

STUDENT HANDBOOK

Oxford Middle School

2023-2024





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About Us

MISSION

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

VISION

To create a world-class education today to shape tomorrow's leaders.

PORTRAIT OF A GRADUATE

Our Portrait of a Graduate articulates our shared vision for all Oxford graduates as a result of their educational experiences in Oxford Community Schools. The first section of the Portrait of a Graduate outlines the characteristics and the competencies that we believe are necessary for all students to be successful. The second section of the document titled, "Conditions for Learning" establishes our vision for the learning environment to allow each student to develop to his or her potential.

https://oxfordschools.org/UserFiles/Servers/Server_733753/File/Portrait%20of%20a%20Graduate%2012-Final.pdf

INTERNATIONAL BACCALAUREATE- MIDDLE YEARS

Oxford Middle School participates in the Middle Years Programme and is authorized as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that Oxford Middle School believes is important for our students.

SCHOOL IMPROVEMENT GOAL

- Measurable Goal: Ensure student acquisition of skills, knowledge, and experiences necessary to thrive in a global society.

Contact Us

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Attendance Line

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Schedule

School Year Calendar

2023/24 OMS Bell Schedule

S	M	T	W	T	F	S
August 2023						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	PD	PD	PD	Alt	A	26
27	A	A	A	A		

September 2023						
					NS	2
3	NS	A	A	A	A	9
10	B	C	D	E	F	16
17	B	C	D	E	F	23
24	B	C	D	E	F	30

October 2023						
1	A	A	A	A	A	7
8	NS	NS	A	A	A	14
15	B	C	E	F	ER	21
22	B	C	E	F	ER	28
29	B	C				

November 2023						
			D	E	F	4
5	B	C	D	E	F	11
12	B	C	D	E	F	18
19	A	A	NS	NS	NS	25
26	A	A	A	WC		

December 2023						
				A		2
3	B	C	D	E	F	9
10	B	C	D	E	F	16
17	B	C	D	E	F	23
24	NS	NS	NS	NS	NS	30
31						

LEGEND	
NS	No School
D	Delayed Start
D*	Delayed Start (11:05 am) PSAT
PD	No Stud. - Teacher Day
ER	Early Release
WC	Wildcat Remembrance Day
	End of Marking Period

OXFORD MIDDLE SCHOOL SCHEDULE	
Regular	7:29 a.m. - 2:34 p.m.
Early Release	7:29 a.m. - 10:40 a.m.
Delayed Start	10:05 a.m. - 2:34 p.m.

S	M	T	W	T	F	S
January 2024						
	NS	NS	NS	NS	NS	6
7	B	C	D	E	F	13
14	PD	A	A	A	NS	20
21	B	C	9/	E	F	27
28	B	C	D			

February 2024						
				E	F	3
4	B	C	D	E	F	10
11	A	A	A	A	A	17
18	NS	NS	A	A	A	24
25	B	C	D	E		

March 2024						
					F	2
3	B	C	D	E	F	9
10	A	A	A	A	A	16
17	B	C	D	E	F	23
24	NS	NS	NS	NS	NS	30
31						

April 2024						
	A	A	A	A	A	6
7	B	C	DS	E	F	13
14	B	C	D	E	F	20
21	B	C	D	E	F	27
28	A	A				


May 2024						
			A	A	A	4
5	B	C	D	E	F	11
12	B	C	D	E	F	18
19	A	A	A	A	NS	25
26	NS	A	A	A	A	

June 2024						
						1
2	A	A	A	A	ER	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



Schedule

DAILY BELL SCHEDULE

OMS Rotating Schedule					
	Monday B	Tuesday C	Wednesday D	Thursday E	Friday F
	<i>NO 7th</i>	<i>NO 6th</i>	<i>NO 1, 2, 3</i>	<i>NO 5th</i>	<i>NO 4th</i>
7:29-7:54	Advisory	Advisory	Delayed Start	Advisory	Advisory
7:58-8:50	1st	1st		1st	1st
8:54-9:46	2nd	2nd		2nd	2nd
9:50-10:42	3rd	3rd		3rd	3rd
10:46-12:18 Lunch/ABT	4th	4th	4th 10:05-11:01	4th	5th
12:22-1:15	5th	5th	5th 11:05-12:33	6th	6th
1:19- 2:11	6th	7th	6th 12:37-1:34	7th	7th
2:15-2:34	Advisory	Advisory	7th 1:38-2:34	Advisory	Advisory
Lunch Academic Break Time (ABT)		Grade	Delayed Start	Lunch MTThF	ABT
		6th	11:01-11:31	10:46-11:04	11:04-11:22
		7th	11:31-12:01	11:04-11:22	10:46-11:04
		8th	12:03-12:33	11:42-12:00	12:00-12:18

****Please Note: The OMS School day ends at 2:34 pm. All students MUST be in a SUPERVISED activity (Ex. Club, athletic practice or event) in order to remain on school premises. Any student not attending a supervised event should make arrangements to be off campus after dismissal in order to avoid disciplinary consequences for loitering. Any parent pick-up that happens after 2:50pm, must be done so by the main office.

Schedule

A Day Schedule		
7:29-7:49	Advisory	
7:53-8:40	1st	
8:44-9:30	2nd	
9:34-10:20	3rd	
10:24-11:10	4th	
11:14-12:40	5th/Lunch	
12:44-1:36	6th	
1:40-2:34	7th	
Lunch Schedule	Grade	Time
	6th	11:10-11:40
	7th	11:40-12:10
	8th	12:10-12:40

October Early Release	
7:29-8:13	4th
8:18-9:02	5th/Breakfast
9:07-9:51	6th
9:56-10:40	7th

****Please Note: The OMS School day ends at 2:34 pm. All students MUST be in a SUPERVISED activity (Ex. Club, athletic practice or event) in order to remain on school premises. Any student not attending a supervised event should make arrangements to be off campus after dismissal in order to avoid disciplinary consequences for loitering. Any parent pick-up that happens after 2:50pm, must be done so by the main office.

Schedule

ADVISORY PERIOD

Advisory period provides the environment and activities that will foster bonding with other students and an adult teacher. The teacher will serve as an advocate for the students. Advisory is intended to help students cope with academic concerns and set goals to facilitate positive school experiences. Finally, it is intended to heighten student awareness of good citizenship through providing opportunities for meaningful contributions to their school community. The advisory period will support PBIS Expectations, Learner Profile Development, Social Emotional Learning, Diversity Awareness, Olweus Bullying Prevention Program, WEB Leaders, OK2Say, Safety Protocols, Service as Action, and Student Council.

EXTRACURRICULAR ACTIVITIES

In an effort to maintain a safe school environment, students who are involved in extracurricular activities after school must remain in the assigned area for that activity. All students who do not have teacher supervision must leave the school building immediately after school is dismissed.

CLUBS

Extracurricular activities offer students the opportunity for enjoyment, service, leadership, cooperation and the development of many skills. The following activities have **typically** been available at OMS.

- Art
- Bowling
- Computer
- Cybersecurity
- Drama
- Equestrian
- Game
- Homework
- Robotics
- Student Council
- WEB Leaders

When there is sufficient student interest and a willing faculty sponsor, groups may be formed to pursue these or other activities by securing proper approval from the administration. Students must be in attendance for half the school day to participate in an after school activity, including practice. This does not apply to students involved in a field trip or other school-related activities. These activities are dependent on school board approval.

Schedule

ATHLETICS

Fall Sports	Early Winter Sports	Late Winter Sports	Spring Sports
Football	Volleyball (Girls)	Boys' Basketball	Track and Field
Girls' Basketball	Competitive Cheer		
Cross Country	Wrestling		
Sideline Cheer			

ATHLETIC ELIGIBILITY

The rules of the Michigan High School Athletic Association, Oxford Athletic Code, and Oxford Board of Education Policy are used as a guide for determining athletic academic eligibility. A student's conduct may warrant his/her removal from an athletic team. Participation in all school extracurricular programs is available to 6th, 7th and 8th graders who meet academic and behavioral standards. Loss of eligibility may be appealed by parents through the principal.

