

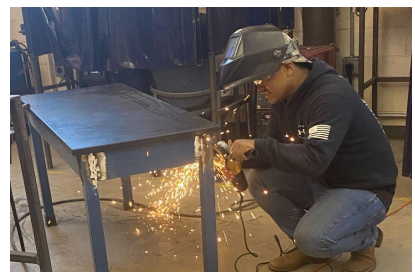
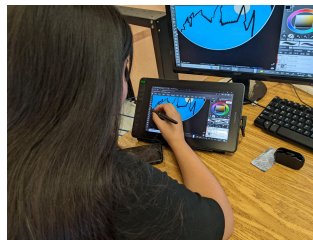
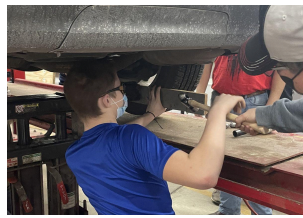


# 2025-26

# STUDENT & PARENT

# HANDBOOK

GET  
STARTED  
HERE



*AgriScience ♦ Architecture ♦ Automotive Technologies ♦ Aviation ♦  
Coding & Gaming ♦ Computer Science & Technology ♦ Culinary Arts ♦  
Construction Trades: Residential Building ♦ Engineering, Design & Manufacturing  
♦ Engineering Design Technologies ♦ Graphic Design ♦ Health Science I and II  
♦ HVAC, Electrical & Plumbing ♦ Manufacturing Technologies ♦ Marketing ♦*



**Nondiscrimination Policy**

*The St. Joseph County ISD does not discriminate on the basis of race, color, national origin, religion, sex (including gender identity or expression, sexual orientation, pregnancy, childbirth, or related condition), age, height, weight, familial status, marital status, military service, veteran status, genetic information, disability, or any other legally prohibited basis in admission or access to District programs and activities, or employment. Unlawful discrimination, including unlawful harassment and retaliation, in District programs, services, and activities is prohibited.*

*The following person has been designated to handle inquiries regarding the non-discrimination policies:*

*Assistant Superintendent of Finance, Operations and Human Resources*

*St. Joseph County ISD*

*62445 Shimmel Road*

*Centreville, MI 49032*

*269.467.5400*



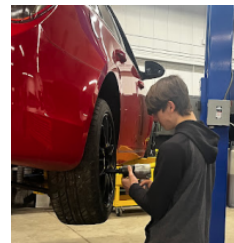
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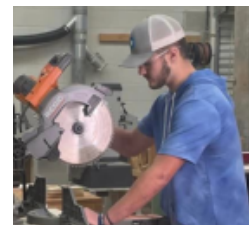
## Welcome to Career and Technical Education!

We hope your CTE class is a great experience for you – productive, educational, and inspirational. For many of you, it will be life changing. Whether or not you choose a career related to the class you take, you will have opportunities to explore careers while developing various technical and career readiness skills that will help you be successful wherever life takes you.



### 3 things you should know about CTE:

- The St. Joseph County CTE Consortium (SJC-CTE) is a joint effort of eight school districts to cost-effectively offer CTE programs and opportunities for high school juniors and seniors. The program is an extension of your local high school.
- SJC-CTE programs follow the policies of (1) your high school, (2) the host district or college, and (3) the CTE Consortium, including the individual program expectations. This Student-Parent Handbook provides information and policies for all CTE programs. You will find classroom expectations in the class syllabus. Student handbooks will also be provided by your home school. Host school handbooks generally are available on district websites or by calling the district office.
- CTE classes are elective courses. This means you and nearly everyone else in the class **chose** to be here. With everyone's participation, the class will be a great experience for all. Together, we can create a fun and creative learning environment .



We wish you all the best for a successful year. If there is anything we can do to assist, just ask! We are all here to help.

Sincerely,

CTE Office Staff

Jim Berry, Director of CTE

DyAnn Steinberger, CTE Executive Assistant

Katie Gesmundo, CTE Office Assistant

Jennifer Yesh, CTE Coordinator

Stacy Avery, Career Prep/Work-Based Learning Coordinator

Sarah Beckle, Work-Based Learning Coordinator

Beth Betcke, Career Awareness Coordinator

Kathy Moore, CTE Instructional Coach

Nick Cook-VanDenBrink, Special Populations Consultant



Office Number: 269-467-5402

Email: [cte@sjcisd.org](mailto:cte@sjcisd.org)



## CTE Teachers and Assistants

PROGRAM	LOCATION	NAMES	PHONE	EMAIL
<b>Agriscience</b>	Centreville H.S. Ag Building	<b>Jenny Troyer</b> Megan Milliman, Inst. Asst. Matt Holden, Farm Manager	269-467-5210 x23500	jtroyer@cpschools.org
<b>Architecture</b>	Sturgis H.S. Room 165	<b>Alexander Balzer</b>	269-659-1515	abalzer@sturgisps.org
<b>Automotive Technologies</b>	Glen Oaks C.C. Auto Lab (E-Wing)	<b>Jim Deroshia</b> Jeff Bradley, Inst. Asst. Eric Laughry, Inst. Asst.	269-294-4222	jderoshia485@glenoaks.edu
<b>Aviation</b>	Glen Oaks (AM only) Room E432	<b>Helen Hoffman</b>	269-467-5429	helen@threeriversaero.com
<b>Coding &amp; Gaming</b>	Glen Oaks (PM only) Room E432	<b>Phil Webb</b>	269-279-1120	pwebb@trschoools.org
<b>Computer Science &amp; Technology</b>	Three Rivers H.S. (AM) Room S152	<b>Kris Leach</b>	269-279-1120	kleach@sturgisps.org
	Glen Oaks (PM) Room E-426			
<b>Construction Trades: Residential Building</b>	Three Rivers M.S. Room 252	<b>Lincoln Klinger</b> J.D. Yoder, Onsite Coordinator Amy Southland, Inst. Asst.	269-467-5429	liklinger@trschoools.org
	Sturgis H.S.	<b>Paul Draper</b> Doug Buckles, Inst. Asst.	269-659-1515	pdraper@sturgisps.org
<b>Culinary Arts</b>	Constantine H.S. (AM)	<b>Candice Swanwick</b>	269-435-8920	cswanwick@constps.org
	Sturges-Young CFA (PM)	Randi McGee, Inst. Asst.		
<b>Engineering, Design &amp; Manufacturing</b>	Three Rivers H.S. (AM) Room S130	<b>Phil Webb</b>	269-279-1120	pwebb@trschoools.org
<b>Engineering Design Technologies</b>	Sturgis H.S. Room 165	<b>Alexander Balzer</b>	269-659-1515	abalzer@sturgisps.org
<b>Graphic Design</b>	Glen Oaks Room E429	<b>Ciera Kline</b>	269-294-4278	ckline371@glenoaks.edu
<b>Health Science I</b>	Centreville H.S. Room 410	<b>Monica Bullock</b> TBD, Clinical/Lab Mgr	269-467-5210 x21410	mbullock@cpschools.org
<b>Health Science II</b>	Centreville H.S. Room 404	<b>Darci Skrzyniarz (Sin-Yaz)</b>	269-467-5210 x21410	dskrzyniarz@cpschools.org
<b>HVAC/Electrical/Plumbing</b>	Glen Oaks C.C. Electrical Lab (E-Wing)	<b>DeWaine Harley</b> TBD, Inst. Asst.	269-467-5429	dharley@trschoools.org
<b>Manufacturing</b>	Sturgis H.S. Room 166	<b>Jeff Wanamaker</b> Ray Swinsick, Inst. Asst.	269-659-1515 x41167	jwanamaker@sturgisps.org

