

Student Handbook



Ishpeming Middle School ~ Ishpeming High School

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www.ishpemingschools.org

Adopted: 7.18.2022

MESSAGE FROM THE PRINCIPAL

Welcome to Ishpeming Middle/High School, home of the Hematites and academic excellence!

Included in this student handbook is information that will help clarify expectations for students. We have revised and improved the handbook hoping to include all topics relative to the good of our students. Please read this information so that we have as few misunderstandings as possible. If you have further questions, please contact your building principal, counselor or a teacher for help.

Mr. Seth Hoopingarner, Principal: 906-485-1066

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Mrs. Kaylee Major, Mrs. Kris Poirier, School Secretaries: 906-485-1066

Mrs. Carrie Meyer, Superintendent of Schools: 906-485-5501

Adopted by the Board of Education on 07.18.2022.

TABLE OF CONTENTS

5	Foreword
5	Mission of the School
5	Equal Education Opportunity
5	Parent Involvement Plan
12	Student Rights and Responsibilities
12	Student Well-Being
12	Injury and Illness
14	Homebound Instruction

Section I - General Information

15	Enrolling in the School
15	Scheduling and Assignment
16	Early Dismissal
16	Transfer Out of the District
16	Withdrawal from School
16	Immunizations
16	Emergency Medical Authorization
16	Use of Medications
18	Control of Casual-Contact Communicable Disease and Pests
18	Control of Noncasual-Contact Communicable Diseases
18	Individuals with Disabilities
19	Limited English Proficiency
19	Student Records
22	Student Fees, Fines, Supplies
22	Student Fund-Raising
22	Student Valuables
23	Review of Instructional Materials and Activities
23	Meal Service
23	Fire, Lock Down and Tornado Drills
24	Emergency Closings and Delays
24	Preparedness for Toxic and Asbestos Hazards
24	Visitors
24	Use of the Library
25	Use of School Equipment and Facilities
25	Lost and Found
25	Student Sales
25	Use of Telephones
25	Advertising Outside Activities

Section II - Academics

26	Course Offerings
35	Field Trips
35	Grades
36	Promotion, Placement, and Retention
37	Graduation Requirements
37	Postsecondary (Dual) Enrollment
38	On-Line/Blended Learning Program
38	Recognition of Student Achievement
38	Homework
38	Computers Technology and Networks
41	Student Assessment

Section III - Student Activities

- 45 School-Sponsored Clubs and Activities
- 46 Nonschool-Sponsored Clubs and Activities
- 46 Athletics
- 47 Student Employment

Section IV - Student Conduct

- 48 Attendance
- 51 Student Attendance at School Events
- 51 Code of Conduct
- 57 Title IX Sexual Harassment
- 58 Student Discipline Code
- 67 Discipline
- 68 Due Process Rights
- 74 Search and Seizure
- 75 Student Rights of Expression
- 75 Student Concerns, Suggestions, and Grievances

Section V - Transportation

- 76 Bus Transportation to School
- 76 Bus Conduct
- 77 Videotapes on School Buses
- 77 Penalties for Infractions
- 77 Self-Transportation to School

NOTE:	This Student/Parent Handbook is based in significant part on policies adopted by the Board of Education and Administrative Guidelines developed by the Superintendent. Those Board Policies and Administrative Guidelines are incorporated by reference into the provisions of this Handbook. The Policies and Administrative Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this Handbook since it was printed in 2016. If you have questions or would like more information about a specific issue or document, contact your school principal or superintendent, or access the document on the District's website: ishpemingschools.org by clicking on "student handbook" and finding the specific policy or administrative guideline in the Table of Contents for that section.
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FOREWORD

This student handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board policies and procedures. This handbook contains important information that you should know. Become familiar with the following information and keep the handbook available for frequent reference by you and your parents. If you have any questions that are not addressed in this handbook, you are encouraged to talk to your teachers or the building principal.

This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior handbook and other written material on the same subjects.

This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the School's rules as of 08.15.2016. If any of the policies or administrative guidelines referenced herein are revised after June 30, 2017, the language in the most current policy or administrative guideline prevails.