Weekly Eligibility Report to Coaches:

Weekly during the season, a grade report will be run through PowerSchool for each student-athlete. In order to be eligible for competition the following week, the student-athlete may not fail more than one class. If a student-athlete is not in compliance with the current OACS Athletic Code Eligibility Standards, the student will be ineligible from Monday to Sunday of the following week.

ATTENDANCE

ATTENDANCE POLICY

Regular attendance and punctuality are closely related to good school achievement and help develop valuable personal habits. Oxford Middle School will mail a letter regarding attendance when a student has reached 10, 15, and 20 days absent during the school year, including excused, unexcused and pre-arranged absences. The Oakland County Truancy Officer may be notified due to persistent chronic absences. We will reasonably accommodate where necessary for students affected by homelessness.

ABSENCE PROCEDURE

Parents are requested to call the school at 969-1891 before 9:00 a.m. each time that their son or daughter is absent. Students whose parents do not call must bring in a written excuse when they return to school in order to be considered excused. Excuses must be signed by the parent, state the date and reason for the absence, and be presented to the office upon returning to school.






TYPES OF ABSENCES

There are three types of absences:

1. Excused absences have the knowledge and consent of a parent or guardian. Students are permitted and expected to make up work in a timely fashion and are eligible for full credit. It is the student's responsibility to request the make-up assignments and turn them in to the designated teacher at the designated time.
2. Unexcused absences which occur without the permission or knowledge of a parent or guardian are considered "skipping" and often lead to disciplinary measures. In addition, students are expected to request and make up the work missed.
3. Pre-arranged absences cover those occasions when parents find it necessary to take their son or daughter out of school for 3 or more days. A note to this effect should be sent to the school several days in advance, so that a pre-excused absence form can be given to the student. The student must then secure the signatures of all of his teachers on this form. This enables the teacher to provide advance assignments and other information as to what will be covered during the absence. In all cases, assignments supplied and not turned in will receive a zero.

ATTENDANCE

HOMEWORK POLICY FOR ABSENT STUDENTS

-  All students will be given time to make up missed assignments due to an absence. One day for each day absent will determine the amount of allotted time before the assignments are due.
-  Any student absent the day an assignment is due will be allowed to turn in that assignment upon his/her return to school.
-  Homework collected by the student before a pre-arranged absence will be due at the discretion of the classroom teacher.
-  Any student who acquires an unexcused absence may lose credit for that assignment at the discretion of the teacher.
-  Students share the responsibility with teachers to get the missed assignments due to absences. Students are expected to check Haiku for assignments.

TARDINESS

Almost all tardiness is avoidable. This is the tardiness policy:

Students must be in their classrooms when the period begins. If students arrive to any of the classes late for a justifiable reason, they should secure a pass from the staff member responsible for their being late.

- ★ You will be notified when a student is marked tardy. Three or more tardies will result in a detention. Frequent tardiness may result in an office referral. Students arriving to class more than five minutes after the bell will be considered absent and truant.

CHECK-IN PROCEDURE

Students who are tardy to school will report to the office and check in with the Secretary.

LEAVING THE SCHOOL

Since the staff is responsible for the students from the time of their arrival until they are dismissed, it is essential that school officials account for all students throughout the day. Students must, therefore, secure permission and sign out in the office before leaving school for appointments or any other purpose. A parent must come into the building in order for the office to give permission to leave school. Students are not to leave the school building or grounds without proper permission under any circumstances.

YOU MATTER

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school and on the job. See the information below for more details!



Keep Your Child on Track in Middle & High School:

Pay Attention to Attendance

DID YOU KNOW?

Even as children grow older and more independent, families play a key role in making sure students access learning opportunities and understand why attendance is so important for success in school and on the job.

- Students should miss no more than nine days of school each year to stay engaged, successful, and on track to graduate.
- Missing 10%, or about two days each month over the course of a school year, can affect a student's academic success.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, or facing some other difficulty.
- By sixth grade, absenteeism is one of three signs that a student may drop out of high school.
- By ninth grade, attendance is a better predictor of graduation rates than eighth grade test scores.
- Being in school helps students learn to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions

WHAT YOU CAN DO

- Help your teen maintain daily routines, such as finishing homework and getting a good night's sleep.
- Speak with your child. Try to understand what's bothering them and why they are avoiding school.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Try to schedule medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, reach out to teachers or support staff to discuss your student's challenges, identify what can help your child, and develop a return-to-school plan.
- Contact the Family School Liaison at your child's school if you have other barriers that make attending school difficult. They are there to help connect you with resources.

Trauma-Informed

Attending school regularly aids in foundational healing by providing students' minds and bodies with structure and consistency.





Content adapted and used with permission from Attendance Works. www.attendanceworks.org

Non-Discrimination Clause: Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.

EXPECTATIONS

EXPECTED BEHAVIORS

[Click here for all OMS Expectations](#)

<div>  <div> Oxford Middle School PBIS Behavior Matrix </div>  </div>						
Expectations all Settings	Classroom	Commons	Restrooms/ Locker Rooms	Hallways	Technology	Extra-Curricular
Be Principled You take responsibility for your actions and consequences.	<ul style="list-style-type: none"> Come Prepared Turn in assignments on time Keep current with Haiku and PowerSchool Respect supplies and equipment Be academically honest Give your best efforts always 	<ul style="list-style-type: none"> Maintain a clean space Stay seated Use the 1,2,3 System <ul style="list-style-type: none"> Restroom Return to the line Adult assistance Remain in your designated space 	<ul style="list-style-type: none"> Ask to use the restroom at an appropriate time Be trustworthy during unstructured times Maintain a clean space Wash your hands 	<ul style="list-style-type: none"> Be trustworthy during unstructured times Maintain a clean space Stay to the right (tight right!) and follow hallway traffic patterns Head up, watch out, and move with purpose 	<ul style="list-style-type: none"> Care for your device Charge your device Practice safe and appropriate use of technology 	<ul style="list-style-type: none"> Continue school appropriate choices during non-school hours Respect public and private property Show good sportsmanship Show Wildcat pride
Be Caring We act to make a difference to others and the world around us.	<ul style="list-style-type: none"> Be inclusive and welcoming Lead by example Use kind and encouraging words Demonstrate empathy Consider your peer's points of view and value their work 	<ul style="list-style-type: none"> Be inclusive and welcoming Use good manners Listening and show appreciation to noon aides, food service staff, and school guests Respect the space and belongs of others 	<ul style="list-style-type: none"> Respect the space and belongings of others Give privacy to others 	<ul style="list-style-type: none"> Use walking feet Lend a helping hand Respect the space and belongings of the others 	<ul style="list-style-type: none"> Use kind words Stay focused and on topic in class Report concerning behaviors 	<ul style="list-style-type: none"> Be inclusive and welcoming Lead by example Lend a helping hand Be a good host to authorized visitors
Be a Communicator We express ourselves confidently and creatively. We collaborate effectively and listen carefully to the perspectives of others.	<ul style="list-style-type: none"> One person speaks at a time Consider your tone, volume, and body language when speaking to peers and adults Ask questions and share information at appropriate times Listen, follow directions, and participate as directed without reminders 	<ul style="list-style-type: none"> Use the 1,2,3 System Speak in a friendly and calm way to adults and peers Positively greet and acknowledge others Say please and thank you Keep conversations school appropriate 	<ul style="list-style-type: none"> Tell an adult if there is an issue Keep conversations limited and school appropriate 	<ul style="list-style-type: none"> Use "excuse me" when passing an individual Greet peers and staff positively Listen to directions from all staff Keep conversations school appropriate 	<ul style="list-style-type: none"> Think before you post or comment: <ul style="list-style-type: none"> - Is this true - Is this helpful - Is this inspiring - Is this necessary - Is this kind Keep all content school appropriate Use email to communicate with staff and students on school work 	<ul style="list-style-type: none"> Cheer on others appropriately Show appreciation to those who present, coach, or support your club Be an active listener, eyes, and ears on speaker Keep conversations school appropriate

EXPECTATIONS

BULLYING

OLWEUS Bullying Prevention Program

Oxford Middle School has implemented the Olweus Bullying Prevention Program. The Olweus definition of Bullying: "Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself."

