If challenges come up, we encourage you to communicate with your child's school as early as possible so we can work together to find solutions and provide support.

Together, we can help ensure that every student is present, engaged, and positioned for success each day.

Absent Students - Elementary (K-6 Grades)

Any absences must be reported to the main office as soon as possible. If an excuse is not received within 48 hours of an absence, the absence will be deemed unexcused. Long-term medical leaves could be eligible for educational services while the student is absent if appropriate documentation is provided from a physician.

For unexcused and/or excessive absences, the following will take place:

Total Number of Unexcused or Excessive Absences	Steps Taken by the Building
1-2 Days	Automated phone calls and/or personal phone calls or emails from office staff, teacher, or principal.
3 Days	Official attendance letter is sent via US Mail and/or email to parent/guardian on file.
4-5 Days	Automated phone calls, personal phone calls and/or emails from office staff, teacher, or principal. Possible contact of emergency contacts on file if unable to contact parent/guardians.
6 Days	Second official attendance letter is sent via US Mail and/or email to parent/guardian on file.
7 - 9 Days	Automated phone calls, personal phone calls and/or emails from office staff, teacher, or principal. Meeting with the principal or designee may be required to address attendance issues. Possible contact of emergency contacts or local authorities if unable to contact parent/guardians.
10 Days	Final official attendance letter is sent via US Mail and Truancy Referral is created and sent to the appropriate truancy officer for the county of residence.

After a truancy referral is created, the student must return to school within seven (7) school days. If attendance does not improve or the student does not return, the school may drop the student's enrollment with Waverly Community Schools.

Absences arranged with the building administration for school-related activities, religious observances, suspensions, college visitations, or documented medical absences will not be included in accumulated absences.

Parent/guardians with extenuating circumstances should contact an administrator or main office for their building. Cases will be reviewed on an individual basis. All efforts will be made to work with the student and family to keep students within a learning environment.

Absent Students - Secondary (7-12 Grades)

Any absences must be reported to the main office as soon as possible. If an excuse is not received within 48 hours of an absence, the absence will be deemed unexcused. Long-term medical leaves could be eligible for educational services while the student is absent if appropriate documentation is provided from a physician.

It is expected that participants in extracurricular activities be in school for the entire school day. Students who are suspended cannot attend or participate in any after-school activities. Students who are not in good standing (i.e. acceptable attendance, no suspensions, no expulsions, progressing academically) may be denied the privilege of participation in school activities.

For unexcused and/or excessive absences, the following will take place:

Total Number of Unexcused or Excessive Absences		Steps Taken by the Building
<u>Middle School</u> 8 – 23 class periods	<u>High School</u> 6 -17 class periods	Automated phone calls and/or personal phone calls or emails from office staff, teacher, or principal.
24 class periods	18 class periods	Official attendance letter is sent via US Mail and/or email to parent/guardian on file.
25- 47 class periods	19 – 35 class periods	Automated phone calls, personal phone calls and/or emails from office staff, teacher, or principal. Possible contact of emergency contacts on file if unable to contact parent/guardians.
48 class periods	36 class periods	Second official attendance letter is sent via US Mail and/or email to parent/guardian on file.
49 – 79 class periods	37 – 59 class periods	Automated phone calls, personal phone calls and/or emails from office staff, teacher, or principal. Meeting with the principal or designee may be required to address attendance issues. Possible contact of emergency contacts or local authorities if unable to contact parent/guardians.
80 class periods	60 class periods	Final official attendance letter is sent via US Mail and Truancy Referral is created and sent to the appropriate truancy officer for the county of residence.

After a truancy referral is created, the student has to return to all scheduled class periods within seven (7) school days. If attendance does not improve or the student does not return, the school may drop the student's enrollment with Waverly Community Schools.

Absences arranged with the building administration for school-related activities, religious observances, suspensions, college visitations, or documented medical absences will not be included in accumulated absences.

Parent/guardians with extenuating circumstances should contact an administrator or main office for their building. Cases will be reviewed on an individual basis. All efforts will be made to work with the student and family to keep students within a learning environment.