MISSION OF THE SCHOOL

The mission statement of the Ishpeming Middle/High School is to produce students who will have a positive influence on the world.

EQUAL EDUCATION OPPORTUNITY

It is the policy of this District to provide an equal education opportunity for all students.

Any person who believes that s/he has been discriminated against on the basis of his/her race, color, disability, religion, gender, or national origin, while at school or a school activity should immediately contact the School District's Compliance Officer listed below:

Carrie Meyer, Superintendent (906-485-5501)

Complaints will be investigated in accordance with the procedures as described in Board Policy 2260. Any student making a complaint or participating in a school investigation will be protected from any threat or retaliation. The Compliance Officer can provide additional information concerning equal access to educational opportunity.

PARENT INVOLVEMENT

Ishpeming Middle School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success every step along the way.

Ishpeming Middle School recognizes that some students may need the extra assistance available through the Title I program to reach the state's high academic standards. Ishpeming Middle

School intends to include parents in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students in the district to succeed.

PART I. SCHOOL PARENT INVOLVEMENT PLAN

- A. Ishpeming Middle School will jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community [1118 (b)].

During the annual Title I meeting held in November, parents are provided a copy of the parent involvement plan and are asked to review and make suggestions for improvement which are then brought to the school improvement team for further consideration. The school parent involvement plan will also be included in the student handbook beginning with the 2016-2017 school year.

- B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; [1118(c) (1)]

The annual Title I parent meeting is held in November. During this meeting, we explain how the Title I program operates and inform parents of their Title I rights. We also use the time to distribute to parents reading comprehension strategies, study skills, and demonstrate reading fluency practice.

- C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; [1118 (c) (2)]

Yearly parent-teacher conferences are held in the fall and are scheduled in the afternoon and evening to accommodate variations in parents' availability. Individual follow-up conferences are held as needed at the parent's convenience via person to person, phone, or email. Additional parent-teacher meetings are held throughout the year either by parent or teacher request. Meeting times are scheduled at the parent's convenience via person to person, phone, or email.

- D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116. [1118 (c) (3)]

PLANNING: Parents are included in the schoolwide school improvement planning process through participation on the School Improvement Team and the Schoolwide Transition Team.

REVIEW: Parents who are members of the SI Team annually participate in the review of the SIP. Parents are surveyed for their input on the Title I program in the spring via mailed survey. Parents are welcome and encouraged to make comments and suggestions.

IMPROVEMENT: Parents who are members of the SI Team participate in revising or updating the plan as needed.

E. Provide parents of participating children –

- a. Timely information about programs under this part; [1118 (c) (4) (A)]

Information is shared with parents verbally and/or in writing regarding a variety of programs associated with Title I, for example, during parent-student 5th grade orientation, parent meetings/conferences, report cards/progress reports, and individual parent communications. Ishpeming Middle School strives to provide parents with information that is written in a parent-friendly language.

- b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; [1118 (c) (4) (B)]

CURRICULUM: Our curriculum is aligned with the Michigan Common Core State Standards (CCSS) in language arts and math. The Social Studies department has switched to Oakland's curriculum that is also aligned to the common core. This information is shared with parents through classroom introductory letters/syllabi/websites and PowerSchool.

ASSESSMENTS: We use M-Step, NWEA, and classroom assessments in the four core content areas. Classroom assessments are aligned with the CCSS. Parent letters explaining the universal screening tools and other assessments are sent to parents along with results throughout the course of the school year. Parents can access classroom assessment results and grades at any time through the web-based PowerSchool program.

- c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible. [1118 (c) (4) (C)]

Parents are encouraged to attend periodic school improvement meetings as well as parent-teacher conferences. Parent-teacher meetings are held throughout the year either by parent or teacher request. Meeting times are scheduled at the parent's convenience via person to person, phone, or email. Follow-up meetings are generally scheduled after any parent meeting or conference. Progress reports are sent out every three weeks with a formal report card at the end of each quarter. Parents also have constant access to grades and progress via PowerSchool.