Three Key Components of Bullying Behavior:

1. Involves an Aggressive Behavior
2. Involves a Pattern of Behavior over Time
3. Involves an Imbalance of Power or Strength

OCS Student Code of Conduct

Listed below are the specific definitions and disciplinary consequence ranges for Bullying and Cyberbullying.

Infraction #30- Bullying/Cyberbullying: A student will not engage in bullying or cyberbullying any student for any reason in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises this includes outside of school day and off school premises and becomes a disruption to the school environment is subject to discipline. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the telecommunications access device or the telecommunications service provider is owned by or under the control of the school district or public school academy. "Telecommunications access device" and "telecommunications service provider" mean those terms as defined in section 219a of the Michigan penal code, 1931 PA 328, MCL 750.219a.

Oxford Community Schools practices the Olweus Bullying Prevention Program. This is a long term, system-wide program for change involving program components at four levels: School Level, Classroom Level, Individual Level, and Community Level. The Olweus Bullying Prevention Program is designed to improve peer relations and make schools safer, more positive places for students to learn and develop.

"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 1 or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil's physical or mental health.

EXPECTATIONS

- Causing substantial disruption in, or substantial interference with, the orderly operation of the school. Mich. Comp. Laws Serv. § 380.1310b (2016) **Level 2 – 5, Police may be contacted.**

Refer to Policy No. 5517.01 and Administrative Guideline 5517.01: Bullying and Other Aggressive Behavior Toward Students.

“Cyberbullying” means any electronic communication that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
- Adversely affecting the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
- Having an actual and substantial detrimental effect on a pupil’s physical or mental health.
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Mich. Comp. Laws Serv. § 380.1310b (2016) **Level 2 – 5, Police may be contacted.**

Refer to Policy No. 7540.03 and Administrative Guideline 7540.03: Student Technology Acceptable Use and Safety.

DRESS CODE

Rationale: We encourage our students to dress in a manner that contributes to a positive learning atmosphere in the school. While we understand students will dress according to their own taste, their appearance must not interfere with the learning process, endanger health or safety, cause disruption, or violate the civil code or commonly accepted community standards of decency. Oxford Secondary Schools have created the following expectations.

- ❖ Shorts or skirts must meet finger-tip length when arms are hung straight to the side.
- ❖ Pants/shorts with rips/holes/mesh must fall below the finger-tip length when arms are hung straight to the side.
- ❖ Low slung pants may not reveal undergarments, shorts, or boxers.
- ❖ Shirts that are low cut, midriff-baring, open-back, or see-through may not be worn. Camisoles or undergarments must not be visible.
- ❖ Outdoor clothing such as hats, hoods, coats or sunglasses are not permitted during regular school hours
- ❖ Clothing or accessories with messages suggesting drugs, alcohol, tobacco, sex or any other “image” deemed suggestive, offensive or disruptive by Administration may not be worn.
- ❖ Pajamas and/or slippers may only be worn on designated Spirit Days.

**The above expectations may be amended by Administration as deemed necessary due to fashion trends.*

EXPECTATIONS

HALL PASSES

Due to the fact that students need to be utilizing class time for learning, students are strongly advised to use the rest area on the break between classes. If a pass is necessary, students are required to use their teacher's hall pass device. In order to receive a pass from class, students must politely request a pass from the teacher.

MEDIA CENTER

Except when meeting there as part of a class, students using the media center during the day must have a pass issued by their classroom teacher and sign in at the desk. The media center should be quiet and orderly at all times, and students should never bring in food or beverages. All students are urged to make the widest possible use of the media center for recreational reading as well as class assignments.

CODE OF CONDUCT

The effective cooperation of the many people in a school and the successful operation of the many programs they are involved in demands that a series of rules and regulations be adopted to govern them. These have been incorporated by the Board of Education into a "Code of Conduct" which is provided to all students, and outlines their school rights and responsibilities in detail. Various school rule violations as well as a consequence matrix are included, and may be located on the Oxford Community Schools website.

https://cdnsm5-ss8.sharpschool.com/UserFiles/Servers/Server_734904/Image/2023-2024%20STUDENT%20CODE%20OF%20CONDUCT%20FINAL%208.9.23.pdf

Listed below are specific details regarding Harassment/Intimidation and Sexual Harassment.

Infraction #22- Harassment/Intimidation: A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. "Harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student, staff member, or visitor; or damaging their property, placing them in reasonable fear of harm to their person or damage to their property; or that has the effect of insulting or demeaning any student, staff member, visitor or group of people in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Level 1 – 5

Infraction #38- Sexual Harassment: A student will not use words, pictures, video, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, request sexual favors or engage in verbal

communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or visitors.

Level 3 – 5

EXPECTATIONS

DETENTION

Detention before and after school (2:35-3:15 pm or another time designated by school personnel) and during lunch hours may be imposed by an administrator or teacher for violations of various school rules. Detention often serves as a deterrent to future misconduct. Detention can provide a chance to work with the student regarding the causes of his/her problem. Students must be given at least one day's notice before a detention is imposed so that parents can make necessary alternate transportation arrangements. Detention notices are to be signed by a parent and returned to the staff member the day after issuance.

SUSPENSION AND EXPULSION

While every effort is made to resolve problems utilizing restorative practices with students and parents with all available resources, reasonable and fair discipline remains critical to the maintenance of an effective school program. The suspension of students from school for a limited period of time may therefore be imposed by an administrator for serious violations of school regulations, or less serious, but chronic violations which have not responded to other approaches according to guidelines established in the district's "Code of Conduct."

Students may be suspended for such offenses but not limited to; possession or use of tobacco, alcohol or nonprescription drugs; fighting; truancy or chronic tardiness; possession of illegal fireworks or dangerous weapons; and gross disrespect to a faculty member. *During the duration of an Out-of-School suspension your student is not allowed on school property or to attend before or after school-related functions without prior administrative approval. Attending a school event while on suspension may result in further discipline.*

Whenever a suspension is deemed necessary, the student will be informed of the violation and the duration of the proposed suspension/ and will be afforded the opportunity to present any relevant information which might contribute to his defense. If a suspension is imposed, the student's parent or guardian will be notified of its length and cause. Parents may appeal suspensions according to the appeal process found in the Student Code of Conduct.

The expulsion of students from school is a disciplinary action of last resort taken by the Board of Education upon recommendation of the administration. Expulsion procedures include written notification to the student and parents as to charges and evidence and a formal hearing at which contrary evidence. Defense witnesses and legal counsel are permitted. Provisions are also made for appeal and other protections of individual rights.

Detailed information regarding suspension and expulsion are included in the Code of Conduct which is provided to all students and available on the OMS website.

EXPECTATIONS

BUS REGULATIONS

Bus transportation to and from school is provided for all students who live beyond walking distance. In order to prevent unnecessary damage to vehicles, avoid disruptions in transportation and school schedules and protect student health and safety, a series of bus regulations have been established.

- ❖ Use of proper language on the bus
- ❖ Follow all safety guidelines provided by bus driver (sitting in seat, facing forward, using inside voice)
- ❖ Allow the bus driver to focus on their main job which is to ensure that students arrive safely from home to school

These will be reviewed with students in detail at the beginning of the year. Failure to comply with them will result in disciplinary action, possibly including the issuance of tickets and the temporary or permanent loss of bus riding privileges.

STUDENT REPORTING

If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behaviors, regardless of whether it fits a particular definition, they should report it immediately and allow the administration to determine the appropriate course of action.

Bullying can be physical, verbal, psychological, or a combination of all three. Individuals who believe there has been bullying, hazing, harassment, or other aggressive behavior should report the incident immediately to the building principal, teacher, or a trusted adult at school.

Anonymous Reporting

An anonymous reporting form can be obtained in the main/counseling office or can be completed electronically through a QR code located throughout the building and accessible through ClassLink. Completed electronic forms will be sent to the appropriate school/district administrators.

Please note: Remaining anonymous may impact the ability to investigate.

OK2SAY AND STUDENT REPORTING:

OK2SAY is the student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. It uses a comprehensive communication system to facilitate tip sharing among students, parents, school personnel, community mental health service programs, the Michigan Department of Health and Human Services, and law enforcement officials about harmful behaviors that threaten to disrupt the learning environment.