Part III – Bus Conduct

Transportation service for students is a privilege, not a right. Students will be allowed to ride Waverly Community Schools' buses as long as they remain a student in good standing for that purpose. A student in good standing is one who follows the rules. Students are responsible for maintaining good behavior while riding the school bus. Parents should remind their children to follow all the rules listed below and to be a person of responsible character while riding to and from school, on field trips, or any other school-sponsored trip. The school bus is considered school property, therefore, all rules that apply to school buildings also apply to school buses.

1. Students are to be at their designated stop in the morning at least five minutes before the bus is to arrive.
2. Students are expected to get on and off at their designated stop.
3. Students may not use their cell phones or other Electronic Communication Devices (ECDs) for anything except listening to music or playing video games. Students must wear headphones, or the device must be on silent. Students may not call, take pictures or videos, or be on any social media while on the bus. Phones are to be kept below the seat back.
4. No excessive noise or rowdy behavior is permissible on the bus. Only normal conversation is allowed except when at railroad crossings, red lights, and stop signs. At these times there shall be no talking.
5. A student shall immediately take his/her seat upon entering the bus and remain seated in that seat until the bus stops and it is time to get off.
6. Head, hands, and feet shall be kept inside the bus at all times.
7. Throwing any article inside the bus or at the bus is strictly prohibited.
8. Students must wait for the bus in an orderly manner and a safe distance off the roadway. The bus shall come to a complete stop before students move toward the bus. Students must not rush or walk between buses when loading or unloading.
9. Lighters, matches, or other igniting devices, as well as smoking on the bus are strictly prohibited.
10. Eating or drinking on the bus will not be allowed.
11. Students shall not use profane or foul language at any time.
12. Students shall not deface or damage the bus (i.e., writing or painting inside or outside the bus). Anyone guilty of such acts will pay the cost of repairs.
13. Students will not open the emergency door except for emergencies when instructed by the bus driver to do so.
14. Students who must cross the road after being discharged from the school bus can cross only when instructed by the driver.
15. Students are strictly prohibited from acting or talking disrespectfully in any way to the bus driver.

For the safety and protection of riders and drivers, buses may be equipped with video cameras and audio capabilities. These tapes may be used for identifying behavioral problems. These tapes are held for one school day only and then are taped over.

Grades K-12

First Offense: The bus driver talks to the student about their misconduct and contacts their Parent/guardian by phone to issue a verbal warning. The incident is documented by the Transportation Director.

Second Offense: The bus driver talks to the student about their misconduct and contacts their Parent/guardian by phone to issue a one-day suspension from the bus. The incident is documented by the Transportation Director.

Third Offense: The bus driver talks to the student about their misconduct and contacts their Parent/guardian by phone to issue a two-day suspension from the bus. The incident is documented by the Transportation Director.

Repeated Offenses: The Parent/guardian is notified that bus privileges are suspended for a period of time determined by the Transportation Director.

Fighting is an automatic one-day suspension from the bus for grades 2 - 12. Students who have multiple fights on the bus are referred to the superintendent for review of incident and a determination of consequences.

In situations where the student has not had a violation for two months, the bus driver and/or principal may consider action under previous offense levels.

SUSPENSION NOTE: In the event of a suspension, the school bus driver will be responsible to deliver the offending student to his/her destination and inform the student that bus riding privileges have been suspended. Upon returning to the service building after the afternoon run, the driver shall notify the Director of Transportation of the offense. If the student is suspended from the bus, the suspension will also include transportation to extracurricular activities and field trips. However, if the field trip is part of the academic program, the student may attend, provide the student is transported to and from the field trip by a parent/guardian. Based on the severity of the infraction on the bus. The suspension may carry over into extracurricular activities.

