

CALHOUN COMMUNITY HIGH SCHOOL

A Tuition Free Public School Academy

Chartered as the Battle Creek Area Learning Center

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STUDENT HANDBOOK 2026–2027

CCHS is a Tuition Free Public School Academy chartered by Bay Mills
Community College and managed by AccessPoint

Mission Statement

The mission of Calhoun Community High School (CCHS) is to provide a safe, healthy, supportive learning environment for students who have not found success in traditional high schools. At CCHS, all students—with the support of staff—work to achieve their academic potential and establish life goals, which include both employment and continued learning, as they become responsible citizens in a global community.

Calhoun Community High School provides a second chance for students to earn that all-important high school diploma and increase their chances of success after high school. Our school is designed for those students who are not making progress in their high schools and those who are seeking a more personalized or stronger school-to-work program. We accept students ages 14–19 at the start of the school year and periodically throughout the year depending on each student's particular situation.

At CCHS, we expect you to find success. Your own commitment to your education is the essential ingredient that you must bring with you. We can help you with the rest.

CCHS usually is limited to students attending full time, but the school will provide flexible options where it is consistent with an overall learning plan. Students attending CCHS may also attend classes at the Calhoun Area Career Center. Dual enrollment at Kellogg Community College and onsite virtual learning opportunities are also available options to CCHS students. It is not the school's purpose to help students graduate earlier than scheduled. However, CCHS helps students who are behind in credits graduate as early as possible.

CCHS staff will encourage you to identify career goals and build your educational programs around these goals. CCHS staff nurture student commitment, student achievement, and student success. Smaller classes, with more teacher attention and additional assistance where needed, have helped students who had felt lost in the larger area high schools succeed. Since opening in August 2001, we have had more than **1,400 graduates**. Your focus and consistent work during the coming school year will get you there as well.

We continue to work toward academic rigor and individual support. Our goal is that graduates of CCHS will be ready to take the next step in their lives—whether college, technical/vocational training, the workforce, or military service. We continue to implement our mission around the goals of:

C Career **C** Character **H** Health **S** Service

We invite you to commit yourself to your education, your future, and your success at CCHS.

Sincerely,
Rhonda Marcum, Ph.D.

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SECTION 1: SCHOOL OPERATIONS

1.1 Admission Policy & Lottery Procedures

Calhoun Community High School (CCHS), operating as the Battle Creek Area Learning Center, is a public school academy with an open enrollment policy. There is no defined application window; however, if demand exceeds capacity, a lottery system will be used. The academy does not discriminate in admission based on any factor that would be illegal for a public school. Admissions may be limited by legal age or grade range requirements.

Lottery Procedure

If applications exceed available spaces, students will be selected via a random drawing. The lottery process follows Section F of the Charter School Contract with Bay Mills Community College. Enrollment is open to students aged 14-19 who are eligible for grades 9 through 12.

1.2 Application Procedures

Students may apply by completing an enrollment packet, available on the school website or at the office. Once paperwork is submitted, an interview will be scheduled with the Principal or designated staff member. A parent or guardian must attend this interview, regardless of the student's age. Exceptions include emancipated minors or independent adults, who are encouraged to bring a mentor or supportive adult.

Applicants should bring academic records, immunization records, and proof of date of birth. Discipline history may be required. If not immediately enrolled, students will be placed on a waiting list. Students previously removed from the program (for reasons other than attendance) may reapply with superintendent approval after a meeting with the student and a parent or guardian. Placement testing may be required to determine the appropriate academic level.

1.3 Graduation Requirements

Students must complete a minimum of 26 credits for a Calhoun Community High School diploma. Fifth- and sixth-year seniors must complete 18 credits for an *Alternative Michigan Merit Diploma*.

Standard Diploma – 26 Credits

- English (English 9, 10, 11, and 12) – 4 credits
- Math (Algebra I, Geometry, Algebra II, and senior-year math) – 4 credits

- Science (Biology, Chemistry or Physics, plus one additional science) – 3 credits
- Social Studies (U.S. History, World History, Government, Economics) – 3 credits
- Health/PE – 1 credit
- World Language – 2 credits
- Visual/Performing Arts – 1 credit
- Electives – 8 credits
- Online experience – Required

As permitted by the Michigan Merit Curriculum, students may demonstrate mastery by passing a qualifying final assessment. Adjustments to credit requirements must follow the guidelines of a Personal Curriculum.

Alternative Diploma – 18 Credits

- English (English 9, 10, 11, and 12) – 4 credits
- Math (Algebra I, Geometry, Algebra II, senior-year math) – 4 credits
- Science (Biology, Chemistry or Physics, plus one additional science) – 3 credits
- Social Studies (U.S. History, World History, Government, Economics) – 3 credits
- Health/PE – 1 credit
- Visual/Performing Arts – 1 credit
- World Language – 2 credits
- Online experience – Required

1.4 Vocational Training / Work Study / Community Service / Service Learning & Project-Based Learning

CCHS encourages students to explore career options consistent with their Educational Development Plans. Qualified students may attend the Calhoun Area Career Center (CACC), cosmetology school, or other vocational training sites.

Senior students may participate in approved work-study programs with local employers. These placements require prior approval from the counselor and must include specific learning goals and performance evaluations to receive credit.

Students may earn up to 0.5 elective credits by completing 40 documented hours of community service. While not mandatory, students are encouraged to discuss service opportunities with the counselor.

Teachers may include service learning or project-based learning as part of their curriculum. These instructional methods will be outlined in the teacher's syllabus and are used to supplement—not replace—traditional instruction. These approaches aim to support diverse learning styles and student engagement.

1.5 Dual Enrollment

The Post-Secondary Enrollment Options Act requires school districts to inform families of dual enrollment options each year by March 1. CCHS meets this requirement through distribution of this handbook. Students and parents must sign a form confirming they have access to and have reviewed the handbook.

To be eligible, students must be in 11th or 12th grade, enrolled in at least one CCHS course, and have qualifying scores on the Michigan Merit Exam or Kellogg Community College placement test. Fifth-year seniors may also qualify under adjusted guidelines.

Students can take academic courses not offered by CCHS, including Psychology, Sociology, Anthropology, Philosophy, Computer Science, or additional foreign languages. Courses must be academic—not recreational, hobby-based, or religious in nature.

CCHS will pay for tuition and mandatory fees (e.g., registration, technology, materials, late fees) but will not cover books, transportation, parking, or activity fees. CCHS also will not pay above the state's foundation allowance or fund classes taken outside normal school hours.

Students must complete testing, meet with a counselor, and sign a financial agreement. They should understand that grades and credits earned appear on both their high school and college transcripts. If a student withdraws or fails after the drop/add deadline, they must reimburse CCHS.

1.6 Testing Out Policy

CCHS students may earn credit for a course by demonstrating proficiency through testing. Students must achieve a minimum score of 77% on each unit test to receive credit. Credit is recorded as "Credit" or "No Credit" and does not impact the student's GPA.

Testing out is offered quarterly. Previously earned scores do not count—testing must be completed during scheduled windows. Online courses are not eligible unless approved by administration.

This opportunity supports students who have already mastered the material and wish to move forward more quickly, consistent with the Michigan Merit Curriculum.

1.7 Attendance Policy

Students at CCHS are expected to attend classes every day. Consistent attendance is a learned discipline that strengthens a student's ability to succeed in school, work, and life. Attendance is also viewed as an indicator of a student's commitment to school.

The first step in being successful is showing up. CCHS cannot support a student who is not present. Students who are not ready to attend regularly should consider enrolling when they are prepared to commit. Transportation is not provided by CCHS, so students must plan accordingly and may contact the school in advance for assistance with solutions.

Absences

When students must miss school, they are responsible for the following:

1. Notify staff in advance for all pre-planned, non-emergency absences.
2. Call the school at (269) 565-2461 for other absences.
3. Provide written documentation within two school days of returning.
4. Notify CACC, Cosmetology School, or other approved training sites similarly.
5. For absences longer than two days, students may request work. Teachers have 24 hours to respond.