GRADING

GRADING POLICY

OMS has implemented a standardized grade weighting policy. OMS courses are assigned to one of eight subject areas, and student work is evaluated for quarterly grades within the following categories:

- ❖ *Language Acquisition, Language and Literature, Sciences, Individuals and Societies, Arts, Design:* Gradebook will reflect **Summative Assessments**: Major Papers, Projects, Tests (**60%** weight), **Formative Assessments**: Quizzes, Other Classroom Assessments (**30%** weight), and **Practice Activities**: Homework, Classwork (**10%** weight). Summative Assessments **MUST** be completed; students will make up missing summative assignments by attending Saturday School or Homework Clubs after school. Formative Assessment “Quizzes” may be retaken upon student request (within 5 school days & outside of class time) should the student score less than 80% in order to demonstrate improvement in understanding.
- ❖ *Mathematics:* The above policy applies, however the gradebook weighting is as follows – **Summative Assessments 50%, Formative Assessments 25%, and Practice Activities 25%.**
- ❖ *Physical and Health Education:* The above policy applies, however the gradebook weighting is as follows – **Summative Assessments 40%, Formative Assessments 20%, and Practice Activities 40%.**
- ❖ *Intervention Classes (Math Lab, Content Reading, Academic Center Lab):* **Quarter= total points, Semester=term weights**
- ❖ *Special Ed Enrichment:* **Quarter= total points, Semester=term weights**

INTERNATIONAL BACCALAUREATE (MYP)

The MYP is designed for students aged 11 to 16 (6th – 10th grade). It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. The eight subject areas (Mathematics, Language & Literature, Language Acquisition, Sciences, Individuals and Society, Physical Education & Health, Arts, Design) are linked by key concepts to help students draw connections within and between the classes they study. Additionally, students are assessed on tasks that require them to demonstrate their learning through application. For more information, please visit the OMS International Baccalaureate webpage.

http://oxfordmiddle.oxfordschools.org/academics/international_baccalaureate

GRADING

CITIZENSHIP

Report Cards will reflect a Four Point Citizenship Scale, and students should be graded per the following:

1	Outstanding	<p>Student behavior may demonstrate any of the following:</p> <ul style="list-style-type: none"> ❖ consistently demonstrates positive attitude toward learning process ❖ preparation is excellent ❖ consistently engages in class in positive manner ❖ student is role model for others in the classroom
2	Satisfactory	<p>Student behavior may demonstrate any of the following:</p> <ul style="list-style-type: none"> ❖ behavior is appropriate ❖ often prepared for class ❖ often engages in class in positive manner
3	Needs Improvement	<p>Student behavior may demonstrate any of the following:</p> <ul style="list-style-type: none"> ❖ behavior is usually acceptable ❖ preparation for class is inconsistent ❖ occasionally engages in class in positive manner ❖ If behavior does not improve, student may receive a 4 on the next marking period. This would prevent the student from being invited on the End of the Year Incentive Fieldtrip
4	Unsatisfactory	<p>Student behavior may demonstrate any of the following:</p> <ul style="list-style-type: none"> ❖ behavior is often inappropriate, may include disrespect toward peers/teacher ❖ often unprepared for class ❖ rarely engages in class in positive manner ❖ Student is no longer eligible for End of the Year Incentive Fieldtrip

GRADING

REPORT CARDS

Report cards are e-mailed to parents approximately one week after the conclusion of each quarter. Parents and students will receive information for PowerSchool, which allows students and parents to view grades on an ongoing basis.

HONOR STUDENTS

Honor roll recognition will be determined each quarter by the following grade point average criteria:

Bronze Honors	Silver Honors	Gold Honors
3.0 to 3.49	3.5 to 3.99	4.0

END OF THE YEAR ACADEMIC RECOGNITION

Academic recognition will be determined by the students' cumulative grade point average (first three quarters) according to the following criteria:

Bronze Honors	Silver Honors	Gold Honors
3.0 to 3.49	3.5 to 3.99	4.0

PROMOTION POLICY

[Core classes = language arts, math, science and humanities.]

Summer School: Summer School will be recommended to remediate any student who fails (59% or less) a Core Semester Class for the year (ex.: failing 7th Grade Math in S1, as well as S2).

Retention Procedures: A middle school student who fails (59% or less) 6 of 8 Core Semester Classes will be retained.

Students who do not meet the standards of the promotion policy will be **evaluated** for retention or other intervention strategies. A remediation plan may be developed.

GRADING

Evaluation Process:

Team teachers, the student's counselor, and the student's assistant principal will evaluate and make a recommendation based on the student's academic performance.

Appeal Procedures:

When a student is retained, the student's parent/guardian may appeal the retention in writing within ten (10) days of the last day of the school year. Said appeal must be made to the building principal.

TRANSFER STUDENTS

- ❖ Students transferring in to OMS with 2 weeks left in the quarter shall receive no grades from OMS (previous school shall grade).
- ❖ Students transferring in to OMS with 3 weeks left in the quarter shall receive Pass/Fail grades from OMS (previous school shall grade).
- ❖ Students transferring in to OMS with 4-6 weeks left in the quarter shall receive blended grades from their previous school and OMS.
- ❖ Students transferring in to OMS with more than 6 weeks left in the quarter shall be given grades based on OMS work.

COUNSELING SERVICES

Counselors are available to assist students in discovering and developing their needs, abilities and interests. Students are encouraged to see a counselor if they are having personal, social or education problems or if they need information concerning such areas as course offerings, scheduling and career planning. Parents are also encouraged to contact school counselors by telephone or appointment. Counselors may be reached by calling the Middle School Counseling office at 969-1821.

MEDICAL

MEDICAL SERVICES

The school cannot offer direct medical services except for giving necessary first aid and dispensing prescription medications. Prescription medication should be delivered to the office by the parent along with the written physician authorization form used by Oxford Schools.

ILLNESS

Students who become ill during the school day should report to the office immediately. Whenever possible, they will be returned to classes after a period of rest, but if necessary parents will be contacted to arrange for their transportation home.

MEDICATION

Parents of students who must take medication during the school day must:

- ❖ Bring the medication to the office.
- ❖ Provide a physician's statement stating the name of the medication, the directions for administering, and any possible side effects which might be expected.
- ❖ Parents must complete a [form](#) that is available in the office for this purpose
- ❖ Medication will be kept in the office with proper dosage instructions, and administered as required.
- ❖ Students may not carry over the counter or prescribed medicines with the exception of epi-pens and inhalers.

HEALTH RESTRICTIONS

Students with injuries or medical histories which might interfere with their regular participation in school activities are asked to provide their counselor with pertinent information in writing from their parents or physician. This information should include the nature of the problem, restrictions on activities, and any symptoms for which staff should watch. All medical information will be provided to necessary staff members.

MEDICAL ACTION PLANS

If your child has a medical condition that requires the school to follow a Medical Action Plan, please visit the school website or click the links below to complete and return the proper form. A Medical Action Plan must be updated every year.

- ❖ [Asthma Medical Action Plan](#)
- ❖ [Diabetes Medical Action Plan](#)
- ❖ [General Medical Action Plan](#)
- ❖ [Seizure Medical Action Plan](#)
- ❖ [Severe Allergy Medical Action Plan](#)

SAFETY

SCHOOL SAFETY AND SECURITY

Secure Firearm Storage Awareness

The safety and wellbeing of our students and staff is a top priority. Across the country, lawmakers, community members and local leaders are working together to raise public awareness about secure gun storage practices.

Unsecured guns in the home pose a risk to students beyond gun violence in schools. Every year, 350 children under the age of 18 [unintentionally shoot](#) themselves or someone else. That's roughly one unintentional shooting per day. More than 1,200 children die by gun suicide each year. In the overwhelming majority of these incidents, the gun used was one that belonged to someone in their home.

One study found that 70 percent of parents believe their teen cannot access the gun(s) in their home. Yet, the study also found that half of teens said they could gain access to a loaded gun in their home in under an hour, including one-third who said they could do so in under five minutes. Research shows that [secure firearm storage practices are associated with up to an 85 percent reduction](#) in the risk of self-inflicted and unintentional firearm injuries among children and teens. [Storing firearms securely](#) protects any child in the home as well as students throughout the school district and community.