Part IV– Student Network and Internet Acceptable Use and Safety

Students shall use District Information & Technology Resources for educational purposes only. District Information & Technology Resources shall not be used for personal, non-school-related purposes. Use of District Information & Technology Resources is a privilege, not a right. When using District Information & Technology Resources, students must conduct themselves in a responsible, efficient, ethical, and legal manner. Students who engage in unauthorized or inappropriate use of District Information & Technology Resources, including any violation of these guidelines, may have their privilege limited or revoked, and may face further disciplinary action consistent with the Student Code of Conduct/Student Handbook and/or civil or criminal liability. Prior to accessing or using District Information & Technology Resources, students (eighteen (18) years of age and older) and parents of minor students must sign the Student Technology Acceptable Use and Safety Agreement.

This guideline also governs students' use of personally-owned communication devices (PCDs) when the PCDs are connected to District Information & Technology Resources, or when used while the student is on Board-owned property or at a Board-sponsored activity.

Please refer to ag7540.03 for the full guideline.

Below is a non-exhaustive list of unauthorized uses and prohibited behaviors. This guideline further provides a general overview of the responsibilities users assume when using District Information & Technology Resources.

- A. All use of District Information & Technology Resources must be consistent with the educational mission and goals of the District.
- B. Students may only access and use District Information & Technology Resources by using their assigned account. Use of another person's account/e-mail address is prohibited.
- C. No user may access another person's private files. Any attempt by users to access another user's or the District's non-public files, or phone or e-mail messages, is prohibited.
- D. Students may not intentionally disable any security features used on District Information & Technology Resources.
- E. Students may not use District Information & Technology Resources or their PCDs to engage in vandalism, "hacking", or other illegal activities (e.g., software pirating; intellectual property violations; engaging in slander, libel, or harassment; threatening the life or safety of another; stalking; transmission of obscene materials or child pornography, including sexting; fraud; or sale of illegal substances and goods).
- F. Transmission of any material in violation of any State or Federal law or regulation, or Board policy is prohibited.
- G. Students may not use District Information & Technology Resources for private gain or commercial purposes (e.g., purchasing or offering for sale personal products or services by students), advertising, or political lobbying.
- H. Students may not use District Information & Technology Resources to engage in cyberbullying. "Cyberbullying" involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group, which is intended to harm others. (Bill Belsey (<http://www.cyberbullying.org>) Cyberbullying may occur through e-mail, instant messaging (IM), chat rooms/Bash Boards, small text messages

(SMS), websites, voting booths, social media, and other technological means of communicating/publishing text, audio, and/or video.

- A. posting/publishing slurs or rumors or other disparaging remarks about a student on a website or weblog;
 - B. sending e-mails or instant messages that are mean or threatening or so numerous as to negatively impact the victim's use of that method of communication and/or drive up the victim's cell phone bill;
 - C. using a smartphone to take and/or send embarrassing and/or sexually explicit photographs/recordings of students;
 - D. posting/publishing online, misleading or fake photographs of students.
- I. Students are expected to abide by the following generally accepted rules of online etiquette:
- A. Be polite, courteous, and respectful in your messages to others. Use language appropriate to school situations in any communications made through or utilizing District Information & Technology Resources. Do not use obscene, profane, lewd, vulgar, rude, inflammatory, sexually explicit, defamatory, threatening, abusive, or disrespectful language in communications made through or utilizing District Information & Technology Resources.
 - B. Do not engage in personal attacks, including prejudicial or discriminatory attacks.
 - C. Do not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending that person messages, the student must stop.
 - D. Do not post information that, if acted upon, could cause damage or a danger of disruption.
 - E. Never reveal names, addresses, phone numbers, or passwords of yourself or other students, family members, teachers, administrators, or other staff members while communicating on the Internet. This prohibition includes, but is not limited to, disclosing personally-identifiable information on commercial websites.
 - F. Do not transmit to third parties/unknown individuals pictures or other information that could be used to establish identity without prior approval of a teacher.
 - G. Never agree to get together with someone you "meet" online without parent approval and participation.
 - H. Regularly check the District-provided e-mail account and delete e-mails no longer needed.
 - I. Students should promptly disclose to a teacher or administrator any messages they receive that are inappropriate or make them feel uncomfortable, especially any e-mail that contains sexually explicit content (e.g., pornography). To aid in any investigation, students should not delete such messages until instructed to do so by an administrator.
- J. Downloading of files onto District Information & Technology Resources is prohibited without prior approval from the teacher, principal, or superintendent's designee.
- K. Users have no right or expectation to privacy when using the District Information & Technology Resources. The Board reserves the right to access and inspect any facet of District Information & Technology Resources, including, but not limited to, computers, laptops, tablets, and other devices, networks or Internet connections, online educational services, or apps, e-mail or other messaging or communication systems or any other electronic media within the District's technology systems or that otherwise constitutes its property and any data, information, e-mail, communication, transmission, upload, download, message, or material of any nature or medium that may be contained therein.