CCHS tracks attendance daily per class. Each quarter includes about 40 days. Students may have no more than **four** absences (excused or unexcused) per class per quarter. Exceeding four absences may result in an **audit**—credit is not earned unless a special appeal is approved.

In the U.S., chronic absenteeism is defined as missing 10% of the year (about 16 days). At CCHS, this guideline is used with flexibility for documented extenuating circumstances. Students with six or more absences may be required to meet with administration and a parent/guardian.

Auditing means the student continues to attend the class without receiving credit. If behavior becomes disruptive during an audit, a teacher may recommend withdrawal from the class, which must be approved by the Principal.

Excused vs. Unexcused Absences

Absences are excused only when proper notification is received within 24 hours. The school reserves the right to classify absences.

Excused absences include:

- Illness or medical appointment
- Death in the family
- Medical emergencies
- Personal or family business that cannot be done after school
- Pre-arranged absences requested two days in advance

Unexcused absences include:

- Oversleeping
- Lack of transportation
- Family trips not pre-arranged
- Missing school without timely notification

Suspensions

Out-of-school suspensions are excused absences. These count toward the quarterly total. Missed work can be made up, and it is the student's responsibility to collect assignments.

No student will be dropped from a class without the Principal's approval.

1.8 Closed Campus

CCHS operates as a closed campus. Students are not allowed to leave school grounds during the school day without prior permission. This policy supports student safety and school accountability.

Students under the age of 18 must have parent or guardian approval to leave the building. Once a student leaves, they may not return that same day unless special arrangements are made.

Leaving school without proper sign-out will be considered skipping and will result in disciplinary action. Any student who needs to leave school during the day must:

- Sign out at the main office before leaving.
- Provide a valid reason for early dismissal.
- Be picked up by or have permission from a parent or guardian.

Failure to comply with the closed campus policy may lead to suspension or loss of privileges.

Entering the Building

Students may enter the building through the main office door prior to 8:00 a.m. After 8:00 a.m., the main office door will be locked for the remainder of the day. Anyone arriving late or visiting the school must enter through the office and sign in as a student or guest.

Tardiness

Students will be considered tardy up to 40 minutes into the class they are attending. After 40 minutes, the student is marked absent. For example, if a student arrives at 8:30 a.m. for a class that begins at 8:00 a.m., they are tardy. If they arrive at 8:41 a.m., they are absent.

This applies to any block. Once a student has arrived at school, they are expected to be on time to their next class. There is a 5-minute passing period between blocks. If the student does not arrive within this time frame, it is considered a tardy.

- Three tardies to one class in a quarter may result in a one-day out-of-school suspension. This policy resets each quarter.
- Repeated tardiness may be considered persistent disobedience and result in longer suspensions.
- Students who are late must attend the current class and are expected to participate and complete work. They should not wait around for the next class period to begin.

Communication with Parents

Any student receiving an unexcused absence in any class will trigger a call from the School Messenger Call System. Parents are encouraged to keep the office updated with current contact numbers.

1.9 Academic Progress and Feedback

Student academic success results from students, parents, teachers, and school administration collaboratively and consistently working together focused on clear outcomes. Each of us must do our part for our students to be successful. To that end, we will draw up a Parent-School Contract that is signed by each student, parent, a teacher, and an administrator outlining what each must do to help the student be successful.

Classes at CCHS are organized on quarters (about nine weeks). Students will be scheduled into four 9-week classes each worth 0.5 credits. Thus, it is possible for a student to earn a maximum of 8 credits per year.

Students will receive written weekly progress reports during the quarter to guide them in making needed improvements. Parents are encouraged to review these weekly reports and obtain internet access to Skyward to check on their student's progress regularly. Skyward requires a password that can be obtained by contacting the school secretary.

Parents are invited to contact teachers any time to discuss student progress. Additionally, halfway through each marking period, parent/teacher conferences will be held for parents and teachers to meet. At the end of the 9-week quarter, the final grade will be given; this determines whether or not credit is earned.

A grade of "Incomplete" will be given at CCHS only for extenuating circumstances. Students who earn an "Incomplete" will be given a specific timeline up to and including summer school to recover the credit. Failure to complete the work and recover the credit in the appropriate timeline will automatically result in the grade being changed to an "F."

Those students under the Michigan Merit curriculum must demonstrate mastery in all required classes. If a student has passed a class but has not passed an end-of-the-unit, or end-of-the-course assessment, an Incomplete may be entered until the student re-tests and receives a passing score. Students need to resolve these promptly, while the course material is still fresh in their minds. Students typically will have no more than two marking periods after receiving the incomplete to clear that incomplete. After that time, they would need to pass the end-of-course assessment to receive credit for that class or will need to retake the entire class.

Academic Probation

If a student does not pass at least 2 of the 4 classes in the quarter, he/she and a parent must have a meeting with the Principal or School Interventionist to identify what the student must do to be more successful. The student would then attend in the next quarter on a written academic performance contract. Continued lack of progress can lead to a student's termination from CCHS to continue school at a location where he/she can be more successful.

1.10 School Day

CCHS Office Hours: 7:30 a.m. – 3:30 p.m.

Full Day: 8:00 a.m. – 2:25 p.m.

Half Day: 8:00 a.m. – 10:55 a.m.

Please call in all absences to the CCHS office at 269-565-2461.

The school day will consist of four class blocks of approximately 85 minutes, five days per week. The schedule is structured to provide both consistency and flexibility to meet student needs. Students are expected to transition quickly and responsibly between classes, with a 5-minute passing period and a lunch break included.

The school calendar, including breaks, holidays, and early release days, is available on the school website and is shared with families at the start of the year.

SECTION 2: STUDENT EXPECTATIONS

2.0 Student Assistance and Support

CCHS is committed to supporting students academically, socially, and emotionally. Students are encouraged to talk with a trusted staff member when they are struggling, need help solving a problem, or are unsure where to go for support.

School staff will assist students with personal concerns as they are able and will work to involve students, parents/guardians, and other supportive adults when appropriate. Depending on the situation, support may include problem-solving with a teacher, meeting with administration, connecting with the Academic Advisor, working with the Behavior Interventionist, meeting with the Crisis Counselor, or identifying community resources.

If a student has an immediate safety concern, emotional crisis, or concern about harm to self or others, the student should tell a staff member right away.

Local community support and resource information is also available in Calhoun County by dialing 211.

2.1 Change of Address

To ensure prompt contact in case of an emergency, parents and/or students must immediately report any changes of address, phone numbers, or other family information that was originally provided at registration.

2.2 Clothing Standards

Students must dress in ways that are safe, clean, and appropriate to the educational environment. Any clothing, jewelry, or grooming that distracts from the learning process is unacceptable. The administration reserves the right to determine what is appropriate for school.

Examples of unacceptable clothing include but are not limited to:

- Clothing that promotes violence, drugs, alcohol, or sex
- Clothing that exposes undergarments or excessive skin (e.g., crop tops, sagging pants)
- Clothing that includes hate speech, profanity, or gang symbols

Students may be asked to change, call home for a change of clothes, or be sent home to change if their attire is deemed inappropriate. Repeat violations may result in disciplinary action.

Students with questions about what is appropriate are encouraged to ask a staff member in advance.

2.3 Computer Use

School computers and internet access are provided for educational purposes. Students must use technology responsibly and in compliance with the school's Acceptable Use Policy.

2.4 Use of Cell Phones and Electronic Devices at School

CCHS recognizes that students may bring personal electronic devices to school. However, personal devices can create distractions during instructional time. The purpose of this policy is to protect learning time, support student engagement, and help staff respond consistently.

Students may use personal electronic devices during:

- passing time
- lunch
- before school
- after school, unless directed otherwise by staff

Students may not use personal electronic devices during instructional time unless there is an approved exception or the device is being used for a specific teacher-directed instructional purpose.