- F. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [1118 (c) (5)]

If there is a parent complaint regarding the schoolwide plan, the parent will be requested to submit his/her complaint in writing to the building principal who will share it with the School Improvement Team. If the complaint is not resolved at the building level, the principal will forward it to the superintendent and/or board of education as appropriate.

PART II REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. [1118 (d) (1)]

The parent compact was originally developed by the SI Team using a prototype from the Michigan Department of Education and samples from other districts. Input for compact revisions has been/is solicited during the annual Title I parent meeting and parent surveys.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement; [1118 (d) (2) (A)]

The Ishpeming Middle School parent compact is included in the middle school handbook which each student in grades 5-8 receives when picking up his/her fall schedule during orientation/open house or on the first day of school. It is also shared with parents at the yearly Title I meeting and also at parent/teacher conferences.

- Provide frequent reports to parents on their children's progress; [1118 (d) (2) (B)] and

Progress reports every three weeks and quarterly report cards are sent home. State individual M-STEP reports are sent home. NWEA testing will be implemented three times per year and results will be sent home. Parents also have daily access to their child's grades through PowerSchool.

- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities. [1118 (d) (2) (C)]

Ishpeming Middle School parents are welcome to contact staff by phone, e-mail, or to set up a meeting. On occasion, parents have an opportunity to volunteer for special activities. Requests by a parent to observe in his/her child's classroom is addressed as appropriate.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT:

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; [1118 (e) 1]

During the annual 5th grade orientation, the school program is highlighted and overall academic expectations are presented to the students and parents. In

grades 6, 7 and 8, academic expectations are shared with students and parents through teacher letters/syllabi.

- b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; [1118 (e) (2)]

During parent-teacher conferences, teachers give suggestions to parents on how they can assist their children with their learning. For example, student work is presented and discussed. Parents are encouraged to express any concerns and work with teachers to modify instruction to meet the needs of their child.

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; [1118 (e) (3)]

Beginning during the 2015-2016 school year, staff will be given training on parent involvement and its importance to the student's academic achievement. Training will occur during professional development days and/or staff meeting and will be based on the Joyce Epstein Parent Involvement Framework.

- d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; [1118 (e) (4)]

Community agencies which Ishpeming Middle School coordinates with include, but are not limited to the following: Marquette-Alger Intermediate School District, Marquette Health Department (annual flu shot clinic, vision and hearing screening, and other individual services), and Pathways Mental Health.

- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand; [1118 (e) (5)]

Ishpeming Middle School strives to provide all information in parent-friendly, jargon-free languages to parents as needed. Ishpeming Middle School consistently strives to provide communication in a timely manner. In the event translation services are needed, Ishpeming Middle School works with Marquette-Alger ISD to provide this service.

- f. Shall provide such other reasonable support for parental involvement activities under this as parents may request. [1118 (e) (14)]

Parents are welcome at Ishpeming Middle School. Parents have an opportunity to volunteer for special activities. Any request by a parent to observe in his/her child's classroom is addressed as appropriate.

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. [1118 (f)]

Flexibly Scheduled Meetings which accommodate parent schedules and personal needs are incorporated. Handicap accessible entrances as well as elevators and bathrooms are available. When necessary, a translator would be provided as needed. Both legal parents/guardians are provided with the full array of information for their student. If parent/guardians are cognitively impaired, arrangements will be made to communicate in a way that is appropriate to the individual by speaking more slowly and/or by using simpler vocabulary. The district currently has no migratory children; however, in the event that this changes, accommodations would be provided as appropriate and needed.

Parents of Ishpeming High School students are encouraged to be actively involved in their son/daughter's education by attending activities and events their son/daughter are involved in. Parent volunteers are welcome. Please fill out the parent volunteer form found in the first day packet letting us know of your availability.

Ishpeming Middle School Parent-Student-Teacher Compact

The Title 1 program at Ishpeming Middle School is designed to provide support for students who are not meeting or in danger of not meeting the State of Michigan's academic standards in math, reading, science social studies, or writing.