<b>Marketing</b>	Three Rivers H.S. Room S110	<b>Scott Muffley</b>	269-279-1120	smuffley@trschoools.org
	Sturgis H.S. (pm) Room 158	<b>Tracy Harker</b>	269-659-1515 x41165	trharker@sturgisps.org
<b>Public Safety</b>	Three Rivers H.S. Room S108	<b>Jennifer Newman</b>	269-467-5429	jenewman@cpschoools.org
	Sturgis Commons Room TBD			
<b>Teacher Academy</b>	Park Elementary (am) Room 304	<b>Rusty Stitt</b>	269-467-5429	wstitt075@glenoaks.edu
	Congress Elem. (pm) Room 200	<b>Julie Evans</b>	269-467-5429	jevans084@glenoaks.edu
<b>Welding</b>	Constantine H.S. Room 1015	<b>Brea Zuydwegt</b> Patrick Gillem, Inst. Asst.	269-435-8920	bzuydwegt@constps.org
	Glen Oaks C.C. Welding Lab (E-Wing)	<b>Alyse Bannister</b> Dan Briggs, Inst. Asst.	269-294-4214	abannister588@glenoaks.edu

## **CTE GENERAL INFORMATION**

### **TERM DATES**

Beginning of Semester 1:	8/19/25	End of Semester 1:	12/19/25
Beginning of Semester 2:	1/5/26	End of Semester 2:	5/28/26

*Note: The last day of CTE for the 2025-26 school year may differ due to school district calendars and is subject to change.*

### **WEBSITE & RESOURCE INFORMATION**

Valuable resource information, including the CTE calendar, the CTE Student & Parent Handbook, staff contact information, transportation schedule, etc., can be found on the Career & Technical Education page (under “Departments”) of the St. Joseph County ISD website: [www.sjcisd.org](http://www.sjcisd.org). In addition, please look for us on Facebook and Instagram at *St. Joseph County Career and Technical Education* where we will post information on CTE-related news, information, and class updates.

### **CTE POWERSCHOOL**

Grades and attendance for CTE classes are maintained in the CTE PowerSchool Student Information System, an online database used by most districts in St. Joseph County. The website for the CTE PowerSchool is <https://sjcisd.powerschool.com/public>. Students will be provided with login information in class and letters with information on how to access the system will be sent to parents/guardians in September. If you have any questions or problems with the CTE PowerSchool, please contact the CTE Office at 269-467-5429 or email [cte@sjcisd.org](mailto:cte@sjcisd.org).



### **\*\*\* IMPORTANT \*\*\***

***The PowerSchool database for CTE classes is separate from the student's home school system and requires different login information.***

### **CANCELLATION OF CLASSES**

#### ***Scheduled Cancellations:***

The CTE Consortium operates programs in different school districts and at Glen Oaks Community College (GOCC). Each district's calendar varies slightly and there will be days when some CTE classes may be canceled while others run as usual. CTE students are expected to report when the home school *and* host school are open. *Scheduled cancellations will be posted on the [CTE calendar](#), the CTE website, Facebook and Instagram.*

At times, CTE host schools may be closed for an activity such as internal professional development, however the building may be open for students from other districts to attend CTE. Teachers will let students know if they need to report to class when this occurs.

#### ***Unscheduled Cancellations:***

CTE classes may be canceled for inclement weather or other *unexpected* occurrences (i.e., an unscheduled building closure by a host or sending district). CTE students **are not** expected to report to



class when the student's home school or the host school is closed.

***Delayed Start due to Inclement Weather:***

If there is a weather-related delayed start at the home school or host school, morning sessions will be canceled, however CTE students should report as usual to their afternoon CTE class.

***Early Dismissal:***

In the event of an unexpected early dismissal during scheduled CTE time (severe weather, etc.), CTE staff and local transportation supervisors will coordinate returning students to their home school prior to the school's dismissal time.

*Note: On inclement weather days only, CTE classes held at GOCC will follow Centreville High School for closings, delays, and early dismissals.*

***Listen for weather-related school closings on the radio/ TV or check online at [www.wvmt.com](http://www.wvmt.com), or contact your home/host school district for information.***

## **CTE ATTENDANCE POLICY & PROCEDURES**

The CTE Consortium requires its students to attend school every day school is in session, except when excused by the local school district or a parent/guardian. The school district's administrator is responsible for enforcing this policy. In cases where the school district administrator concludes a parent is failing to comply with Michigan's compulsory school attendance law, MCL 380.1561, the district may refer the matter to Child Protective Services or the appropriate police agency or prosecutor's office (see *Truancy, below*).

***Regular daily attendance is an expectation of employers and therefore of CTE classes.*** Students enrolled in CTE classes learn job-specific skills, improve academics, and acquire essential career readiness skills, such as reliability, punctuality, dependability, daily attendance, etc. *Excellent career readiness skills are basic qualities employers seek in prospective employees.* The purpose of the CTE attendance policy is to:

- help students develop outstanding career readiness skills;
- highlight the importance of good attendance on the job and in school; and
- improve student achievement in their CTE and other high school classes.

***Students who miss class are still expected to complete the day's assignments and to learn the lesson objective.*** For hands-on experiences that cannot be repeated, such as lab demonstrations and guest speakers, students usually will have the opportunity to complete alternative make-up work.

**All absences from CTE classes are reported to the local district's attendance officer.**

### **\*\*\* IMPORTANT \*\*\***

**When a student is absent, a parent/guardian must call the CTE Office at 269-467-5402 to excuse the absence.**

**Local high schools are NOT responsible for notifying the CTE Teacher about absences from a CTE class. A parent/guardian must contact CTE.**

## **EXCUSED ABSENCES**

In order for an absence or tardy to be considered "excused", the below procedures must be followed:

- **A parent/guardian must call the CTE Office at 269-467-5402 to excuse the student from CTE.** Parents should leave a voicemail message if there is no answer.
- If a student is absent and no phone call is received, the CTE Teacher will mark the student as **unexcused** and a SchoolMessenger alert will automatically be sent to the parent/guardian. If a student is not excused **within 48 hours**, the absence will remain unexcused.
- Excused absences include illness, hospitalization, family emergencies, funerals, professional appointments, religious obligations, family vacations, etc.