Studies of all types of school based gun violence across decades all point to the same significant point of intervention—**addressing students unauthorized access to guns in the home**. For example, a recent Secret Service National Threat Assessment Center study of targeted school violence incidents from 2008 to 2017, found that 76 percent of the firearms were obtained from the home of a parent or close relative.

Currently, the state of Michigan does not have a law requiring safe storage of a gun. To help keep our children safe, the School Board and our administration are raising awareness on secure storage by helping to spread information on this topic to our school community.

You can [learn more](#) and download helpful resources; including a secure storage fact sheet, talking to your children about guns, and facts and resources on child firearm suicide, at BeSMARTforKids.org/resources.

Please educate yourselves on the importance of secure firearm storage in your home and the importance of asking about secure firearm storage in the homes that your child visits.

SAFETY

PERSONNEL

OMS is staffed with armed security personnel. These employees help to oversee the safety and security at Oxford Middle School.

VISITORS

All visitors are to report to the school office upon entering the school. Students may not bring friends from other schools to class or after school functions.

FIRE AND TORNADO DRILLS

Fire and tornado drills are held periodically during the school year. Proper procedures for evacuating the building in case of fire or for moving to a safe location in case of a tornado are posted in all rooms, and will be reviewed with students by the faculty. Students should become completely familiar with these procedures, and in case of an alarm should move to their designated location quickly and quietly. Students should conduct themselves during all drills as if an actual emergency existed.

ALICE (Alert-Lockdown-Inform-Counter-Evacuate) PROCEDURES

ALICE drills are held periodically during the school year. Proper procedures for locking down the building in case of emergency will be reviewed with students by the faculty. Students should become completely familiar with these procedures. In case of an announcement, everyone should move to their designated location quickly and quietly. Students should conduct themselves during all drills as if an actual emergency existed.

EMERGENCY SCHOOL CLOSING

When it becomes necessary to close school due to adverse weather condition or other emergencies, the School Messenger system is utilized. Please ensure that your contact information is up to date. The following radio stations WJR (760), WPON (1460), WWJ (950), WXYZ (1270) and WMPC (1230 Lapeer) will be notified. Students and parents are asked to listen to one of these stations or log on to the district website rather than trying to call the schools to see whether or not they will be in session.

TELEPHONES

Telephones in the school office are intended for official business use. They are to be used by students only in case of emergencies. Students making prank calls such as false "911" will be prosecuted.

SAFETY

LOCKERS

Students are assigned lockers at the beginning of the school year and are not allowed to change lockers without permission from the administration. Students are asked to keep them in good condition by not forcing the doors closed on overly large objects, shutting the lockers noisily, or otherwise abusing them. Students should not share their combination with other individuals, leave their locker unlocked, or use it to store money or other valuables. You are reminded that lockers are subject to inspection by the administration.

VALUABLES

Personal toys and items of value such as iPods, tablets, laptops, trading cards, etc. should not be brought to school. Such items are not pertinent to the educational process and if lost or damaged not the responsibility of the school or staff. Only those items relevant to the educational process should be brought to school.

CELL PHONES

The use of cell phones for conversing, reading or writing text messages, assessing voicemail, viewing or taking pictures is strictly prohibited during school hours. Phones are to remain off and out of sight during the school day. Consequences range from confiscation to suspension.

LOITERING:

Lingering in hallways, restrooms, parking lots or other areas inside the school building without legitimate purpose and/or proper authorization

OK2SAY AND STUDENT REPORTING:

Students are taught that if they “See Something, Say Something”. The students are directed to immediately report any concerns to any OMS staff member, Administration, Counseling, or OK2Say. We strongly encourage our students to download the OK2SAY app on their phones. OK2SAY is the student safety program which allows students to confidentially report tips on potential harm or criminal activities directed at students, school employees, and schools. It uses a comprehensive communication system to facilitate tip sharing among students, parents, school personnel, community mental health service programs, the Michigan Department of Health and Human Services, and law enforcement officials about harmful behaviors that threaten to disrupt the learning environment. We also encourage our students to help keep OMS safe by reporting any concerns to our staff about other individuals or situations that make them feel unsafe or draw concerns. We also encourage our students to report any individuals or situations to OMS staff regarding bullying, harassment, or mental health concerns of others or themselves.

ZERO EYES: WEAPONS DETECTION SOFTWARE

A proactive A.I. (artificial intelligence) weapon detection software program that integrates into existing Oxford Middle School security cameras and alerts front office staff and local police dispatch if a weapon is detected.

SAFETY

TECHNOLOGY

ACCEPTABLE USE POLICY

Use of the District's Technology Resources, including access to the Internet, is a privilege, not a right. This policy shall apply to all students, teachers, administrators and users of the Technology Resources who have access privileges through association with the District. Use of the Technology Resources entails responsibility and termination of this privilege, as well as other disciplinary or legal action, may result if this policy is violated or if other improper use is discovered.

It is the sole intent of the District that the Technology Resources will be used in compliance with the District's curriculum, the students' career development and appropriate self-discovery. The District has not established Technology Resources as a public forum, either full or limited. System security shall be protected through the use of passwords. Each user is responsible for maintaining the privacy of his or her password to avoid unauthorized access and/or inappropriate use. To protect the integrity of the system, the following guidelines shall be followed:

1. Users shall not reveal their passwords to another individual.
2. Users are not to use a computer that has been logged in under another user's name.
3. Users shall immediately notify the District if a security problem is suspected or identified.

The District's Technology Resources shall only be used to access information related to the District's curriculum. The District's curriculum shall include, by way of demonstration and not limitation, a student's course work, a teacher's instructional program, and an administrator's duties. The use of all technology is for educational purposes only. For the complete copy of the Oxford Community Schools' Acceptable Use Agreement Policy (Policy #7540).

MONITORING SOFTWARE:

The district issues each student a Chromebook device and e-mail account. In order to monitor the proper use of these, the district utilizes the software Gaggle and GoGuardian. Gaggle allows us to identify students who mention on their school devices: suicide, self-harm, violence, sexual content, drugs, bullying, harassment, etc. GoGuardian can be used within the classroom to monitor the device use and also alerts staff to any inappropriate use.

GAGGLE

A web detection software program which monitors outgoing student activity and automatically alerts school officials with possible safety and student well-being concerns.

GoGuardian

A web detection software program which monitors incoming online student activity, filter content, and automatically alerts school officials to possible suicidal or self-harm ideations.

SAFETY

ADDITIONAL INFORMATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the Family Educational Rights and Privacy Act of 1974, parents and students eighteen or over may review school records directly related to the student for whom the request is made. Requests for review of records may be filed through the principal's office at the school where the student is attending. The school district has a reasonable length of time (not to exceed 45 days) to comply with such a request, and records cannot be altered or purged in any manner once a request to review has been filed.

Parents have the right to request amendment of the educational records if they believe them to be inaccurate, misleading or in violation of the student's privacy. Refusal to amend the records could result in a hearing on the contents and/or a letter of rebuttal which would be included as part of the records and which would be disclosed whenever records were released.

In most cases, written permission is required before student records can be released or reviewed by an outside agency. As a matter of policy, the Oxford Community Schools will forward records on request to a school in which the student seeks or intends to enroll. Under the conditions for release, parents or students eighteen or older may request copies of any or all records released. School districts can release directory information without permission, and for this purpose the Oxford Community Schools classify the following as directory information: name; address; telephone number; date and place of birth; height and weight; dates of attendance and current grade placement; participation in officially recognized school sports and activities; degrees, honors and awards received.

The parent or eligible student has the right to refuse the release of directory information upon notification of the building principal on or before September 30.

The Family Educational Rights and Privacy Act of 1974 is in effect in all school districts that receive federal funding, and punitive action under the law for non-compliance could lead to withholding of these federal funds. A copy of the Oxford Community Schools policy on student records is on file at the Board of Education office, and further information concerning it may be secured from:

Superintendent
Board of Education Office
105 Pontiac Street
Oxford, Michigan 48371 Phone: 969-5000

Nondiscrimination Clause

Non-Discrimination Clause: Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the nondiscrimination

PARENTAL COMPACT

The Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians (“parent”). Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation on developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s).