Game playing is not permitted unless under the supervision of a teacher.
District printers may only be used to print school-related documents and assignments.

Any individual who is aware of a violation of the Board policy or this guideline, including inappropriate on-line contact, content, or conduct, such as sexting, harassment or cyberbullying, should bring it to the attention of the school principal or superintendent immediately.

Toilet Training Guidelines

To ensure a smooth transition into the classroom, please review the following expectations regarding student hygiene and toilet training

- **General Expectations:** Students should be fully trained before the school year begins. The only exceptions are for students with specific goals in an Individualized Education Program (IEP) or Section 504 Plan, or if toilet training is a formal part of their instructional curriculum.
- **Family Responsibility:** Parents and guardians are responsible for their child's toilet training. Additionally, please provide a change of clean clothes to be kept at school in case of occasional accidents.
- **Supportive Environment:** We maintain a compassionate environment; no student will ever be shamed, punished, or humiliated for having an accident or struggling with bathroom use.
- **Staff Assistance:** For the privacy and safety of all students, staff members will provide hands-on toileting assistance only when it is specifically required in a student's IEP or Section 504 Plan. If such supports are not in place, students will be expected to manage their own toileting needs, including cleaning themselves and changing into clean clothing following an accident.
- **Monitoring Needs:** If a student experiences frequent or repeated accidents, the building principal will work to determine if these incidents are related to an underlying disability that requires further support.

Bloodborne Pathogens

We recently have been notified by the Federal Government that the District is subject to new regulations from the Occupational Safety and Health Administration (OSHA) to restrict the spread of Hepatitis B Virus (HB) and Human Immune Deficiency Virus (HIV) in the workplace. These regulations are designed to protect employees of the District who are, or could be, exposed to blood or other contaminated bodily fluids while performing their job duties.

Because of the very serious consequences of contracting HBV or HIV, the District is committed to taking the necessary precautions to protect both students and staff from its spread in the school environment.

Part of the federally mandated procedures includes a requirement that the District request the person who was bleeding to consent to be tested for HBV and HIV. This information would then be provided both to the exposed employee and the treating physician to determine proper medical treatment.

The law does not require parents or guardians to grant permission for the examination of their child's blood, but it does require the District to request that consent. Although we expect that incidents of exposure will be few, we wanted to notify parents of these requirements ahead of time. That way, if the situation does develop, you will understand the reason for our request and will have had an opportunity to consider it in advance. These are serious diseases, and we sincerely hope that through proper precautions and cooperation, we can prevent them from spreading.

P.L. 110-385, Title II, Protecting Children in the 21st Century Act, 18 U.S.C. 1460, 18 U.S.C. 2246, 18 U.S.C. 2256, 20 U.S.C., 6777, 9134 (2003), 20 U.S. C., 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003), 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended (2003)

Our Mission

Waverly Community School's mission is to educate and prepare students to achieve their academic best, develop character, become lifelong learners, and contribute as citizens of our global society by committing ourselves to excellence in education characterized by:

- A safe, caring, and equitable learning environment
- Rigorous curriculum
- Quality instruction
- Respect for diversity

In partnership with families and our entire community.

2026-27 District Goals

Create and maintain strong/positive relationships
Create a safe, caring, inclusive and equitable environment
Maintain components of G.R.E.A.T. Instruction