Parents/guardians with students who have excessive absences may be contacted by the CTE Teacher, the CTE Coordinator, and/or the local school counselor. Excessive absences and low grades may cause the student to be dropped from class and/or to receive a failing grade or an "incomplete". Parents and students can keep track of grades and absences in the CTE PowerSchool (see page 8).

## **UNEXCUSED ABSENCES**

An unexcused absence is **any absence when the CTE Office has not been contacted by a parent or guardian prior to the absence or within 48 hours after the absence**. Parents or guardians of students with excessive unexcused absences will be contacted by the CTE Teacher first, followed by the CTE Coordinator, and/or home district counselor or administrator. If attendance issues continue, a meeting may be scheduled. The CTE Coordinator will work out an attendance improvement plan together with the student. Students who continue to have unexcused absences may be dropped from the class and/or receive an "E".

## **TRUANCY**

Unexcused absences will be closely monitored. If a student reaches 7 unexcused absences, a report will be sent to their attendance officer, school counselor, and/or administrator. A second report will be sent if a student accumulates 10 unexcused absences. These reports can have serious implications, including being subject to your district's policies for truancy.

## **SCHOOL-RELATED ABSENCES**

If a student will miss class due to a **school-related event**, they must tell their teacher prior to the absence. Students should not rely on their school to notify CTE. Activities that are school-sanctioned, such as field trips, athletic events, assemblies, test days, etc. are considered school-related absences.

## **TARDINESS**

A tardy is defined as arriving to class after the established starting time for the student's home district. **Tardies of more than 20 minutes will count as an unexcused absence**. Excessive tardiness will initiate a meeting with the CTE Coordinator and the implementation of an attendance improvement plan to improve punctuality.

## **LEAVING CLASS EARLY**

A student must request permission to leave the CTE classroom or lab for any reason. Leaving class early (and not returning) for such things as a doctor's appointment, etc., requires a parent/guardian excuse to be called in to the home school and/or CTE Office prior to the student being excused from class. Violations to this policy will result in consequences which include contacting the student's home school administrator, a written discipline record, or loss of future privileges.

## **AGE OF MAJORITY**

Students 18 years and older who wish to excuse their own absences must follow their local school district policy for approval and request that the attendance officer notify the CTE office. *NOTE: School and CTE attendance policies apply to all students regardless of their age.*

## **CTE ATTENDANCE CODES IN POWERSCHOOL**

<b>P</b>	Present	<b>S</b>	School-Related Absence
<b>E</b>	Excused	<b>SC</b>	School Closed
<b>U</b>	Unexcused	<b>I</b>	In-School Suspension
<b>T</b>	Tardy (less than 20 minutes)	<b>O</b>	Out of School Suspension
<b>UT</b>	Unexcused Tardy (more than 20 minutes)	<b>M</b>	Medical

## **ACADEMIC POLICY & CREDIT INFORMATION**

### **CTE GRADING**

CTE grades are recorded in the CTE PowerSchool Student Information System and reported to students' high schools at the end of each semester. For districts who enter quarterly report cards, you may receive a progress grade for the first 9 weeks of the semester, but note that this is only a progress grade. The final CTE semester grade is based on overall semester learning and performance, not the combined average of quarterly marking periods. Students and parents can check on assignments and grades in the CTE PowerSchool system (<https://sjcisd.powerschool.com/public>) at any time. UserID and passwords will be sent to parents/guardians in September. Students will have separate login information to check their status.

**\*\*\* IMPORTANT \*\*\***

**CTE grades and assignments will not be accessible in the student's local district PowerSchool.**

**You must log in to the CTE PowerSchool to see current grades and assignments.**

Every CTE program is individual and unique, therefore the way each instructor grades students will differ. However, all CTE classes have specific state and local requirements that must be met. Students will be graded based on their understanding of subject content as evidenced by formative and summative assessments as well as laboratory learning, worked-based learning experiences, and student leadership.

CTE strives to help each student prepare for life after high school, whether a student plans to pursue further education or directly enter the workforce. Each CTE class provides students with the opportunity to engage in experiences that align to the Michigan Department of Education's Career Readiness Practices. The CTE Career Prep Coordinator is also available to help students build a career portfolio, prepare for job interviews and more. This portion of the CTE class will cover Personal Finance which may be used to satisfy Michigan's graduation requirements.

**Probationary Status:** At the end of the first semester, students in the first year of a program who receive a grade of C- or below (below 73%) will be placed on probationary status. A letter will be sent to the student and parent/guardian advising them they are in danger of not being able to enroll for a second year in that class. Counselors will be notified.

*The class syllabus provides more detail on each teacher's grading policies and percentages.*

### **CTE GRADE SCALE**

A	93-100%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	E	0-59%
C+	77-79%		
C	73-76%		

## **HIGH SCHOOL GRADUATION CREDIT THROUGH CTE**

All CTE classes in St. Joseph County can be used to meet (or used in lieu of) certain Michigan Merit Curriculum (MMC) requirements as long as the student successfully completes the class. The MMC sets the “minimum” graduation requirements for students in Michigan. Note, however, each local district in the State sets its own graduation requirements, which may be higher than the MMC requirements. Your high school counselor can provide specific information about your district’s graduation requirements and help schedule classes you will need to graduate. High school counselors can also help you develop a Personal Curriculum (PC) which can be tailored to your educational needs. Please talk to your high school counselor for more specific information for your district.

## **COLLEGE ARTICULATED & DUAL ENROLLMENT CREDIT THROUGH CTE**

Most CTE classes offer students an opportunity to earn **FREE** college credit through dual enrollment from Glen Oaks Community College. Southwestern Michigan College (SMC) also provides an opportunity through its “Achieve Credit by Exam (A.C.E.)” program in order for students to earn college credits. Other opportunities are available through Michigan State University/FFA participation. **The classes and number of credits will vary by student and CTE program.** Students must work closely with the CTE Coordinator and their counselor to determine which courses are available to them. Please contact your counselor or the CTE Coordinator for more information.

Dual enrollment is **optional** for students and not required to pass the CTE class. In some classes, additional coursework may be required to earn credit for the college class.

Because most learning outcomes for the college class are embedded into the CTE curriculum, you receive the college credit **at no cost to you or your family**. You learn the same material, use the same textbook, complete the same projects, and in some cases, take the same exams as you would in the college class, *but you do it as part of your CTE class*.