Instructional time includes classroom instruction, independent work time, testing, advisory, intervention, credit recovery, assemblies, school meetings, and any assigned learning time.

During instructional time, student devices should be:

- turned off or silenced
- stored in the student's locker or in the classroom phone storage area
- not visible
- not in the student's hand, lap, desk, pocket, or backpack for active use

This includes cell phones, smartwatches, earbuds, headphones, gaming devices, tablets, and other personal electronic devices capable of communication, internet use, recording, messaging, or social media access.

Some students may have approved exceptions for medical needs, IEP or 504 accommodations, behavior or support plans, emergency situations, or other approved school purposes. Students are expected to follow the plan or direction given by staff.

If a student violates the cell phone or electronic device policy, the device may be collected and secured according to school procedure. Confiscation of a device does not mean staff may search, open, unlock, scroll through, or review the device. If there is a safety concern involving a device, administration will be contacted.

Repeated violations or refusal to follow staff direction may result in progressive discipline. Refusal to turn over, store, or put away a device when directed may become a behavior issue beyond the phone violation itself.

Parents and guardians who need to contact a student during instructional time should call the main office. Students who need to contact a parent or guardian during class should ask staff for permission and may use the office phone or their personal device under staff direction when appropriate.

The goal of this policy is not to argue about phones. The goal is to protect learning, reduce distractions, and keep expectations consistent across the building.

2.5 Textbooks, Chromebooks, and School Materials

CCHS provides textbooks, Chromebooks, classroom materials, technology, and other school resources for student learning. Students are expected to use all school materials responsibly and return items in good condition.

Students may be assigned or loaned school materials, including textbooks, Chromebooks, chargers, Wi-Fi devices, or other instructional resources. These items remain the property of CCHS or the issuing district/program and must be returned when requested, when the student is no longer enrolled, or at the end of the school year if applicable.

Students and families may be responsible for the repair or replacement cost of school materials or devices that are lost, stolen, damaged, or not returned. This may include,

but is not limited to, textbooks, Chromebooks, chargers, Wi-Fi devices, classroom materials, or other school-issued property.

Students should not damage, write on, alter, trade, loan, or misuse school materials or technology. Intentional damage or misuse may result in disciplinary action in addition to financial responsibility.

Some school materials may be used only at school unless a teacher, administrator, or program coordinator gives permission for the item to be taken home. When a device or material is loaned for home use, a student and parent/guardian may be required to complete a device or materials agreement before the item is issued.

Questions about school-issued devices, materials, or replacement costs should be directed to the main office or administration.

2.6 Valuables and Personal Property

Students are responsible for their personal property. CCHS encourages students not to bring large amounts of money, expensive items, or unnecessary personal belongings to school.

Personal items may include, but are not limited to, money, jewelry, glasses, watches, cell phones, earbuds, headphones, gaming devices, bags, clothing, or other personal belongings.

Students who choose to bring personal items to school are responsible for keeping track of them at all times. CCHS is not responsible for lost, stolen, damaged, or misplaced personal property.

Students are provided with a locker or designated space for their belongings when available. Students should not share locker combinations, locker space, or personal storage areas with other students. Students are expected to keep their belongings secure and should report missing or damaged items to the office as soon as possible.

2.7 Educational Focus

Students are at school primarily for educational, not social purposes. Learning can be fun, but education is the primary focus. Students must be in their classrooms or areas approved by their classroom teacher during class time. Students who are not in class or unable to focus on school should leave school grounds to avoid distracting others. During class time, students may not be in the parking lot or other adjacent areas unless they are leaving or supervised by staff.

2.8 Freedom of Speech and Assembly

Students are entitled to verbally express their personal opinions, provided such expression does not interfere with others' rights or disrupt education. Use of obscenities or profane attacks is prohibited. Meetings must be part of the formal educational process or authorized by the Superintendent. Students have the right to peaceful assembly but must not interfere with school operations.

Freedom to Publish

Students may express personal opinions in writing, but distribution must not disrupt school. Written expressions must be signed by the author. Editors, publishers, or distributors of written material must take responsibility for content. Libel, obscenity, and personal attacks are prohibited. Gang advocacy, unauthorized commercial or personal solicitation, and distribution of unlawful, religious, or political material for special interests are not permitted. Official school publications tied to curriculum may be regulated.

2.9 Hall Passes

Students should remain in class at all times. If a hall pass is needed, only one student may leave at a time. An EHALLpass is required for all out-of-class movement. Students sent to another classroom or office must have an EHALLpass with the destination, reason, and departure time. The receiving staff member will check the student in using EHALLpass.

2.10 Immunizations

Students enrolling at CCHS for the first time must provide proof of the following immunizations, per Part 92, Act 368 of 1978:

- 4 DTP (3 if starting at age 7 or older); a booster required after 5 years since last dose
- 3 OPV/IPV (Polio)
- 2 MMR (after 12 months of age)
- 3 Hepatitis B
- 1 Meningococcal (for students aged 11–18)
- 2 Varicella (or history of the disease)

Recommended but not required:

- 5th dose of DTP
- 4th dose of OPV/IPV
- Vision screening
- Hearing test
- Dental checkup
- Tuberculin test
- Hemophilic Influenza Type B (HIB)

2.11 Maintaining School Facility

CCHS shares its facility with other tenants and must be a good neighbor. Student behavior in the building, parking lot, and surrounding area should reflect positively on the school. Daily clean-up is expected, with more thorough classroom organization each Friday. Any facility damage must be reported to the Superintendent immediately.

2.12 Visitor Policy

CCHS is committed to maintaining a safe, orderly, and focused learning environment. All visitors must report to the main office upon arrival, sign in, and follow all school procedures before having contact with students, staff, or classrooms.

Administration, or a designee, may deny entry or ask a visitor to leave school property when there is reason to believe the person's presence may disrupt school operations, interfere with instruction, or create a safety concern. If a person refuses to leave when directed, law enforcement may be contacted.

Parents and guardians are welcome to visit CCHS, but classroom visits should be arranged in advance whenever possible. Visits may not interfere with teaching, learning, testing, student privacy, or school operations.

Any request to audio record, video record, photograph, or otherwise document classroom activities must be approved in advance by administration and the classroom teacher, with attention to student privacy rights.

Contractors, service providers, and school guests must also check in at the main office before entering the building or beginning work.

Students may not invite friends, relatives, or other guests to visit CCHS during the school day without prior approval from administration and the staff members involved. Approval will not be granted if the visit would disrupt instruction, supervision, safety, or school operations.

2.13 Parking/Operating Motor Vehicles

Students must drive safely and respectfully. Law enforcement may occasionally inspect student vehicles. All students must:

- Park only in the designated student lot (south end on 27th Street)
- Register vehicles and display a visible parking pass
- Complete a parking application (available in the main office)

2.14 Release of Personal Information

CCHS does not release student names, addresses, or phone numbers without prior permission, except for programs, events, or recognition unless otherwise requested in writing. FERPA rights allow families to restrict release of personal information. Requests to opt out of sharing with military or college recruiters must be submitted in writing.

2.15 Problem Resolution

Students or parents, who feel there are problems at school should first call and speak to the teacher, administrator, or other staff member who is directly involved. Often it helps to make an appointment to review the issue when there will be sufficient time to discuss it and so it will not interfere with instructional time. If the telephone conversation or the meeting does not resolve the situation, contact the next level of administration, Superintendent of BCALC/CCHS then the BCALC School Board Chairperson. Students who fail to resolve conflicts with other students may be subject to a schedule change in order to separate the individuals involved.

2.16 Return after Removal

Any student dropped from the rolls, voluntarily or otherwise, who wishes to return, must do so under a probationary contract. This probationary period will end should the student complete an entire quarter without violating the terms of the contract. The student who wants to return must set up a meeting prior to the start of the new term to outline the conditions under which he/she may return. Attendees must include the Principal, the student, and the student's parent(s).