Parent/Guardian Agreement

It is important to have my child reach his/her full academic potential. Therefore, I will encourage him/her by doing the following:

- See that my child is on time and attends school regularly
- Review his/her homework and progress each day
- Model respect by going to the teacher first about my concerns, trying to keep lines of communications open and understanding that there are two sides to every issue
- Follow up on any signs of misbehavior
- Encourage my child to read at home and/or help with other subject areas
- Encourage my child's effort to do his/her best
- Strive to send a well-nourished and well-rested child to school each day

Parent/Guardian Signature X _____ Date _____

Student Agreement

It is important that I work to do the best of my ability; therefore, I will follow the "3 Do Rules":

- Do what is right
 - Attend school each day and be in class on time
 - Follow all school rules
- Do it to the best of my ability
 - Actively participate in classroom activities
 - Set aside a regular time and place to study each night
 - Be prepared for each class with the materials required, including homework
 - Believe that I can learn and I will learn
- Do treat others as you want to be treated
 - Show respect for myself, my school, fellow students, teachers, staff, visitors, and administrators

Student Signature X _____ Date _____

Teacher Agreement

Students must be given the opportunity to succeed. Therefore, we will do the following:

- Provide a classroom environment conducive to learning
- Maintain open lines of effective communication with students and their parents
- Provide students and parents with tools to monitor their child's progress
- Treat students and their parents fairly with respect and compassion
- Make efficient use of academic learning time
- Encourage students to work to the best their ability
- Strive to meet each student's individual needs

Teacher Signature X _____ Date _____

STUDENT RIGHTS AND RESPONSIBILITIES

The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and to obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed, when concerns arise. Many times it will be the student's responsibility to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build a two-way link with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to learn and participate in the educational program. If, for some reason, this is not possible, the student should seek help from the Guidance Counselor.

Adult students (age eighteen (18) or older) must follow all school rules.

If residing at home, adult students should include their parents in their educational program.

STUDENT WELL-BEING

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire, lock down and tornado drills and accident reporting procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

State law requires that all students must have an emergency medical card completed, signed by a parent or guardian, and filed in the School office. A student may be excluded from school until this requirement has been fulfilled.

Students with specific health care needs should deliver written notice about such needs along with proper documentation by a physician, to the School Office.

INJURY AND ILLNESS

All injuries must be reported to a teacher or the office. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures which may include a visit to the Hematite Health Clinic for assessment.

If your child is absent due to a more serious injury or surgery, please provide us with any pertinent doctor instructions when your child returns to school.

A student who becomes ill during the school day should request permission to go to the office. An appropriate adult in the office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Concussions:

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by a fall, bump, blow, or jolt to the head or body that causes the head and brain to move quickly back and forth. A concussion can be caused by a shaking, spinning or a sudden stopping and starting of the head. Even a “ding”, “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious. A concussion can happen even if you haven’t been knocked out. You can’t see a concussion. Signs and symptoms of concussions can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If the student reports any symptoms of a concussion, or if you notice symptoms yourself, seek medical attention right away. A student who may have had a concussion should not return to play on the day of the injury and until a health care professional says they are okay to return to play.

Some Common Symptoms:

Headache, Pressure in the Head, Nausea/Vomiting, Dizziness, Balance Problems, Double Vision, Blurry Vision, Sensitive to Light, Sensitive to Noise, Sluggishness, Hazeiness, Foggiess, Grogginess, Poor Concentration, Memory Problems, Confusion, “Feeling Down”, Not “Feeling Right”, Feeling Irritable, Slow Reaction Time, Sleep Problems.

If You Suspect a Concussion:

1. Seek Medical Attention Right Away – A health care professional will be able to decide how serious the concussion is and when it is safe for the student to return to regular activities, including sports. Don’t hide it, report it. Ignoring symptoms and trying to “tough it out” often makes it worse.
2. Keep Your Student Out of Play – Concussions take time to heal. Don’t let the student return to play the day of injury and until a health care professional says it’s okay. A student who returns to play too soon, while the brain is still healing, risks a greater chance of having a second concussion. Young children and teens are more likely to get a concussion and take longer to recover than adults. Repeat or second concussions increase the time it takes to recover and can be very serious. They can cause permanent brain damage affecting the student for a lifetime. They can be fatal. It is better to miss one game than the whole season.
3. Tell The School About Any Previous Concussion – Schools should know if a student had a previous concussion. A student’s school may not know about a concussion received in another sport or activity unless you notify them. Signs Observed by Parents: Appears dazed or stunned, is confused about assignment or position, forgets an instruction, can’t recall events prior to or after a hit or fall, is unsure of game, score, or opponent, move clumsily, answers questions slowly, loses consciousness (even briefly), shows mood, behavior, or personality changes.