Because the CTE class and the college class have slightly different “learning outcomes,” **the grades you receive for the CTE class and the grades for the dual enrollment college class(es) may differ**. Check your class syllabus and contact the teacher for more information.

***In order to receive college credit, you must apply to the college and enroll (register) for the class or classes in advance of the official starting dates.*** For students in the second-year of a CTE program, most college classes officially start in August. For first-year students, classes usually start in January. The CTE Coordinator and Glen Oaks Admissions Office will work together to assist CTE students in the dual enrollment process for all CTE classes offered in collaboration with GOCC, including but not limited to, making presentations in CTE classrooms and collecting student applications and registrations. *Most CTE dual enrollment classes end in May. See your class syllabus for details.*

In order to register for dual enrollment:

- First-year students must receive at least a “B” in the first semester of their CTE class or have teacher permission to be eligible to dual enroll in a college class.
- College classes for second-year CTE students start in September. Second-year students must have a “B” average in their first-year CTE classes or teacher permission in order to dual enroll in college classes.
- Students must *complete* both semesters of the CTE class for dual enrollment credit.

**The deadline for students to drop a CTE dual enrollment course is March 1st.**

## **TRANSPORTATION & DRIVING POLICY**

### **SCHOOL TRANSPORTATION**

Each school district provides bus transportation to and from CTE classes and the expectation is that all students will take the bus. Students transported by bus/van to a CTE program or as part of a CTE-related event must abide by the driver's direction, the CTE Student Code of Conduct, and the local district's Code of Conduct. Violators face the loss of transportation privileges and possible disciplinary action. Examples of misconduct that may lead to temporary or permanent suspension of transportation privileges or other possible disciplinary action include, but are not limited to: insubordination, smoking/vaping, fighting, profane or foul language, and destruction of property.

Due to its schedule, the bus cannot wait for students, therefore CTE students must be *on time* at bus stops. **If you take the bus to a CTE class, you must take the bus back to your school unless there is a special circumstance.** For special circumstances, parents must notify their transportation department.

### **STUDENT DRIVERS**

Student drivers must be licensed and receive permission from their local district in order to drive to CTE classes. Students must follow both their local district and host district policies with regard to all driving and parking policies. Please know that being allowed to drive **to your CTE program is a privilege.**

Students who drive are expected to arrive in class at the same time as other students from their home school who ride the bus. Drivers may not leave class until their district's designated departure time as indicated on the CTE Transportation Schedule.

#### ***Please note:***

- Parking is permitted in student parking areas **only**. Follow the host site's policy on where to park.
- **Lock your car.** Keep yourself and your property safe. The CTE Consortium assumes no responsibility for theft, damage or vandalism to student cars.
- Do not sit in or allow other students to sit in your vehicle in student parking areas. Proceed directly into the school after you arrive unless directed to do otherwise.
- Please be respectful and show appreciation to your hosts by using the trash receptacles in the student parking lots or in front of the school
- Careless or reckless driving, or driving at excessive speeds, may result in the loss of driving privileges.

#### **\*\*\* IMPORTANT \*\*\***

***Students must follow their local district policy regarding permission to drive to CTE.***



## **STUDENT INFORMATION**

### **Accommodations (504/IEP/Other)**

The CTE Office works closely with each school district to identify students who may need accommodations, such as those identified in a 504 Plan or Individualized Education Program (IEP). In CTE we want every student to be successful. If any student needs additional assistance, please contact the CTE Special Populations Consultant or CTE Coordinator.

- a. The board of a local school district (defined for purposes of Article III of the Code MCL 380.1701-380.1766) to include a public school academy, shall provide special education programs and services designed to meet the individual needs of each Participating Student with a disability in its district on record under section 1711 of the Code for whom an appropriate educational or training program can be provided in accordance with the SJCISD Plan for the Delivery of Special Education Programs and Services, in either of the following ways or combination thereof:
  - i. Operate the special education program or service.
  - ii. Contract with its intermediate school board, another intermediate school board, another local school district board, or any combination thereof, for delivery of the special education programs or services, or with an agency approved by the superintendent of public instruction for delivery of an ancillary professional special education service. The intermediate school district of which the local school district is constituent shall be a party to each contract even if the intermediate school district does not participate in the delivery of the program or services.
- b. An operating agency or a hosting agency may have additional and independent responsibilities to a participating student under Section 504 of the Rehabilitation Act of 1973 (29 USC §794) and under Title 1 (private entity) or Title II (public entity) of the Americans with Disabilities Act (ADA), as amended.

### **Career-Technical Student Organizations (CTSOs)**

Certain youth organizations which promote occupational excellence, leadership, and citizenship are encouraged in the CTE programs. At this time, clubs which have these objectives are:

- DECA - An Association of Marketing Students
- FCCLA - Family, Career & Community Leaders of America
- FFA - The National Organization for Students of Agricultural Education
- HOSA - Future Health Professionals
- MITES - Michigan Industrial and Technology Education Society
- SkillsUSA – an Organization for Students in Technical, Skilled and Service Occupations

You are encouraged to join these clubs because they are a valuable part of your program. You will be given more information regarding the clubs and their activities from your teacher.

### **Change of Address & Telephone Number**

All correspondence, including the login information for the CTE PowerSchool, will be sent to the address provided on the ***CTE Student Information and Consent Form***. If your home address/telephone number or emergency telephone number is changed any time during the year, please notify your teacher.

## **Conferences**

If your family wishes to confer with your CTE Teacher or CTE administrator at any time during the school year, an appointment can be arranged. We welcome the opportunity to meet with families on matters concerning educational progress.

## **CTE Students United**

CTE Students United is a group of students who provide a valuable resource to CTE in St. Joseph County. The purpose of this student leadership group is to help give students a voice and provide feedback on various aspects of CTE from their perspective, including areas such as program strengths, improvements, and growth. Each year, CTE teachers recommend a student from their program to participate. There are at least two meetings held each year with the students volunteering at events or activities throughout the year.

## **Field Trips**

During the year, your CTE class may conduct field trips to enhance your CTE learning experience. **The CTE Student Information and Consent Form signed by you and your parent/guardian at the beginning of the school year will provide permission to attend any field trips that take place during your normal CTE time.** However, permission slips will be distributed prior to any official travel away from your normal CTE class and must be signed by a parent/guardian, as well as teachers and administrators at your home school. These forms must be returned by the requested due date in order to attend.

## **Illness, Injuries & Accidents**

If you become ill during the time you are in your class, inform your CTE Teacher at once. Appropriate steps will be taken to contact the individual listed on your emergency form.

It is essential that you follow the safety program outlined to you by your teacher. If you should be involved in an accident or sustain a serious injury during class, report it immediately to your teacher who will follow CTE procedures for reporting.