2.17 Search and Seizure

Students may be subject to personal search under the following conditions:

- If there is reasonable suspicion for school authorities to believe that a student may be in personal possession of stolen or illegal items, the student may be asked to empty all pockets and purses and/or be patted down by a school official of the same sex in the presence of an adult witness of the same sex.
- If a student denies the request for personal search, he/she will be detained while parents and/or police are notified. If necessary, the matter will be turned over to the police or a warrant for personal search and seizure may be requested. If a student refuses and chooses to leave the premises he/she must understand that it will be assumed that they had something inappropriate for school and will not be allowed to return without a parent/Principal/student conference.
- Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property. Such patrols and inspections may be conducted with police, including canine units, without notice and without a search warrant. The interiors of the vehicles may be inspected whenever school authorities have reasonable suspicion to believe that illegal or unauthorized materials are contained in those vehicles. Canine searches may also include areas inside the school including lockers and classrooms.

2.18 Weather Emergencies and Safety Drills

CCHS follows required safety procedures for fire, severe weather, and emergency drills. Students are expected to follow staff directions quickly, calmly, and respectfully during all drills and emergency situations.

CCHS will conduct required safety drills throughout the school year, including fire drills, severe weather drills, and emergency/lockdown drills. Teachers will review emergency procedures with students, and procedures will be posted or available in classrooms.

Because CCHS students come from multiple districts and communities, CCHS may close even if other local districts remain open. If CCHS is closed due to weather or another emergency, families will be notified through the school communication system and other available communication methods. Emergency notifications may also be shared through local media, including **WWMT Channel 3** and **WOTV Channel 4**, as well as school communication platforms. Families are responsible for keeping current phone numbers and contact information on file with the main office so they can receive emergency notifications.

If no school closing announcement has been made by 7:00 a.m., school will be in session. Families should not call school personnel at home regarding weather-related closings.

During a tornado watch, conditions are favorable for the formation of a tornado. School staff will monitor weather conditions and follow safety procedures.

During a tornado warning or other immediate severe weather threat, students will not be dismissed and will remain in designated safe areas until the warning is lifted or it is safe to return to normal activities. Parents/guardians are asked not to call the school or come to the building during a warning so that communication lines remain open and staff can focus on student safety.

During any emergency or drill, students should remain with staff, follow directions, avoid using phones unless directed, and help maintain a safe environment for everyone.

2.19 Work Permits

Michigan law regulates the employment of minors under eighteen (18) years of age, including the type of work that may be performed, the hours and times a minor may work, and other conditions of employment.

Students under the age of 18 must have a valid work permit or state-required youth employment authorization before beginning employment. During the 2026–2027 school year, Michigan is transitioning to a centralized state work permit system. Students and families should contact the CCHS office or visit the Michigan Department of Labor and Economic Opportunity youth employment resources for the most current process.

Proof of age may be required. If a student changes jobs, a new work permit or updated authorization may be required for the new employer.

CCHS supports students gaining appropriate work experience; however, employment should not interfere with school attendance, academic progress, or student well-being. Under Michigan law, a work permit may be revoked if a student's academic performance is negatively affected by employment, if the employment violates youth employment laws, or if the job information has been misrepresented.

Students and families are encouraged to communicate with the school if work schedules begin to interfere with attendance, coursework, or school success.

SECTION 3: DISCIPLINARY POLICIES

3.1 General Provisions

CCHS is committed to maintaining a safe, healthy, respectful, and productive learning environment. Students are expected to contribute to a school community where learning can happen, people are treated with dignity, and problems are addressed before they become patterns.

Discipline at CCHS is intended to teach expectations, support student growth, protect the learning environment, and hold students accountable for their choices. The goal is not simply to assign consequences, but to help students understand the impact of their behavior, repair harm when appropriate, and return to learning with a clear plan for success.

CCHS uses a progressive discipline and student support process whenever appropriate. Minor classroom concerns should begin with reasonable classroom interventions, redirection, reteaching of expectations, documentation, and communication with families when concerns become patterns. Repeated, escalating, disruptive, or unsafe behavior may require administrative involvement.

Some behaviors require immediate administrative response. This includes, but is not limited to, fighting, threats, intimidation, weapons, drugs, major disruption, harassment or discriminatory behavior, leaving school or supervision, or any behavior that creates a safety concern. In these situations, CCHS may take immediate action to protect students, staff, and the school environment.

Disciplinary responses may include, but are not limited to, redirection, student conference, parent/guardian contact, behavior reflection, restorative conversation, loss of privileges, behavior plan, administrative reset, referral to support staff, suspension, recommendation for expulsion, law enforcement contact when required or appropriate, or other actions deemed necessary based on the circumstances.

When a concern may involve safety, threats, self-harm, weapons, serious conflict, or behavior that is specific, repeated, escalating, targeted, or unusually concerning, CCHS may use its Behavior Threat Assessment and Management process. BTAM is used for prevention, support, and safety. It does not automatically mean a student is dangerous or that discipline will occur. Progressive discipline is used to address behavior; BTAM is used to address safety concerns. Sometimes the same incident may require both.

CCHS will consider the nature of the behavior, the student's age and developmental level, the impact on others, the student's discipline history, prior interventions, safety concerns, and any relevant legal or educational requirements when determining an appropriate response.

Students will be provided due process as required. This means the student will be informed of the concern, given an opportunity to respond, and any disciplinary decision will be based on the facts and circumstances of the situation. Parents/guardians will be contacted when appropriate and as required by school procedure.

Students and parents/guardians may request review of a disciplinary decision if they believe the action taken was inconsistent with this handbook or school procedure. Appeals should follow the appropriate chain of command.

3.2 Snap Suspension Policy

Michigan law states that a teacher may elect to suspend a student from school for the remainder of the day for the following defined behaviors:

- Profanity or threats directed toward a staff member and/or student.
- Disruptive behavior
- Insubordination
- Fighting
- Distribution or possession of controlled substances

Teachers who decide to use the Snap Suspension process are required to follow these procedures:

1. Immediately notify the Principal regarding the events surrounding the suspension.
2. Fill out the Disciplinary referral form.
3. Contact the parent/guardian.
4. The student will need to write a response about what happened and how they will modify his/her behavior to avoid future situations of this kind upon returning to school.

3.3 Detentions/After-School Suspensions

In response to less serious violations, a student may be required to stay after school for a specified amount of time. This is arranged directly with the teacher, Principal or other staff who handled the matter. This is done in an effort to remind the student of school rules while recognizing that the student generally is complying with expectations. If the student fails to meet this obligation, however, an out-of-school suspension will generally result.

3.4 Out of School Suspension

Suspension is defined as the exclusion of a student from school (including buildings, grounds and activities) for a specific period of time terminating at the end of the specified period or upon the fulfillment of a specific set of conditions. Suspensions will not exceed (10) school days without the approval of the Board of Education or their designee.

IF A STUDENT IS SUSPENDED FOR A DAY ON WHICH SCHOOL HAS TO BE CLOSED (e.g. SNOW DAY) THE STUDENT'S SUSPENSION WILL CARRY OVER TO

THE NEXT DAY SCHOOL IS IN SESSION. All out of school suspensions will count as an absence.

Procedures

1. The student is advised as to the meaning of suspension, the reason for the suspension, the length of the suspension, and the specific conditions under which the suspension will be terminated. If the student is not available, the above information will be communicated to the parent/guardian.
2. The student shall have the right to present any evidence or relevant information that will support his case and shall be so informed of this right.
3. The student has to describe in writing what happened and how to modify his/her behavior to avoid future situations of this kind.
4. The parent/guardian will be notified of the suspension, if possible, by telephone prior to the student's dismissal from school. Otherwise, they will be notified in writing.
5. The Principal may request a conference with the parent/guardian and/or student prior to the termination of the suspension and the student's return to school.
6. The parent/guardian may request a conference with the Principal if he/she or the student is not satisfied. If, after such a conference, the parent is still not satisfied, a hearing may then be requested with the President of the Board of Education or his/her designee, provided he/she is also a Trustee of the Board of Education.
7. Students who elect to complete classwork assigned during the time of their suspension for ten days or less shall receive appropriate credit for that class work.
8. The administration considers matters of individual suspension to be confidential information. Administrators, will therefore, not discuss the disposition of any case involving a student with any person other than school personnel, or the parent or guardian unless given expressed written authorization by the parent or guardian to release information or to discuss the matter with a designated representative. This will not preclude the right of the school to provide information to law-enforcement agencies or courts.