PARENTAL INVOLVEMENT PLAN FOR OXFORD MIDDLE SCHOOL

The Parent Involvement Plan for the District and the Middle School will include, among others, the following strategies:

- ❖ An Annual Report is presented each year for public review. Standardized test results are reviewed and sent home to parents. Educational Development Plans are created for each 7th & 8th Grade student detailing a student’s projected career focus, educational outcomes, and course requests for the student’s four years of high school.
- ❖ The Parent Involvement Plan will be sent home each year in the student handbook.
- ❖ Results of student assessments are provided regularly through a variety of channels:

Student Assessment	Frequency of Communication
P-SAT (8 th Grade)	Results will be made available upon receipt
M-STEP	Results will be made available upon receipt
Classroom Performance	Quarterly Report Cards, Conferences
PowerSchool	Updated frequently during the quarter
IEPs-Special Education	Quarterly, Annually, Every Three Years

Parent Teacher Conferences	October & February
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PARENTAL COMPACT

- ❖ Parent Teacher Conferences are scheduled during the month of October and at the beginning of February. Those parents unable to meet during conferences may contact teachers and set up a mutually agreed upon time to meet. This dialogue continues through communication between parents and teachers via email, websites, phone calls, and voicemail.
- ❖ An Open House is held at the beginning of each year so parents may meet teachers and become acquainted with the curriculum at the school. Parents can request a meeting to view the curriculum.
- ❖ Parents also have the opportunity to access grades for their students through PowerSchool, which is updated frequently by teachers. Students have the opportunity to share their classroom work with their parents and to meet with the teacher as needed. Additional parent meetings are scheduled on an as need basis, before, after or during the teacher's conference hour. Parents are also scheduled for Assist Team meetings when there are concerns with the student's performance.
- ❖ A Parent-Student-Teacher Compact will be implemented. This compact outlines the needs and responsibilities for a strong partnership between home and school to provide a strong education for the student. This compact will be reviewed annually.
- ❖ At the beginning of each school year, teachers provide each student a course syllabus, detailing course objectives, classroom rules, etc.
- ❖ School newsletters in the form of a School Messenger email and websites keep the school community aware of events, programs, and activities taking place in the building and offer opportunities for involvement. Major events scheduled are found on the district calendar. Three times during the school year, the district provides a newsletter to inform parents of events and news throughout the district at all levels.
- ❖ As part of the enrollment process, a language survey portion is included on the form. The ESL teacher assesses students to determine the level of services.
- ❖ Involvement in community programs allows the business community and the school administration the opportunity to establish positive partnerships.
- ❖ Tutoring lists are available through the counseling office for parents who wish to provide additional academic support to their student.
- ❖ Involvement in PTO, as well as booster clubs for extracurricular activities, is available to all parents and community members.
- ❖ The school, principal, teacher, parent will work in partnership to maintain regular communication between home and school to provide the best education for the students.

PARENTAL COMPACT

RELATIONS WITH PARENTS

The Board needs parents to assume and exercise responsibility for their children's behavior, including the behavior of students who have reached the legal age of majority, but are still supported by the parent. During the school hours, the Board, through its designated administrators, recognizes the responsibility to monitor students' behavior and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct.

For the benefit of the child, the Board encourages parents to support their child's career in school by:

- ❖ participating in school functions, organizations and committees
- ❖ supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment
- ❖ requiring their child to observe all school rules and regulations
- ❖ supporting or enforcing consequences for their child's willful misbehavior in school
- ❖ sending their children to school with proper attention to his/her health, personal cleanliness, and dress
- ❖ maintaining and active interest in their child's daily work, monitoring and making it possible for him/her to complete assigned homework by providing a quiet place and suitable conditions for study
- ❖ reading all communications from the school, signing, and returning them promptly when required
- ❖ cooperating with the school in attending conferences set up for the exchange of information of their child's progress in school.

POLICY

ACADEMIC HONESTY

OMS and OHS 6-12 Academic Honesty Policy Philosophy

Throughout history, original ideas have paved the way for others to expand and build upon those ideas. While it is important to use others' original ideas to push our ideas further, it is also important to give credit to those original sources. When students neglect to give credit to those sources, academic dishonesty is committed. Students need to ensure that work turned in as their own is indeed their own. The work must also include proper citations to avoid plagiarism.

Oxford Schools recognizes the destructive nature of academic dishonesty and has created the following guidelines to help stop it.

Types of Dishonesty

- ❖ **Plagiarism:** Using another's thoughts, words, or work, in portion or entirety, and then representing that foreign material within one's document as one's own original work. Examples: Student copies and pastes someone else's published work without proper citations. A student copies off another student's test. Student copies translated work from Google translator, another website or app.
- ❖ **Collusion:** Allowing one's work to be reproduced, in portion or entirety, without proper and public citation and documentation. Example: One student allows another student to copy his/her homework.
- ❖ **Duplication:** Submitting another's work in its entirety as one's own. Example: A student submits his/her sister's work from two years ago.
- ❖ **Invention:** Creating information without history, support, or verification, and representing it as fact, either directly or through suggestion. Example: A student creates a source.
- ❖ **Manipulation:** Refashioning legitimately-borrowed information through any degree of alteration or withholding so that a student's argument appears more valid. Example: A student alters lab data to make it fit their argument.

Expectations of Behavior

Use of Translators: Translators are used to access new knowledge or learning, not to demonstrate what you know in an assessment. Translators should not be used during a test, quiz or writing assignment.

Use of Technology: Use of computers, cell phones, or other assistive technologies are not allowed unless directed by your teacher during a test or quiz. Use of computers for projects and other writing assignments should follow proper citation standards.

Testing Behaviors: Use of notes, cheat sheets, classmates work, or other unauthorized resources during a test, quiz, lab, or on-demand writing is not allowed (unless specifically allowed by the teacher). To maintain the integrity of the assessment, students should not share or communicate test materials.

Collaboration Behaviors: Students working in collaborative groups on individual or group projects are expected to submit work demonstrating their own knowledge by following teacher guidelines and project expectations.

POLICY

Penalties

Academic Dishonesty is considered a Category C infraction in the Student Code of Conduct, and the consequences vary across steps, depending on the number of occurrences and severity of the plagiarism committed. All offenses are subject to the student work in question receiving a zero, immediate parent notification, and a timely office referral. Students will have an opportunity to redo and submit an alternative assessment within a limited time frame. Once students submit the alternative assessment, the zero will be replaced with the score earned on the alternative assessment.

Standardized-External Assessments

All non-Oxford assessments will follow the policies dictated by the externally assessing organization.

Updated: October 2018

ASSESSMENT POLICY

OMS and OHS 6-12 Assessment Policy

Oxford's Mission is to provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society.

Philosophy and Goals

At Oxford Secondary Schools, we strongly believe that learners construct their own understanding. In devising meaningful learning and assessment three questions must be considered: What do we want to learn? How best will we learn? How will we know what we have learned?

Oxford Secondary Schools expect assessments:

- ❖ to provide students the opportunity to adopt greater roles of responsibility, become more effective communicators, and assume greater ownership of their learning
- ❖ to increase-not merely monitor-student confidence, motivation, and learning
- ❖ to inform instruction and to guide the buildings and district in School/District Improvement processes
- ❖ to develop a culture of professional learning using formative and summative assessments through the PLC process
- ❖ to make appropriate instructional, program, building, and district decisions based on student data at all stages in the learning process

- ❖ to support the vision and rigor to meet our State Standards and Criteria provided by IB, AP, STEM, and CTE.
- ❖ to support the requirements of our Teacher Evaluation System

POLICY

The essential role of assessment in curriculum and instruction:

Everyone involved with assessment including teachers, students, and parents must have a clear understanding of the reasons for the assessments, what is being assessed, the criteria for success, and the method by which the assessment is being made. Ongoing assessment is integral to guiding students through the learning process as assessment data will inform both teaching practices and our curriculum planning. Coupled with tools for analyzing data, this system will produce high levels of student achievement and stakeholder satisfaction.