## **National Technical Honor Society (NTHS)**

The National Technical Honor Society is an educational non-profit that exists to honor, recognize and empower students in CTE. NTHS honors the achievements of top CTE students, provides close to \$300,000 in scholarships annually, and strives to help connect education and industry to build a highly skilled workforce. NTHS students receive an honor tassel, lapel pin, certificate and diploma seal. To qualify, CTE students must have a minimum GPA of 3.0 in their CTE course and be recommended by their instructor for their leadership and service. The application process begins in the fall and culminates with an induction ceremony in spring. NTHS members are expected to participate in community service projects during the school year.

## **Property, Equipment & Facilities**

Students are responsible for the care of their own personal property. The CTE Consortium and the host school will not be responsible for personal property. Backpacks, book bags, or duffel bags can create safety problems in classrooms and should be placed in assigned lockers or in designated areas.

Textbooks and workbooks are property of the CTE program. They are loaned to you and become your personal responsibility. These items must be returned to the CTE Teacher by the end of the school year or when a student withdraws from class.

**Damage to, or loss of, school property, equipment and facilities wastes school resources and undermines the school program. Therefore, if a student damages or loses school property, the student or their parents/guardians will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline.**

### **Safety Training & Protective Devices**

CTE students will participate in a safety orientation program at the beginning of each year. In addition, your teacher will train you in the proper use of tools and equipment in your program area. In many CTE classes, federal and/or state laws require certain devices to be worn, such as hard hats, safety glasses, and/or hair nets. These will be provided for you, as necessary. It is absolutely essential that you follow safety practices at all times. There can be no exceptions or excuses for not wearing protective devices. When these devices are assigned to you, they are your personal responsibility. Loss or damage to safety devices will be a personal expense to you. **Students not following appropriate safety protocols, including appropriate dress, for CTE classes will be subject to disciplinary action.**

### **Scholarships & CTE-Related Awards**

The CTE Consortium recognizes students for outstanding academic achievement with various awards, including Student of the Semester, CTE Student of the Year, program-specific awards, and state-issued awards. In addition, there are scholarship opportunities available specifically for CTE students, such as the George Haines Memorial Scholarship. Scholarship information is posted on the CTE website during the application period, typically the first of February. If you would like more information about awards or scholarships, please speak with your CTE Teacher.

### **Student Dress & Appearance**

The style and manner in which a student dresses while attending CTE classes is largely the responsibility of the student and the student's parents. The CTE Consortium, however, maintains the right to impose reasonable restrictions on dress and grooming, where the style of dress or grooming is reasonably considered disruptive or detrimental to the CTE Consortium's mission and/or the health, safety, or welfare of the student or other students with whom the student attends school. CTE classes may have specific requirements regarding appropriate attire in the classroom and/or lab, and these will be specified in the course syllabus. **Students not appropriately dressed for CTE classes will be subject to disciplinary action.**

### **Student Photo Permission**

CTE frequently submits information to local media outlets and social media such as Facebook and Instagram, and occasionally uses student photographs in marketing materials. Parents/guardians who do not wish to have their student's picture on these outlets should note this on the **CTE Student Information and Consent Form** completed and returned to the teacher at the beginning of the year.

### **Student Privacy and FERPA Laws**

The CTE Consortium is committed to protecting student privacy and teachers will take precautions to ensure that student information is protected from disclosure to any individuals without proper need-to-

know. This includes, but is not limited to, protecting personal student information, restricting access to student data, creating passwords to electronic data systems, securing data (electronic and paper copy) when not actively being used, etc. In addition, the CTE Consortium must maintain a list of what personally identifiable information (PII) is shared with whom for an individual student, including any programs, online software systems or Apps teachers use that collect any information designated as PII.

### **Technology - Use of Artificial Intelligence (AI) Tools**

Use of AI or advanced automated tools such as ChatPD is a rapidly evolving and expanding area in technology. CTE teachers will provide students with clear expectations on class policy regarding use of AI tools for classwork.

### **Technology - Personal Communication Devices (Phones, Smart Watches & Other Personal Electronic Devices)**

Classroom phones are available for emergency student use only. Only emergency calls will be relayed to students during class time.

There are times when the use of cell phones and other personal electronic devices is appropriate in the learning environment, and times when it is highly inappropriate. Each CTE class will use a “Red / Green” card system to clearly identify whether teacher approval has been given for cell phones and other electronic devices.

- **Red Card** = No cell phones visible and must be powered off so as to not create any classroom distractions. Students shall assume that all teachers are in a “Red Zone” upon entering class.
- **Green Card** = Cell phones may be visible and one earbud or headphone may be used.

See also page 28-29, *Personal Electronic Devices*, as well as the course syllabus.



### **\*\*\* IMPORTANT \*\*\***

**Host district policies regarding cell phones and other personal electronic devices take precedence over CTE policy. All students attending CTE classes held in a district where phones are not allowed must follow that policy.**

### **Tours/Visitors**

Occasionally, there may be groups touring CTE programs. Please conduct yourself as follows:

1. Keep working at your job or assignment unless asked questions.
2. Be friendly and courteous to all persons.
3. Become familiar with your lab so you may give accurate information.

## **WORK-BASED LEARNING**

It is the intention of CTE to offer a Work-Based Learning (WBL) Experience to each of our CTE students. A WBL Experience can look several different ways. Examples of a WBL Experience could include activities such as:

- In class demonstrations by an industry partner (Awareness)
- Job shadows (Exploration)
- Field trips (Exploration)
- Internships (Training)

WBL experiences are an excellent way for CTE students to connect the classroom to the real world and get a feel for working in that industry. They can also lead to post-high school opportunities.

While all students are given some sort of WBL Experience, certain behaviors are expected prior to and during the experience. While in the presence of industry partners, students are to represent CTE, their home schools, and themselves appropriately. Whether in the classroom or at an off site location, all students are expected to act in a respectful manner. There will be no horseplay, offensive language, destruction or tampering with property, or be under the influence of any substances. Failure to follow rules of the experience can result in disciplinary action.

## **Internships**

Internships are not guaranteed for every CTE student. To be able to participate in an internship, the CTE student must meet certain requirements and follow additional expectations during the internship.