3.5 Expulsions

Expulsion is defined as the permanent exclusion of a student from school. The superintendent of the CCHS has been delegated the authority to suspend and recommend expulsion.

Procedures

1. The parent/guardian and student shall be notified by the superintendent in cases where he/she plans to recommend expulsion from school. The superintendent shall provide a written notice of this intent, which will include the specific charges against the student, and the details of the recommended expulsion.
2. The superintendent shall provide the President of the Board of Education, or his/her designee, provided he/she is also a Trustee of the Board of Education, with a written recommendation for the expulsion action.
3. The President of the Board of Education or his/her designee, provided he/she is also a Trustee of the Board of Education, shall establish a time and a place for a

- hearing on the recommended expulsion, which shall be reasonable to all parties concerned.
4. A written notice of the hearing, stating the time and location, shall be sent to the parent/guardian.
 5. The President of the Board of Education or his/her designee, provided he/she is also a Trustee of the Board of Education, shall have a hearing within ten days of the recommendation for expulsion.
 6. The parent/guardian and the student shall be present at such a hearing unless prior notification is given. Failure to appear at the hearing will constitute a waiver of the rights to such a hearing.
 7. Legal counsel may be present and represent parent/guardian and/or student at the hearing.
 8. The student shall be allowed to observe all evidence offered against him/her. In addition, he/she shall be allowed to question any witness.
 9. The hearing shall be conducted by the President of the Board of Education or his/her designee, provided he/she is also a Trustee of the Board of Education, who will make the determination solely upon the evidence presented at the hearing.
 10. A record shall be kept of hearing.
 11. The President of the Board of Education or his/her designee, provided he/she is also a Trustee of the Board of Education, shall state within a reasonable time after the hearing the findings as to whether or not the student is guilty of the conduct charged and its decision as to expulsion.
 12. The findings of the hearing authority shall be reduced to writing and sent to the student and his/her parent/guardian.

3.6 Student Rules and Regulations

Students must be aware that any violation of the following rules and regulations could lead to a consequence much greater than the stated discipline. For serious and/or continued violations, without any inclination toward improvement of behavior, students could receive a suspension, or a recommendation to the Board of Education for expulsion from school.

Elasticity Clause: It is impossible to cover every possible action that interferes with students' learning and safety. Therefore, conduct that deliberately interferes with the educational process, safety of staff or students, or violates accepted and ordinary standards of conduct is also prohibited even though not specifically addressed in this handbook. The degree of severity of this misconduct, as well as the accumulative effect of the misconduct, will determine whether the offense warrants detention, suspension, expulsion or referral to a law enforcement agency.

Note: Students and parents should be aware that while disciplinary action typically addresses behavior on school property or during school activities, there might be situations in which the school may take action for behavior that occurs off school property or outside of school hours because of its potential impact on the learning environment or school.

1. Arson or Attempted Arson

- Minimum Discipline: 10-day suspension from school and referred to School Board for consideration of expulsion.
- 2. **Assault/Battery**
 - Minimum Discipline: 10-day suspension from school and may result in a referral to the School Board for consideration of expulsion.
 - Assault and battery upon school personnel will result in an automatic 10-day suspension with a recommendation to the School Board for expulsion.
- 3. **Bomb Threats and False Alarms**
 - Minimum Discipline: 5-day suspension from school and a referral may be made to the Board of Education for expulsion.
- 4. **Cheating/Plagiarism**
 - Minimum Discipline: No credit for assignment with consideration for suspension based on the facts and potential loss of course credit.
- 5. **Disrespect Toward Staff**
 - Minimum Discipline: Removal from class; conference with student and/or parent/guardian when deemed needed.
- 6. **Defacement or Destruction of Property**
 - Minimum Discipline: 1-day suspension from school and payment for repair of damages.
- 7. **Extortion**
 - Minimum Discipline: 3-day suspension from school.
- 8. **Falsification/Deception/Forgery**
 - Minimum Discipline: 1-day suspension from school.
- 9. **Fighting**
 - Minimum Discipline: 3-day suspension from school.
 - Procedures include: securing safety, obtaining written statements, notifying parents, and potentially contacting law enforcement.
- 10. **Fireworks**
 - Minimum Discipline: 3-day suspension from school.
- 11. **Harassment/Bullying**
 - Abides by Battle Creek Area Learning Center Policy. See Section 4.7 Harassment/Bullying Policy.
- 12. **Insubordination Toward Staff**
 - Minimum Discipline: Removal from class until a teacher-approved behavioral plan is created. If no plan, student is suspended until a parent/teacher/administrator conference is held.
- 13. **Persistent Disobedience**
 - Minimum Discipline: 1-day suspension.
- 14. **Possession of Stolen Goods or Larceny**
 - Minimum Discipline: 1-day suspension from school and restitution or return of property.
- 15. **Profanity/Indecent Behavior/Racial Slurs/Gang Affiliation Statements or Gestures**
 - Minimum Discipline: 1-day suspension if directed at teacher, other school personnel, or guests. Other circumstances handled as deemed appropriate after investigation.
- 16. **Threat of Physical Harm**
 - Minimum Discipline: If deemed serious, 1-day suspension from school. Otherwise, action taken as deemed appropriate by the Principal.

17. Threat of Physical Harm to School Personnel

- Minimum Discipline: 1-day suspension and student may not return until a parent/teacher/administrator conference. Possible recommendation for expulsion if threat is deemed serious.

18. Use and Possession of Alcohol

- Minimum Discipline for Possession: 10-day suspension from school and report to the local law enforcement agency. (Participation in an approved substance abuse program may modify the suspension.)
- Minimum Discipline for Under the Influence: 1-day suspension, notification of parents, and determination of what further intervention is needed.

19. Use, Possession, or Distribution of Controlled Substances/Drug Paraphernalia

- Minimum Discipline for Distribution: 10-day suspension, referral to local law enforcement agency, and referral to School Board for expulsion.
- Minimum Discipline for Possession: 10-day suspension and report to local law enforcement. (Participation in an approved substance abuse program may modify the suspension.)
- Minimum Discipline for Being Under the Influence: 1-day suspension, parent notification, and intervention planning.
- *Note: Students must know that if they are convicted of a drug offense, they may be ineligible to receive federal grants or loans for college.*

20. Use, Possession, or Distribution of Non-Controlled Substances

- Minimum Discipline: 10-day suspension from school and report to the local law enforcement agency. (Participation in an approved substance abuse program may modify the suspension.)
- This includes substances that:
 - Resemble a controlled substance
 - Are packaged to mimic drug delivery methods
 - Are improperly labeled
 - Are offered or advertised deceptively as drugs

21. Use or Possession of Tobacco and Vapes by Students

- Minimum Discipline: 1-day suspension from school if student is smoking on school grounds. Possession will result in appropriate sanction, at minimum the confiscation of the tobacco product. Less serious sanctions apply for off-grounds violations.

22. Weapon-Free School Zone Policy

- In accordance with Michigan Public Law 103.382 and School Board Policy, students in possession of a dangerous weapon/firearm, or who commit arson or rape on school property or events shall be permanently expelled and referred to criminal and social service agencies.
- Minimum Discipline: 10-day suspension and recommendation to the School Board for expulsion. Each case will be reviewed individually by the Superintendent or designee.

SECTION 4: DISTRICT NOTIFICATIONS AND POLICIES

4.1 Student Grievance Procedure

The student grievance procedure was established to provide students with an opportunity to contest a disciplinary judgment when they feel that judgment was not carried out according to the rules set forth in this Handbook. The goal is to resolve disagreements at the most appropriate level. Thus, all students are encouraged to discuss their disagreement first with the individual involved, if that is appropriate.