LANGUAGE POLICY

OMS and OHS 6-12 Language Policy

Language Philosophy

Learning is a language-intensive activity. Throughout their lives, students are immersed in language, using it as a tool both for inquiry and for communication. Oxford Community Schools believe that all teachers are language instructors and all students are language learners. Accordingly, stakeholders in Oxford Schools

- ❖ Support the development of student language learning
- ❖ Facilitate proficiency in English and the pursuit of competency in language other than the mother tongue
- ❖ Create a community that demonstrates an openness to multi-culturalism and global awareness

The achievement of these goals will ensure the refinement of language skills and knowledge and support students as members of a global community. The language of instruction in Oxford School District is English. The district scope and sequence has been created to support both the National Common Core Standards and the MYP Aims and Objectives found in each subject-areas guide (see “Secondary Protocol of Services” chart).

Language Profile

In Oxford, there are students from a variety of cultures that represent over twenty different language groups. District-wide, there are currently over three hundred students identified as having a home language other than English and almost two hundred students that are recognized as English Learners (EL). While the list of languages changes yearly at the secondary level, past languages have included: Spanish, Chinese, Hmong, German, Krio, Danish, Hindi, French, and Tagalog.

Oxford Community Schools believe that the students’ diverse language backgrounds enrich the school community and should be celebrated. EL students are absolutely encouraged to maintain their home language while simultaneously honing their English skills at school. The EL program communicates with

building teacher and administrators early each year to make them aware of the wealth of home languages present in their classrooms, reminding them to acknowledge these students' unique backgrounds and to take every opportunity to facilitate the exchange of culture between the EL students and their classmates.

POLICY

Language is so integral in developing our sense of self and we want students to know that the culture of their family is valued in our school, as well. Parents are invited to a district-wide EL Informational

Meeting at the beginning of each school year, providing translators for as many languages as possible. Every effort is made to make EL parents feel welcome and respected in their home languages (through written correspondence, website content, etc.) as often as possible.

As detailed in Board Policy- 2225 - LIMITED ENGLISH PROFICIENCY PROGRAM

Identification and Assessment of EL Students

Each student enrolling in the District for the first time will be required to complete a Home Language Survey (see [Form 2225 F1](#)) indicating a.) whether or not their child's primary language is one other than English and b.) whether or not the dominant language in their child's home is one other than English. Each completed survey will be included as a part of the permanent record of each student in the District. If either response is affirmative and the student has not been previously screened in the state of Michigan, the English Learner (EL) staff quickly (within 30 days at the start of the school year or 10 days after the start) tests that new student with a state assessment known as the WIDA Screener. This brief screener provides an idea of the student's English language abilities in four categories: reading, writing, listening, and speaking. Based on these scores—and conversations with building staff and parents of the student—the EL staff determines whether the student has Limited English Proficiency (LEP) and if/how often they should receive EL support services.

Parental Notification and Consent

If a student is identified and assessed as LEP and determined to be eligible for services, the District will send written notice to the student's parent. Such notice shall be provided within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year) and include information regarding:

1. The reason for the identification and need for placement of the student as EL
2. The student's level of English language proficiency, how the student was assessed and the status of achievement
3. Method(s) of instruction that will be used to increase language proficiency and the methods of instruction used in other available programs, including how the programs differ
4. How the EL program will meet the strengths and needs of the child and how the EL program will help their child learn English and meet state standards
5. The exit requirements for the program and the expected rate of transition to a classroom not tailored for ELs, and expected rate of HS graduation
6. How the program meets the needs of an EL with disabilities in an IEP
7. The parent's right to refuse service or choose another program
8. That the EL must continue to participate in the ELP annual assessment if the parent refuses service(s).

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Students are placed in the LEP Program unless a parent request is made to decline services from the program, as indicated in the LEP Program notification letter. Additionally, the student's parent(s) will be given an opportunity to participate and provide input into the student's program and will be informed yearly on the student's progress. If the student fails to make progress on measurable objectives, the Board shall provide the parent with notice of such failure within thirty (30) days after the failure occurs.

Placement and Services

- ❖ Each student who participates in the LEP Program will be placed in a setting that is appropriate for his/her age, grade level, and language and educational needs.
- ❖ Each student is to be placed in a classroom with instructors who individually or in combination, are fluent/proficient in English, with respect to written, as well as oral communication skills.
- ❖ In addition to placing a student in a setting that will help him/her learn English and attain State academic content and achievement standards for grade promotion and graduation, the Board will provide additional services (based on the needs of individual students) including, but not limited to, individual language instruction. The Alternative Language Program provided to English Learners (ELs) based on **OCR** Requirements is followed.

MME Tests

Limited English Proficiency students may be given accommodation on the Michigan Educational Achievement Program (MME) Testing in accordance with the Regulations and Rules governing this testing.

Annual Evaluation

- ❖ Each student shall be tested on an annual basis and monitored to determine how well s/he is learning English and becoming more proficient in the areas of listening, speaking, reading, and writing of the English language as demonstrated on the WIDA-ACCESS for ELLs 2.0 assessment.
- ❖ Students will also be tested in the academic content areas of reading/language arts, math, and other core academic subjects. The District will provide each student's parent(s) with the results of the tests so that s/he will know how the student is progressing.
- ❖ At the end of each year a state approved reading assessment is given to students. Those scores are evaluated with the students WIDA scores and teacher recommendation of writing abilities to determine adequate growth to achieve proficiency to exit the program.

Exit Procedures

Once a student has been placed in the LEP Program, s/he will be provided with services and evaluated on an annual basis until it is determined that the student is proficient enough to meaningfully participate in the District's regular educational program as determined by the State's Entrance and Exit Protocol.

In determining whether a student is able to participate in the regular educational program, the District will evaluate factors including, but not limited to:

- ❖ the results of the assessment;
- ❖ the results of a local reading assessment and writing sample;

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- ❖ the EL Coordinator's recommendation that the student is ready and qualifies to be exited from the program; and,
- ❖ whether the student is able to participate successfully in essentially all aspects of the District's curriculum without the use of simplified or modified English language materials,

Additionally, the overall retention in-grade and dropout rates of LEP students may be evaluated to determine whether such rates are similar to the student's non-LEP peers.

Upon exit from the LEP Program, a student will be monitored for a period of up to four (4) years in order to determine whether s/he is achieving academically and continuing to achieve English language proficiency or should be reentered to the LEP Program.

Second Language Acquisition

The study of languages provides a direction by which one gains understanding of other cultures and that being able to speak a language indicates deep respect for that culture. Thus, Oxford Community Schools has created the Fifth Core, an eleven-year World Language Program that is required for every kindergartner through tenth grader in either Spanish or Mandarin Chinese. At the Secondary level, our program follows the curricula outlined for the Middle Years Program as well as the Diploma Program. Our Language Acquisition students receive preparation for their MYP assessments in grades 6 through 9. In grade 10, students working toward a certificate must pass MYP proficiencies toward the completion of their MYP certificate. For students in the continuum who have six years of instruction in Spanish or Mandarin may opt to take the Standard Level exam in Language B as an anticipated Diploma Candidate. In senior year, students will either be in their sixth year of instruction, taking the Standard Level exam, or in their seventh+ year, taking either the Higher Level or Standard Level exam, depending on the needs they have to fulfill the IB requirements.

The aim of the Language Acquisition course is for students to obtain the skills to communicate effectively in a second language in a variety of situations both orally and in writing. Grammar is not a primary objective, but rather a means for communication. An emphasis is placed on exposing students to other cultures in order to help them develop international mindedness.

Excellence and pleasure in this second language is fostered outside the Language Acquisition classroom. Students at the high school level have the opportunity to join the Spanish Club as well as the International Club. Here they can converse with native speakers and learn more about life outside of their world. High School Spanish can travel to Puebla, Mexico in May to study their second language and enjoy life in another part of the world, or just enjoy the culture.

Oxford Community Schools also opened an American High School in China. Our students will have the opportunity to study for one semester or one year at our international high school in China.

For all Diploma Programme candidates, the Theory of Knowledge capstone course recognizes language as a Way of Knowing, or a way by which we acquire knowledge. As students begin to investigate how language has impacted the acquisition of knowledge, they will develop an awareness language as: a tool for gaining

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Language Policy Review Process

This policy has been created using IB support materials, district data and input from stakeholders in the IB learning community. It is an ongoing process that will be evaluated every two years by the IB faculty, coordinators and administration.