Qualifications to be **considered** for a CTE WBL Internship are as follows:

- Completed required amount of the curriculum
- Be in good standing in CTE and home school classes
- Demonstrate **excellent** employability skills
- Have completed appropriate safety training
- Meet with the WBL Coordinator who will start the process of placing a student with an employer
- Any other requirements as determined by the CTE Teacher, CTE Coordinator, and WBL Coordinator

Expectations of the student that must be **maintained** during the Internship are:

- Maintain a good standing in all classes
- Must maintain **excellent** employability skills
- Understand that you are a student first and school is always the priority
- Will represent the CTE program and their local district appropriately
- Must maintain consistent communication with the CTE Teacher and CTE WBL Coordinator
- Timesheets are **required** to be completed with CTE in addition to any time keeping the employer requires
- Reflection assignments need to be completed if assigned
- Student will attend their CTE course at least one day a week
- Student will adhere to any and all rules/policies of the employer and their local district

Students may be required to provide their own transportation to WBL Experiences.

## **STUDENT CODE OF CONDUCT**

The CTE Consortium must balance the interests of students and the community in a safe and conducive educational environment with its duty to provide educational services to students who engage in misconduct or behaviors that interfere with the safety and the delivery of educational services. Local Board of Education policies addressing student misconduct and this Student Code of Conduct are intended to strike that balance. However, these documents do not limit the School District's lawful authority.

All students and parents are expected to sign and return a copy of the ***CTE Student Information and Consent Form***, acknowledging understanding of the Student Code of Conduct.

### **STUDENT DISCIPLINE**

#### **District of Authority**

Depending upon the nature of the conduct subject to discipline, a student may (a) lose eligibility to participate in the Area CTE Program; (b) be subject to suspension or expulsion from the student's enrolling school (resident or schools-of-choice); or (c) be subject to expulsion from all public schools in the State of Michigan.

- The Director of CTE, appropriate Administrators of the Participating Constituent School District(s), and appropriate Administrators of the Operating Agency and Hosting Agency, will work together to the extent practicable to reconcile and align applicable policies and procedures for student enrollment and behavior in Area CTE Programs and courses.
- Misconduct in K-12 Facility.
  - In the event that a Participating Student admittedly engages in, or is alleged to have engaged in, misconduct in an Area CTE Program or Class operated in a K-12 facility, the Participating Constituent School District(s) that is the Operating Agency and/or the Hosting Agency for the Area CTE Program or Class will coordinate with appropriate Administrators at the student's enrolling school district (resident and/or schools of choice) to ensure: (i) that the incident or allegations are promptly and thoroughly investigated, (ii) that appropriate interim protective measures are implemented to safeguard the interests of all students and staff, including the student subject to discipline, while the allegations of misconduct are investigated and evidence is compiled and safeguarded; (iii) that all applicable student disciplinary policies and procedures are applied; (iv) that state reporting requirements are satisfied; and (v) that any student recommended for loss of eligibility to participate in an Area CTE Program or Class administered by the CTE Consortium is afforded procedural due process, including rights of appeal within the Student's Participating Constituent School District.
  - Appropriate Administrators at the Participating Student's enrolling school district and the Participating Constituent School District(s) that is/are the Operating Agency and/or the Hosting Agency for Area CTE Program or Class will notify the Director of CTE of any incident resulting in a Participating Student's loss of eligibility to participate in an Area CTE Program or Class.
- Misconduct in Higher Education Facility.
  - In the event that a Participating Student admittedly engages in, or is alleged to have engaged



in, misconduct in an Area CTE Program or Class operated by or at an institution of higher education (IHE), the IHE providing the Area CTE Program or Class will coordinate with the Director of CTE, who will in turn coordinate with Administrators at the Participating Student's enrolling school district (resident and/or schools of choice) to ensure: (i) that the incident or allegations are promptly and thoroughly investigated, (ii) that appropriate interim protective measures are implemented to safeguard the interests of all students and staff, including the student subject to discipline, while the allegations of misconduct are investigated and evidence is compiled and safeguarded; (iii) that all applicable student disciplinary policies and procedures are applied; (iv) that state reporting requirements are satisfied; and (v) that any Student recommended for loss of eligibility to participate in an Area CTE Program or Class administered by the CTE Consortium is afforded procedural due process, including rights of appeal within the student's Participating enrolling school district (resident and/or schools of choice).

## **INTRODUCTION TO DISCIPLINARY ACTIONS & PROHIBITED ACTS**

### **Introduction**

This Student Code of Conduct balances the CTE Consortium's obligation to maintain safety and a conducive educational environment with the CTE Consortium's obligation to teach appropriate behavior to students who engage in misconduct and inappropriate behavior.

The Student Code of Conduct establishes the rules governing the most serious and obvious types of student misconduct. The prohibited acts listed in this Student Code of Conduct are not to be considered as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with violations of a school building's individual rules and regulations, or other types of conduct which interfere with the good order of the school system, the proper functioning of the educational process, or the health and safety of students.

### **Attendance and Tardiness Policies**

The Student Code of Conduct does not include Local School District's attendance and tardiness policies, or requirements for credit and graduation, or the CTE Consortium's authority to regulate the participation of students in extracurricular and athletic activities.

### **Range of Discipline**

Each prohibited act listed in the Student Code of Conduct references the discipline which may be imposed for a violation. The CTE Consortium will also consider restorative practices as an addition or alternative to discipline. The discipline for violating some prohibited acts ranges from administrative intervention to expulsion. For other prohibited acts, the penalty ranges from suspension to expulsion. For violation of the most serious prohibited acts, the penalty is expulsion. In cases where the stated penalty is not expulsion but is set forth in terms of a range, the actual penalty imposed will depend upon the nature and severity of the offense, the particular facts involved, the age of the student, the student's prior behavioral record, the persistent and/or chronic nature of the misconduct, the recommendation of school personnel, and all other circumstances deemed relevant.

A student violating any of the prohibited acts listed in this Student Code of Conduct will be disciplined in accordance with the Code of Conduct. Additionally, a student who engages in a prohibited act which

violates law may be referred to the appropriate police authority.

The prohibited acts and penalties listed below are applicable when a student:

- Engages in a prohibited act on school property;
- Engages in a prohibited act in a motor vehicle, including one being used for a school-related purpose;
- Engages in a prohibited act at a school-related activity, function, or event;
- Engages in a prohibited act en route to or from school;
- Engages in a prohibited act involving another student who is en route to or from school;
- Engages in a prohibited act off school premises, which act is either prohibited by law or, in the judgment of the building administrator, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees, and/or would substantially interfere with the proper functioning of the educational process; or
- Engages in a prohibited act when the student was not enrolled in the CTE Consortium or was enrolled in another school district, if the act of misconduct would constitute a sufficient basis for suspension or expulsion had it occurred while the student was attending school in the CTE Consortium.

## **SUGGESTED MODEL FOR ADDRESSING STUDENT DISCIPLINE IN THE CLASSROOM/LAB**

### **4-Step Approach to Student Behavioral Concerns**

On occasion, it may be necessary to respond to student behavioral concerns. Below is a suggested model to approach the student with progressive steps using restorative practices.