The following guidelines have been prepared to guide students, staff and school administrators in the manner of using the grievance procedures:

1. A student should submit the grievance form personally to the superintendent. A student has the right to have his/her grievance heard by the grievance committee if he/she does not feel satisfied with the initial action taken by the superintendent.
2. Handling of the grievance: The superintendent or his appointee shall notify the teacher involved in a grievance within two (2) working days of his receipt of the grievance. The superintendent shall speak to the student and teacher individually and together. If the grievance is not satisfactorily resolved within three (3) school days after its submission, the superintendent shall refer the grievance to the grievance committee. The grievance committee would be expected to meet on the grievance within five (5) school days.
3. Who is the grievance committee: The grievance committee shall consist of 6 people—The superintendent or his appointee, 2 Calhoun Community High School teachers selected by the superintendent and 3 students selected by the students from a list of volunteers from the entire student body. The superintendent or his appointee shall serve as chairman of the committee and have voting privileges.
4. Responsibilities of the student: The student is expected to submit the grievance within a reasonable length of time. The student shall protect his/her teacher's privacy regarding this grievance. The student should recognize that this process should contribute to his/her educational development. The student should be sure to date his/her grievance form on the date the form is submitted to the superintendent with a copy to the Director. If no action is taken by the superintendent or the grievance committee within the time limit suggested above in number two (2), the student should fill out another grievance sheet.
5. Responsibility of the teacher: The teacher shall protect the student's privacy regarding the grievance. Any behavior or action that suggests reprisal or retribution shall be considered unprofessional conduct. The teacher should recognize that this process is designed to contribute to his/her continued professional development.
6. Responsibilities of the grievance committee: The committee shall investigate the problem thoroughly. The teacher and student should be interviewed separately and then meet with the committee. The committee is charged with the responsibility of making prompt recommendations to the superintendent or Director. The main purpose of the committee's work is to aid both the teacher and student in their educational development. The committee should follow time limitations outlined in number 2 above.

7. The superintendent or Director will follow the time limitations and other procedures for handling the grievance as outlined in number 2 above. The superintendent or Assistant Director will determine whether a grievance will become a part of the teacher's personnel file and will notify the teacher of the disposition of the grievance report.
8. Distribution of the copies of the grievance form: Three total copies of the grievance form should be made by the student. The student should keep one and the other two should be given to the superintendent or Director and a copy of the form shall be given to the teacher involved in the grievance committee if the grievance is not initially settled by the superintendent. Grievance forms will not become a part of a student's school record.

4.2 Medications

The administration of medication to students by school personnel shall be authorized and performed in circumstances which render the administration of the medication by the parent/guardian during school hours either impossible or impractical.

Medication will be administered only by such school personnel as are specifically designated and authorized by the Superintendent or his/her designated representative.

This authorization to administer medication shall be issued only in compliance with the following conditions:

1. The Request for Administration of Medication form must be signed by the student's parent/guardian and filed with the Superintendent, or his designee.
2. Written instructions signed by the parent/guardian and the student's physician must be furnished and shall include:
 - Student's name, address, telephone number
 - Physician's name, address, telephone number
 - Date
 - Pharmacy name, address, telephone number
 - Name of medication
 - Prescribed dosage and frequency
 - Possible side effects
 - Termination date for administering the medication
 - Special handling and storage instructions
3. The medication must be brought to school in a container appropriately labeled by the pharmacy. Refill of the medication is the sole responsibility of the student's parent/guardian.
4. The designated school personnel will:
 - Inform appropriate school personnel of the medication
 - Keep a record of the administration of the medication
 - Keep the medication in a secured storage area
 - Return the unused medication to the student's parent/guardian
5. The student's parent/guardian assumes responsibility to immediately inform the building administration or his/her designated representative, in writing, of any change in the child's health affecting the dispensation of medication or of any change in the medication, including the discontinuation or modification of the medication.

6. The student's parent/guardian has a responsibility to instruct their child to appear for dispensation of the medication at the scheduled time, and the student has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
7. A record shall be maintained which indicates the time/date of medication; the amount of medication administered and, except in the case of emergency, 2 adult witnesses must be present. This form shall be signed by the adult designated to administer medication.

Students who are able to self-administer specific medication (e.g. inhalers) shall be permitted to do so providing all of the following conditions are satisfied: A. In the case of a prescription medication, a physician provides a written order for self-administration of the medication. B. For prescription or non-prescription medication, there must be written authorization for self-administration of medication from the student's parent or guardian unless the student is emancipated. C. A plan has been developed between the parent/guardian, student and Superintendent for general supervision of self-administration of medication by the student. D. Superintendent and appropriate teachers are informed that the student is permitted to self-administer medication. E. The medication is transported to school and maintained exclusively under the student's control. Students permitted to self-administer medication shall not convey, transfer or distribute the medication to other students. Students violating this condition will be subject to disciplinary penalties as specified in the student handbook.

4.3 Use of Volunteers

Volunteers are welcomed into the schools. Volunteers can be used for a variety of purposes. Volunteers in the classroom are to be used to work with individual students or small groups of students under the direction of the FLSA Exempt staff. A volunteer is not to provide instruction to a classroom of students. Volunteers are different from visitors. Volunteers provide some sort of service to the operation of classroom, school building, or District.

All prospective volunteers must complete two forms – Application for Volunteer Service and Request for a Criminal History Record Check – in the CCHS office prior to working with students.

A threshold of 7.5 hours per week (the equivalent of one school day) for more than two consecutive weeks is established as the standard by which anyone working in a volunteer capacity within a CCHS school building will be required to have on file a complete criminal background check conducted via LiveScan fingerprinting completed at their own expense prior to working with students.

Should the results of the background check reveal previous felony involvement with law enforcement/the justice system, the prospective volunteer will be notified that he/she is ineligible to work with students. It is at the discretion of the Superintendent, or his/her designee, to permit individuals with a misdemeanor charge/conviction to volunteer to work with students.

Prospective volunteers who do not meet the established threshold will be required to have ICHAT, PSOR, OTIS, and NSOR searches completed prior to working with students. Information from these sources that reveal any history of misdemeanor or

felony offenses will require the prospective volunteer to complete a criminal background check conducted via LiveScan fingerprinting, completed at their own expense, the results of which will be handled as described above, prior to working with students.

It is the responsibility of the superintendent's office to ensure that the volunteers who meet the threshold have completed a criminal background check via LiveScan fingerprinting or for those who do not meet the threshold, to conduct the ICHAT, PSOR, OTIS, and NSOR checks. The eligibility of the prospective volunteer will be maintained in a CCHS folder on the shared drive stating solely whether or not the person is or is not approved to volunteer.

It is the responsibility of building administrators to maintain a list of volunteers in their buildings. This list will include the volunteer's names, the capacity in which the volunteer is working, and the amount of time per week the volunteer will be working in that capacity. It is the responsibility of the Superintendent to monitor an approved volunteer move from below to at or above the threshold of four hours a week for more than two consecutive weeks. Likewise, it is the responsibility of the Superintendent to notify that volunteer of the requirement to now complete a criminal background check via LiveScan fingerprinting completed at the volunteer's own expense.

Individuals are not to begin volunteering until the Superintendent is notified of their eligibility and they appear as "approved" on the master list housed within the Superintendent's Office.

4.4 Notice of Non-Discrimination

Battle Creek Area Learning Center does not discriminate on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap in the admission to, access to, participation in, benefits of, or employment in its programs or activities as provided by district policy and in compliance with federal and state law.

For more information, please contact: Rhonda Marcum, Ph.D. Battle Creek Area Learning Center 765 Upton Ave. Springfield, MI 49037 Telephone: (269) 565-2460; FAX (269) 565-2468.