OCS Language Terms and Definitions Not Defined in the document	
Language Term	OCS Definitions
Proficiency	A student is considered proficient when their academic English skills in reading, writing, listening, and speaking in all content areas is comparable with that of a native speaker and is able to meet expected college and career readiness standards as defined by the State.
Exit Protocol	Student must be successful in all three parts: 1. Scores a 4.5 overall and no less than 4.0 on the reading and writing testing domains on the WIDA 2. Scores at or above reading level on a local reading assessment 3. Deemed proficient by LEA on local writing piece

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SPECIAL NEEDS POLICY

OMS and OHS 6-12 Special Needs Policy

*Definition of "special needs" – any permanent or temporary diagnosed need that could put a student at a disadvantage and prevent him from being able to adequately demonstrate skills and knowledge (Special Cases, Article 15).

In Oxford Community Schools, we recognize and appreciate that no two students are the same. Every student is, in fact, a general education student first with individual and unique personal and educational needs. While we encourage all students to embody the IB Learner Profile and strive for academic success, we understand that this is no simple task for many students who are simultaneously trying to overcome other obstacles in their lives and/or in the classroom. This document outlines the common practices for addressing our students with special needs in an effort to allow *all* students as much access to the MYP curriculum as practicable. As our students and schools continually evolve, so will this document. To stay current, our intention is to revisit the needs of our special education population, availability and effectiveness of services, philosophy, and procedures on a bi-annual basis (or as needed).

Policy Goals:

We are ambitious in our goals for this policy and define them as follows:

- ❖ to offer free and appropriate education to all students in our school system.
- ❖ to provide all children access to curriculum through creative and differentiated teaching methods.
- ❖ to foster compassion and caring in all of our staff and students to create a safe learning environment.
- ❖ to support our students as risk-takers.
- ❖ to encourage all students to be global-minded thinkers.
- ❖ to communicate with and provide professional development for all stakeholders about our students, their progress, and their changing needs.
- ❖ to collaboratively monitor success of the policy by analyzing data collected.

Policy Expectations:

The only way to ensure success for our students with special needs is to hold all parties responsible for their particular role in this joint endeavor. These parties—or "stakeholders"—include parents, students, families, teachers, staff and administrators. We have the following expectations:

Of Parents/Students/Families

- ❖ Families will communicate the special needs of their students to the best of their abilities.

- ❖ Families will provide accurate and current special needs documentation (when possible).
- ❖ Families will be actively engaged in and supportive of their students' learning at home.
- ❖ Families will take the steps necessary to contact appropriate staff members to voice concerns, clarify programming, and ensure best practices.

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Of Teachers/Staff

- ❖ Staff will be proactive in familiarizing themselves with their students and their individual special need(s).
- ❖ Staff will seek out and utilize appropriate tools and resources- including active collaboration with their co teacher- to best serve their special need students.
- ❖ Staff will respect student privacy and maintain discretion in providing special need services.
- ❖ Staff will make a concentrated effort to communicate with parents and students as often as necessary and appropriate.

Administrators (including district personnel and other staff members)

- ❖ The team will provide and maintain safe learning environments for all students.
- ❖ The team will collaborate with all stakeholders to inform and guide special needs students in making decisions concerning educational programming.

Students with Learning or Special Educational Needs

Our special educational needs student population includes students who have certain challenges—whether permanent or temporary—that limit their ability to perform academically. These challenges could be (but are not limited to) the following:

- ❖ Specific learning disabilities
- ❖ Behavioral and/or emotional issues
- ❖ Communication and/or language disorders
- ❖ Physical and/or sensory conditions
- ❖ Medical conditions
- ❖ Mental health issues
- ❖ Grief- related issues
- ❖ Second language barriers
- ❖ Other factors that place students at-risk

Students with any of the above listed challenges may qualify for one (or more) of the following services: Special Education, counseling support, English as Second Language, or other ancillary support programs. Each support department has their own methods for identifying and assessing students in need of services.

Identification of Special Education students

Students entering Oxford Community Schools are identified as a student with special education needs by parents, previous school district, or healthcare professionals. We then review the previous district's

documentation and determine what services the student should receive and if/when we need to reevaluate that student.

Those students who have not received services in the past can be referred for a Special Education evaluation by their parent or guardian or by school staff. If an evaluation for special education services is

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requested, it will be conducted by the rules in accordance with federal and State of Michigan guidelines (IDEA and MARSE) in order to appropriately place students in the least restrictive environment as deemed by the relevant stakeholders. All support decisions in regards to student educational needs will be based on student progress.

Special Education Services

Depending on the student's determined degree of need, there are a variety of instructional services that Oxford Secondary Schools can offer that students, from the least to the greatest restrictive environment.

Identification of EL students

Identification of EL students can be found in the Oxford Community Schools Board approved policy: 2225 - LIMITED ENGLISH PROFICIENCY PROGRAM. Service for these students is defined in the Oxford Secondary Schools Language Protocol.

In the event that an EL student is also a student special educational needs, the student's support services and accommodations take precedence. The EL instructor communicates and collaborates with the caseload teacher to guide lesson planning and offer feedback for state testing accommodations."

Identification for Counseling Support

Students work with their counselor once a year to develop an educational development plan (EDP). Those students who express a need for further counseling services are seen by their counselor as often as is appropriate for that student's particular situation. If a teacher or parent requests counseling support for a student, an assist team convenes to create a plan for that student's academic success. Invitations to the assist team include: parent or guardian, student's counselor, and an administrator, and input from all of the student's teachers (general education and/or special education) and the student if applicable. If a need is expressed that substantially limits one or more major life activities (such as physical impairment, a chronic condition, or communicable disease) the process of determining eligibility for a 504 plan begins, as guided by the Rehabilitation Act of 1973.

As emotional or otherwise traumatic experiences occur throughout the school year, students are aware that counseling support is available to them. Counselors take walk-in students with issues that demand immediate attention and rely on other staff and students to share concerns about students who might not be as forthcoming with their issues. Also, the counseling department generates a list each semester that

indicates which students are receiving low, troubling grades. The counselors bring in these students to discuss what might be hindering their academic success and devise plans to overcome these hindrances.

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Additional Services

Students with social or emotional difficulties often struggle immensely to focus and function throughout the general education day. These students with special needs receive direct social work services to ensure that students have access to the curriculum in spite of their social or emotional difficulties.

Due to the varying degrees of disabilities and special needs of students, other ancillary services are also available. These services include:

- Physical Therapy (PT)
- Occupational Therapy (OT)
- Speech and Language Therapy (SLP)

The PT program works on the students' gross motor deficits, mobility within the school environment, and adapting physical education programs. The OT program targets fine motor deficits, organization of the students' daily supplies, handwriting, and feeding issues. The SLP focuses on improving articulation and language skills of the students. All programs and relative staff collaborate with the classroom and special needs personnel to develop and implement the individualized program to ensure student success. The individual goals and programs for these services are determined at each student's Individual Education Plan (IEP) meeting. Therapists travel to schools within the district to work with their students. Home programs are sometimes given to parents to reinforce what the student and therapist have worked on at school. Annual goals are developed at the IEP meeting and progress is monitored throughout the year.

Oakland Schools provides additional supports and services for students with more complex needs. (e.g. vision, hearing, traumatic brain injury, etc.)

Students with Learning or Special Educational Needs and the MYP

The MYP is intended to be an inclusive program that can cater to all students. Our approaches to learning (ATL) help teachers and students respond in a flexible way to varied learning needs, including special educational needs of all kinds. The MYP approach to assessment recognizes the importance of assessing the processes of learning as well as the product of learning. When designing MYP units, teachers need to employ techniques for assessing student work that take into account the diverse ways in which individual students understand and communicate their experiences. Without compromising standards, assessment tasks should take into account the requirements of students with special needs and those who are learning in a language other than their mother tongue.

We recognize that there are some students who are incapable of fully participating in the MYP and course offerings. Though the curriculum might be too rigorous for these students, they will still be aware of the IB principles and encouraged to embody the IB Learner Profile in every way possible at their particular learner level. Our goal is to give students the highest level of access to the programme as practicable, following the philosophy that all students are general education students first.