#### **Step 1: Student Discussion**

**Objective:** *Understand the student's perspective and address the behavior immediately.*

1. **Conversation:** Have a one-on-one conversation with the student in a safe setting to discuss the behavior. Please be sure to document in PowerSchool.
2. **Active Listening:** Listen actively to the student's side of the story without interruptions, ensuring they feel heard and respected.
3. **Reflective Questions:** Ask reflective questions to help the student understand the impact of their behavior (e.g., "How do you think your actions affected others?" "What could you have done differently?").
4. **Restorative Practices:** Introduce restorative practices such as having the student identify and take responsibility for their actions, and discuss ways to repair any harm caused.

#### **Step 2: Parent Contact**

**Objective:** *Involve the family to create a support system for the student.*

1. **Timely Communication:** Contact the parent or guardian promptly after the initial discussion with the student. Please notify the CTE Coordinator and document in PowerSchool.
2. **Collaborative Approach:** Share the student's behavior, your discussion, and any restorative steps taken. Emphasize working together to support the student.
3. **Action Plan:** Develop a collaborative action plan with the parent/guardian to address the behavior, including any agreed-upon restorative actions (e.g., community service, apologies).

#### **Step 3: Administrator Contact**

**Objective:** *Escalate the issue to involve school administration for further support.*

1. **Document the Incident:** Provide a detailed report of the behavior, initial discussion, and parent contact, including any restorative steps already taken.
2. **Administrator Involvement:** Inform the local administrator, Director of CTE and CTE Coordinator about the ongoing issue and the steps taken so far. PowerSchool documentation will be necessary after the meeting.
3. **Restorative Conference:** Schedule a restorative conference with the administrative designee (i.e., local administrator, Director of CTE and/or CTE Coordinator), student, and teacher to discuss the behavior and additional support strategies.

#### **Step 4: Restorative Meeting**

**Objective:** *Conduct a formal meeting to develop a comprehensive plan addressing the behavior.*

1. **Meeting Setup:** Schedule a meeting with the student, parent/guardian, teacher, administrative team, and any other relevant staff members.
2. **Collaborative Plan:** Develop a detailed, collaborative plan that includes specific restorative actions, behavioral goals, and support strategies for the student. Documentation in PowerSchool is required.
3. **Follow-Up (If Necessary):** Schedule follow-up meetings to monitor the student's progress, ensuring ongoing support and adjustments to the plan as needed.

This structured approach emphasizes understanding, accountability, and collaboration, using restorative practices to repair harm and build a positive school community.

#### **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 different manner, depending on the circumstances as a whole.

### **PRESUMPTION AGAINST LONG-TERM SUSPENSION OR EXPULSION AND CONSIDERATION OF INDIVIDUAL FACTORS**

#### **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., 60 or more 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 long-term suspensions and expulsions, the School District administrator implementing the discipline will consider and document consideration of the seven factors listed above.

## **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.

### **1. 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).

### **2. 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 36.

### **3. 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 36.

### **4. 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. St. Joseph County Local Board of Education governing bodies have adopted policies on bullying.

"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 (*see also page 30, "Student Bullying and Cyberbullying"*).

### **5. 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.

### **6. Copyrighted Material**

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

### **7. 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.

### **8. 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. This section is supplemental to, and does not limit, paragraphs 9, 10, 14, 24, 25, and 35.

**9. 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/gender, race, color, national origin, religion, height, weight, marital status, or handicap or disability (e.g., sexual or racial comments, threats, or insults, etc.).

**10. 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 the student 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.

**11. 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.

**12. Dangerous Weapons**

A student shall not possess a dangerous weapon in a weapon free school zone, including brass knuckles or a dagger, dirk, firearm, iron bar, knife, pocket knife opened by a mechanical device, or stiletto.

**13. 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, disruptive to the educational process, or contrary to the school's mission (*see also page 18, Student Dress & Appearance*).

**14. 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 or sell, manufacture, possess, use, deliver, or transfer "designer" drugs.

**15. Electronic Communication Devices and Laser Pointers**

CTE Consortium wide, 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 extra-curricular activities. Students may not use or possess active electronic communication devices without explicit staff permission in class or on buses.

**16. Failure to Comply with Directions of School Personnel**

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

**17. Failure to Cooperate**

A student shall not refuse to cooperate with school 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 administrators and/or teaching staff. A student shall not refuse to testify or otherwise cooperate with CTE Consortium personnel in any disciplinary proceeding.

**18. False Alarms**

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

**19. False Allegations**

A student shall not libel or slander, or make false allegations against another student, CTE Consortium employee (including substitute and student teachers), local school district employees, Board of Education members, or volunteers.

**20. Falsification of Records**

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

**21. Fighting, Assault, and Battery**

A student shall not physically assault, or cause, behave in such a way to cause, or threaten to cause physical injury to another person.

**22. 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.

**23. 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 CTE Consortium 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, CTE Consortium rules or policies, or whose purpose or activities cause disruption or is likely to cause disruption to the educational process.

**24. Improper Communications**

A student shall not make threatening, annoying, nuisance, vulgar, and/or obscene communications, verbally, in writing, or by gestures, to CTE Consortium employees (including substitutes and student teachers), any school employee, 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.

**25. 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.

**26. Lookalike 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.).

*\*Note: Students in the CTE Public Safety class may use curriculum-specific materials as approved by an administrator.*

**27. 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 CTE Consortium.

**28. 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.

**29. Recording**

A student shall not use any device, electronic or otherwise, to capture, record, or transmit sounds or words (i.e., audio) or images (i.e., photographs or videos) of any person while at school or school related events, unless the student is given express consent by that person.

**30. Trespassing, Loitering**

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

**31. 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.

**32. Smoking/Tobacco**

A student shall not smoke, chew, or otherwise use tobacco. A student shall not, while on school property, have in the student's possession or under the student's 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.

**33. Suspended Student on School Property or Attending School Activities**

A student, while suspended, shall not enter onto CTE Consortium/School District/Glen Oaks Community College 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.

**34. Violation of Acceptable Use Policy**

A student shall not violate or attempt to violate CTE Consortium/School District/Glen Oaks Community College policies, administrative regulations, and directives concerning district 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 (*also see page 33, Acceptable Use Agreement for Technology & Networks*).

**35. 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.

**36. Weapons and Dangerous Instruments**

A student shall not possess, handle or transmit a knife, air soft gun, 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.

**PERSONAL ELECTRONIC DEVICES (i.e., cell phones, smart watches, tablets, etc.)**

The CTE Consortium reserves the right to prohibit the possession or use of personal electronic devices on School District property or at School District-related functions. For purposes of this Policy, "personal electronic device" means a privately owned device that is used for audio, video, or text communications. Students are permitted to use personal electronic devices only as follows:

- Before and after the regular school day.
- During the student's scheduled lunch time.
- As directed by a teacher or other professional staff member for educational purposes.