4.5 Notice of Non-Discrimination in Vocational and Applied Technology Education

In compliance with the non-discrimination regulations of the Vocational Education Division of the Michigan Department of Education, notice is hereby given that Battle Creek Area Learning Center, Calhoun County, Michigan does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, marital status, or handicap in offering vocational education and applied technology opportunities to students of the school district.

For more information, please contact: Rhonda Marcum, Ph.D. Battle Creek Area Learning Center 765 Upton Ave. Springfield, MI 49037 Telephone: (269) 565-2460; FAX (269) 565-2468

4.6 Discrimination Complaint Procedure

The following procedure shall be utilized in the Battle Creek Area Learning Center for any complaint or allegation of unlawful discrimination under federal or state law and regulations. This procedure shall apply to complaints or allegations raised by Board members, employees, students, volunteers, or contractors against any Board member, employee, student, volunteer, or contractor.

1. This complaint procedure shall be utilized for allegations of discrimination based upon the following:
 - Title VI of the Education Amendments of 1972
 - Title VII of the Civil Rights Act of 1964
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
 - Americans with Disabilities Act
 - Age Discrimination in Employment Act
 - Michigan Handicappers' Civil Rights Act
 - Michigan Elliott-Larsen Civil Rights Act
 - Allegations of sexual misconduct or sexual harassment in violation of Board Policy 4004
2. A complainant should notify Superintendent Rhonda Marcum, Ph.D., at 765 Upton Ave., Springfield, MI 49037, (269) 565-2463.
 - Complainants are encouraged to report concerns to appropriate personnel.
 - No complainant is required to notify the alleged offender.
3. The District shall promptly investigate complaints and maintain confidentiality while meeting legal obligations.
4. The District will conduct a fair, impartial investigation, including witness interviews and gathering documentary evidence. Efforts will be made to complete investigations within 30 calendar days.
5. Retaliation is prohibited. Knowingly filing a false complaint or withholding evidence is also subject to discipline.
6. All investigations will conclude with written findings. Parties may request to review the content of the report.
7. Findings are submitted to the Superintendent. If the Superintendent is the accused, findings are sent to the Board President.
8. If a complaint is valid, the Superintendent will act to stop and prevent recurrence, which may include discipline or remedial measures.
9. If allegations involve sexual misconduct by staff or volunteers toward students, the matter will be reported under the Michigan Child Protection Law.
10. All parties will be informed of their rights to confidentiality as allowed by law.

Dissemination and Distribution of Policy: This policy is distributed annually to staff, volunteers, contractors, and labor unions. Inquiries can be directed to Rhonda Marcum, Ph.D., at the contact above.

4.7 Harassment/Bullying Policy

At Battle Creek Area Learning Center, we are committed to providing safe, respectful learning and working environments. Harassment or bullying of any kind disrupts

education and work, and we do not tolerate it. All staff, students, and administrators are expected to lead by example by treating others with civility and respect.

What is Harassment or Bullying? Harassment or bullying is any written, verbal, physical, or electronic action that targets someone based on actual or perceived traits such as race, religion, gender, sexual orientation, disability, or other characteristics. These behaviors may occur on school property, at school functions, or even online if they negatively impact the school environment.

Definitions

- **Harassment** involves behavior that makes participation in education or work conditional, affects decisions about education or employment, or creates a hostile environment.
- **Sexual Harassment** may include unwelcome touching, pressure for sexual activity, verbal or written harassment, or threatening a person's grades or job.
- **Bullying** is a form of harassment that includes physical aggression, verbal taunts, social exclusion, or cyberbullying.

Examples of Bullying:

- *Physical:* Hitting, pushing, spitting, damaging belongings
- *Verbal:* Name-calling, threats, teasing
- *Psychological:* Rumors, exclusion, manipulation
- *Cyberbullying:* Harmful emails, texts, or online content

Reporting Concerns Anyone who feels they have been harassed or bullied should report the issue to a school administrator or supervisor. Students may also talk to a trusted teacher or counselor. Anonymous reports are accepted, though they may limit the school's ability to take formal action.

Investigation Process The Superintendent appoints a Harassment Officer to manage investigations. This includes interviewing the individuals involved, collecting evidence, and notifying parents when minors are involved. If child abuse is suspected, staff must report it to the appropriate authorities.

Resolution and Consequences If the issue is resolved informally, both parties sign a written agreement. If unlawful harassment is confirmed, the school will take appropriate steps to stop it and prevent it from happening again. Disciplinary measures can range from interventions to suspension, expulsion, or termination, depending on the situation.

Other Violations

- Retaliating against someone who reports harassment or bullying
- Filing false reports
- Failing to properly investigate claims

Annual Notification These policies will be posted online, shared with students and staff each year, and included in handbooks. New staff will review them during onboarding.

Board Review Each June, administration will report to the Board of Education on bullying incidents and outcomes from the school year.

These guidelines are not meant to limit free speech but to maintain a safe and supportive environment for learning and working.

4.8 Family Educational Rights and Privacy Act (FERPA): Annual Notice of Student Education Record Privacy

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It applies to all schools that receive federal funds. FERPA grants parents specific rights regarding their child's records, which transfer to the student at age 18 or when they enroll in a postsecondary institution.

Rights Under FERPA:

1. Inspect and review educational records within 45 days of a written request.
2. Request amendments to records believed to be inaccurate or misleading.
3. Control disclosure of personally identifiable information, with certain exceptions.
4. File complaints with the U.S. Department of Education for alleged violations.

Contact for access or amendment requests: Rhonda Marcum, Ph.D., Superintendent
Phone: (269) 565-2460 | Email: rmarcum@calhounhs.org

4.9 FERPA: Annual Notice for Disclosure of School Directory Information

FERPA allows schools to disclose "Directory Information" without written consent unless parents opt out. Directory Information is generally not considered harmful if released and is used in items like programs, yearbooks, and honor rolls.

Directory Information Includes:

- Student name
- Address and telephone number
- Photograph and email address
- Date and place of birth
- Major field of study
- Grade level and dates of attendance
- Participation in school activities and sports
- Height and weight (for athletics)
- Honors, awards, and degrees received
- Most recent educational institution attended

Military recruiters may request names, addresses, and phone numbers unless parents opt out. To opt out, notify the district in writing by October 1.

Contact: Rhonda Marcum, Ph.D., Superintendent Battle Creek Area Learning Center
765 Upton Ave., Springfield, MI 49037 Phone: (269) 565-2460 | Fax: (269) 565-2468

4.10 Notice of District Obligations and Rights of Parents/Guardians and Eligible Students Under Section 504 of the Rehabilitation Act of 1973

Under Section 504 of the Rehabilitation Act of 1973, the Battle Creek Area Learning Ctr. (BCALC) is required to:

- Undertake to identify and locate every qualified handicapped person residing in the jurisdiction of the District who is not receiving a public education; and
- Take appropriate steps to notify handicapped persons and their parent/guardian of the District's duties established under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and its implementing federal regulations.

Free Appropriate Public Education

1. The District must provide a free appropriate public education to each eligible handicapped student within the District, regardless of the nature or severity of that student's handicap or disability. This requires the District to provide regular or special education and related aids and services that are designed to meet the individual educational needs of eligible students as adequately as the needs of the non-disabled or non-handicapped students are met and are based upon compliance with procedures that satisfy the requirements of Section 504. Implementation of an individualized education program developed in accordance with the Individuals with Disabilities Education Act (IDEA) is one means of satisfying this requirement.
2. Providing a free education means furnishing educational and related services at no cost to the handicapped or disabled student or to his/her parent/guardian, except for those fees that are imposed on non-handicapped or non-disabled students or their parents/guardians.
3. If the District places an eligible student or refers that student to a program not operated by the District as a means of carrying out the District's obligations under Section 504 and its implementing regulations, the District shall ensure that the student receives adequate transportation to and from the program and that this transportation is provided at no greater cost than would be incurred by the eligible student or his/her parent/guardian if the student were placed in a program directly operated by the District.
4. If a placement in a public or private residential program is necessary to provide a free appropriate public education to an eligible student, the cost of that program, including non-medical care and room and board, shall be provided at no cost to the eligible student or his/her parent/guardian.