Students may possess personal electronic devices on their person but the devices must be powered off and kept out of sight in backpacks/purses or lockers except during the times, above (*see also page 18, Technology-Phones & Electronic Devices*).

## **INCONSISTENCY WITH LAW, BOARD POLICY OR ADMINISTRATIVE REGULATIONS**

This Student Code of Conduct is intended to be consistent with Michigan law, the Policies of the Boards of Education for local school districts, and Administrative Regulations promulgated by the CTE Consortium. If there are any inconsistencies, they should be resolved with the understanding Michigan law supersedes both the Policies of the Board of Education and Administrative Regulations, and Board Policy supersedes Administrative Regulations.

## **STUDENT BULLYING & CYBERBULLYING**

### **Implementation.**

*Responsible School Official.* The Principal/Administrator of each school campus is primarily responsible for implementing this administrative regulation and its corresponding policy for the school to which the Principal/Administrator is assigned.

*Reporting.* The Director of Career & Technical Education shall report to local school administrators, on an annual basis, all verified incidents of bullying, and the resulting consequences that were imposed.

### **Definitions. The following definitions apply for purposes of this administrative regulation and its corresponding policy:**

*“Bullying”* means any written, verbal, or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more CTE Consortium students, either directly or indirectly, by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or
- (iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

*“At school”* means in a classroom, anywhere else on school premises, on a school bus or other school related vehicle, and at a school-sponsored activity or event, whether or not it is held on school premises.

*“At school”* includes the off-premises use of a telecommunications access device or telecommunications service provider if the device or service provider is owned by or under the control of the School District.

*“Cyberbullying”* means any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- (i) Substantially interfering with educational opportunities, benefits, or programs;
- (ii) Adversely affecting a student's ability to participate in or benefit from educational programs or activities by placing a student in reasonable fear of physical harm or by causing substantial emotional distress;
- (iii) Having an actual and substantial detrimental effect on a student's physical or mental health; or



(iv) Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

**Accountability.** Each student in the CTE Consortium is accountable for their own behavior, based on age appropriate expectations. Respect for all students is part of a safe and healthy learning environment. Each student is expected to demonstrate respect through their interactions with the give-and-take of friendships, group cooperation, social interaction, compromise, and acceptance of differences among other students and staff.

**Retaliation.** Retaliation against a target of bullying, a witness, another person with reliable information about an act of bullying or any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy independent of whether a complaint is found to have been substantiated. Suspected reprisal or retaliation should be reported in the same manner as bullying.

Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action.

**Complaint Procedure.** In order to implement the bullying policy, the CTE Consortium has developed the following complaint procedure:

A student who believes they have been the victim of bullying or cyberbullying must immediately report the incident(s) to the building principal or administrator. 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 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, such as through restorative practices. 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, in whole or in part, on the protected classifications of race, color, sex/gender, national origin, or disability, the building principal or administrator will notify the School District's designated Compliance Officer or Coordinator pursuant to Board of Education Policy [*The Director of CTE or designee will work with local school districts with any bullying concerns to assure that all Board Policies are followed*].

**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 their response to writing and to produce any documents or other things supporting their 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 CTE Consortium 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 local school administrators;
- The CTE Consortium Administrative team 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 CTE Consortium Administrative team will consider whether disciplinary action may be appropriate and, if so, initiate disciplinary action in accordance with the Student Code of Conduct; and
- The CTE Consortium Administrative team 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 CTE Consortium 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 CTE Consortium prohibits retaliation or threats of retaliatory action;
- The results of the investigation will be reported to the local school administrators; 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 (3) years.

The CTE Consortium recognizes that bullying and cyberbullying significantly interfere with the learning process. Through this Policy, the CTE Consortium prohibits bullying "at school," as defined above, as well as off-campus conduct that is likely to lead to a material or substantial disruption of the school learning environment for one or more students.

This Policy is intended to protect *all* students from bullying, including cyberbullying, regardless of the subject matter or motivation for the behavior. The CTE Consortium, through this Policy, also prohibits retaliation or false accusations against a target of bullying, as well as a witness or another person with reliable information about an act of bullying. The identity of an individual who reports an act of bullying shall remain confidential. The CTE Consortium Administrative team will promulgate administrative regulations to implement this policy.

## **ACCEPTABLE USE AGREEMENT FOR TECHNOLOGY & NETWORKS**

### **CTE Consortium Position Statement Regarding Computer Technology and Networks**

The CTE Consortium is committed to provide and maintain information technology resources for both staff and students. It will also strive to provide an atmosphere that encourages access to knowledge and sharing of information. The Consortium will make every effort to ensure the integrity of the Consortium to provide training and support to all users in effective utilization of information technologies. This can be accomplished by means of, but not limited to, professional seminars, written guidelines, and faculty/student meetings.

Please note:

- The Consortium does not take responsibility for the accuracy or quality of information received by way of third-party providers, nor will it be held accountable for the security of any users' login name and password.
- The Consortium reserves the right to review and edit any information obtained using Consortium information systems.
- Students and parents/guardians should be aware that the CTE Consortium does not control the filters used at certain site locations, including Glen Oaks Community College, and Construction Trades (onsite).
- All users of Consortium information technology shall read this Acceptable Use Agreement and ***sign the CTE Student Information and Consent Form.***

### **Student Responsibilities**

Access to Consortium information systems is a privilege and must be treated as such by all users. Any user who, without authorization, accesses, uses, destroys, alters, dismantles, or disfigures the Consortium's information systems, properties, or facilities, as well as those owned by third parties, has engaged in unacceptable conduct. Such conduct includes, but is not limited to:

- Installation of personal software on Consortium computers or equipment
- Violation of third-party copyright or patent protection
- Violation of software licensing agreements or other contracts, such as making unauthorized copies of school-owned software for personal use or for distribution to others
- Interference with the intended use of information systems
- Seeking to gain, or gaining, unauthorized access to confidential Consortium information
- Destroying, altering, hacking into, dismantling, disfiguring, preventing rightful access to, or otherwise interfering with the integrity of Consortium information resources
- Downloading, soliciting, displaying, printing, or otherwise distributing inappropriate, sexually explicit, profane, racist, bigoted, or hate oriented content using Consortium information systems, from any source including, but not limited to, the internet (www, ftp, gopher sites), newsgroups, list servers, IRC Channels, and personal/third party email services
- Invasion of privacy of individuals or entities that are users or subjects of the District's information systems

User accounts shall only be used by the person authorized to use that account, and users assume all responsibility for actions delivered through their account.

Users are required to report all problems encountered while using Consortium information systems to appropriate personnel.