However, if the District has made available a free appropriate public education to an eligible student and that student's parent/guardian elects to place the student in a private school, the District is not obligated to pay for the student's education in the private school. Disagreements between a parent/guardian and the District regarding whether or not such a program has been made available or otherwise regarding financial responsibility are subject to due process established in the Section 504 implementing regulations.

Educational Setting a. The District is required to educate or provide for the education of each eligible handicapped or disabled student within its jurisdiction with students who

are not handicapped or disabled, to the maximum extent appropriate to the needs of the handicapped or disabled student. b. If the District operates a facility that is identifiable as being for handicapped or disabled students, the District must ensure that the facility and services and the activities provided are comparable to other facilities, services, and activities provided by the District to non-handicapped and non-disabled students.

Evaluation and Placement A. The District is required to conduct an evaluation of any student who, because of a handicap or disability, needs or is believed to need special education or related services before taking any action with regard to the initial placement of that student in a regular or special education program and significant subsequent change in placement. B. The District is required to establish and observe standards and procedures for evaluation and placement of eligible students who, because of handicap or disability, need or are believed to need special education or related services that ensure that:

- Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producers;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need;
- Tests are selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or whatever other factor(s) the test is designed to measure.

In interpreting evaluation data and test results when making placement decisions regarding an eligible student, the District shall draw upon information from a variety of sources including: aptitude and achievement tests; teacher recommendations; physical condition; social or cultural background; and adaptive behavior. Further, the District shall establish procedures to ensure that information obtained from the above sources is documented and carefully considered and that the placement decision is made by a group of persons knowledgeable about the condition of the eligible student, the meaning of the evaluation data, and the placement options for the eligible student.

The District shall make periodic re-evaluations of students who have been provided special education and related services.

Procedural Safeguards The District shall establish and implement, with regard to actions involving the identification, evaluation or educational placement of eligible students, a system of procedural safeguards which incorporates: notice; an opportunity for the parent/guardian of the eligible student to examine relevant records; an impartial hearing with opportunity for participation by the eligible student's parent/guardian and representation by counsel; and a review procedure. Compliance with the procedural safeguards contained in the Individuals with Disabilities Education Act (IDEA) is one method of satisfying the above requirements.

Non-Academic Services The District shall provide non-academic and extra-curricular services and activities in such a manner as is necessary to afford handicapped or disabled students eligible under Section 504 with an equal opportunity for participation in those services and activities.

The District shall provide personal, academic or vocational counseling, guidance or placement services to eligible students without discrimination on the basis of handicap or disability.

In providing physical education courses and athletics and similar programs or activities, the District will not discriminate on the basis of handicap or disability. The District may offer to eligible handicapped or disabled students physical education or athletic activities that are separate or the differentiation is consistent with the Section 504 implementing regulations and if no qualified handicapped or disabled student is denied the opportunity to compete for teams or to participate in courses that are not separate or different.

Pre-School and Adult Education Programs Any pre-school education, day care programs/activities or any adult education program operated by the BCALC may not, on the basis of handicap or disability, exclude qualified handicapped or disabled persons from those programs or activities. Further, the District shall take into account the needs of such persons in determining the aid, benefits and services to be provided under the above programs and activities.

Procedural Protections Parents/guardians and eligible students have the right to request an impartial due-process hearing related to decisions or actions regarding the identification, evaluation, educational program, related services or placement of a student under Section 504 of the Rehabilitation Act of 1973, the Michigan Handicappers Civil Rights Act and/or the Individuals with Disabilities Education Act (IDEA). Additionally, parents, guardians and eligible students have a right of access to the grievance procedure established to consider and, if appropriate, resolve disputes regarding rights and obligations under Section 504 of the Rehabilitation Act of 1973.

For more information, please contact: Rhonda Marcum, Ph.D., Superintendent Battle Creek Area Learning Center 765 Upton Ave., Springfield, MI 49037 Phone: (269) 565-2460 | Fax: (269) 565-2468

4.11 Agreement for Acceptable Use of District Technology Resources

The Agreement for Acceptable Use outlines expectations for students using Calhoun Community High School and Calhoun Intermediate School District (CISD) technology resources. These include internet and network access, computers and servers, software, and communication systems.

Technology use is a privilege—not a right—and users have no expectation of privacy. The CISD may monitor usage, block access to inappropriate materials, and remove content it deems unlawful or disruptive.

Students are expected to:

- Use only CISD-authorized systems.
- Keep login credentials secure.
- Immediately report inappropriate communications.
- Refrain from cyberbullying, sexting, hacking, vandalism, or posting personal information online.

The CISD will:

- Provide content filters and monitoring systems.
- Educate students about cyber safety.
- Enforce technology safety policies in accordance with federal law.

Violations may lead to loss of access and disciplinary consequences. By signing the technology agreement, parents release the CISD from liability and agree to reimburse damages caused by misuse.

For more information, please contact: Rhonda Marcum, Ph.D., Superintendent Battle Creek Area Learning Center 765 Upton Ave., Springfield, MI 49037 Phone: (269) 565-2460 | Fax: (269) 565-2468

4.12 Asbestos Hazard Emergency Response Act (AHERA) Notification Requirements

The Environmental Protection Agency requires school districts to notify parents, guardians, teachers, staff, and building occupants annually regarding the availability of the school's Asbestos Hazard Emergency Response Act, or AHERA, Management Plan.

This notice serves to inform families, staff, and building occupants that the AHERA Management Plan for Calhoun Community High School is available for review in the main office during regular school hours.

The most recent three-year AHERA re-inspection was completed in **July 2025**. Required periodic surveillance inspections will continue to be conducted as required, and the AHERA Management Plan will be updated as needed to reflect inspections, response actions, or changes in the condition of known or assumed asbestos-containing materials.

Any asbestos-related inspections, response actions, or abatement activities will be conducted by properly accredited or licensed professionals as required.

Updated asbestos management plans are available for review in the main office of each building.

For more information, please contact: Rhonda Marcum, Ph.D., Superintendent Battle Creek Area Learning Center 765 Upton Ave., Springfield, MI 49037 Phone: (269) 565-2460 | Fax: (269) 565-2468

4.13 Notice of Pesticide Use

Pesticides are periodically applied to school district property as part of the district's pest management program. Parents and legal guardians of children enrolled in the district have the right to request prior notification of pesticide applications to the buildings or grounds.

In order to be notified prior to the application of pesticides, the parent or legal guardian must return a "Pesticide Prior Notification Request Form" to:

Rhonda Marcum, Ph.D.

765 Upton Ave.

Springfield, MI 49037

(269) 565-2460

Please understand that emergencies do arise and that pesticides may be applied without prior notice to parents or legal guardians. Parents or legal guardians that have requested prior notification, however, will be notified after pesticide application.

Application of pesticides will be performed only by certified or registered applicators where and when required. If a pesticide is applied in a building, students will not occupy the room for a minimum of four hours. At the time of application, a sign will be posted for 48 hours near the building's primary point of entry. When a pesticide is applied to school district grounds, the application will not be made within 100 feet of occupied classrooms, and flags will be inserted in the ground to mark the application area.

4.14 Pesticide Prior Notification Request Form

According to Michigan law, a parent or legal guardian of a child enrolled in a school district has the right to be notified prior to the application of pesticides to that district's buildings or grounds. In order to be notified, it is necessary that this form be completed and returned to:

Rhonda Marcum, Ph.D.

765 Upton Ave.

Springfield, MI 49037

(269) 565-2460

In certain emergencies, pesticides may be applied without prior notice, but parents or legal guardians who complete this form will be notified after pesticide application.

Parent Name(s): _____

Address: _____

Telephone: (Home) _____ (Work) _____

Student Information:

- Name: _____ School: _____
- Name: _____ School: _____

Students and parents/guardians acknowledge access to and review of the CCHS Student Handbook as part of the enrollment or registration process.

Handbook updated: 08/02/2026