Concussion Danger Signs:

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. A student should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs. One pupil larger than the other, is drowsy or cannot be awakened, a headache that gets worse, weakness, numbness, or decreased coordination, repeated

vomiting or nausea, slurred speech, convulsions or seizures, cannot recognize people/places, becomes increasingly confused, restless or agitated, has unusual behavior, loses consciousness (even a brief loss of consciousness should be taken seriously.)

How to Respond to a Report of a Concussion:

If a student reports one or more symptoms of a concussion after a bump, blow, or jolt to the head or body, s/he should be kept out of athletic play the day of the injury. The student should only return to play with permission from a health care professional experienced in evaluating for concussion. During recovery, rest is key. Exercising or activities that involve a lot of concentration (such as studying, working on a computer, or playing video games) may cause concussion symptoms to reappear or get worse. Students who return to school after a concussion may need to spend fewer hours at school, take rests breaks, be given extra help and time, spend less time reading, writing or on a computer. After a concussion, returning to sports and school is a gradual process that should be monitored by a health care professional. Remember: Concussion affects people differently. While most students with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer. To learn more, go to www.cdc.gov/concussion.

HOMEBOUND INSTRUCTION

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the principal. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

Applications for individual instruction shall be made by a physician licensed to practice in this State, parent, student, or other caregiver. A physician must: certify the nature and existence of a medical condition; state the probable duration of the confinement; request such instruction; present evidence of the student's ability to participate in an educational program.

SECTION I - GENERAL INFORMATION

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides unless enrolling under the District's open enrollment policy.

New students under the age of eighteen (18) must be enrolled by their parent or legal guardian. When enrolling, parents must provide copies of the following:

- A. a birth certificate or similar document,
- B. court papers allocating parental rights and responsibilities, or custody (if appropriate),
- C. proof of residency,
- D. proof of immunizations.

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment.

Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. The Guidance Counselor will assist in obtaining the transcript, if not presented at the time of enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures.

New students eighteen (18) years of age or older are not required to be accompanied by a parent when enrolling. When residing with a parent, these students are encouraged to include the parents in the enrollment process. When conducting themselves in school, adult students have the responsibilities of both student and parent.

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or otherwise removed for disciplinary purposes from a public school in another state and the period of expulsion or removal has not expired, may be temporarily denied admission to the District's schools during the period of expulsion or removal or until the expiration of the period of expulsion or removal which the student would have received in the District had the student committed the offense while enrolled in the District. Prior to denying admission, however, the Superintendent shall offer the student an opportunity for a hearing to review the circumstances of the suspension or expulsion and any other factors the Superintendent determines to be relevant.

SCHEDULING AND ASSIGNMENT

Schedules are provided to each student at the beginning of the school year or upon enrollment. Schedules are based on the student's needs and available class space. Any changes in a student's schedule should be handled through the Guidance Counselor. Students may be denied course enrollment due to a lack of available space or the need to pass prerequisites. Students

are expected to follow their schedules. Any variation should be approved with a pass or schedule change.

Foreign students and foreign-exchange students (from recognized and approved student programs) are eligible for admission on the same basis as other non-resident students.

EARLY DISMISSAL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent or a person whose signature is on file in the School office or the parent coming to the school office to request the release. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

TRANSFER OUT OF THE DISTRICT

Parents must notify the principal about plans to transfer their child to another school. If a student plans to transfer from Ishpeming Middle or High School, the parent must notify the principal. Transfer will be authorized only after the student has completed the arrangements, returned all school materials, and paid any fees or fines that are due. School records, may not be released if the transfer is not properly completed. Parents are encouraged to contact Office Staff for specific details.

School officials, when transferring student records, are required to transmit disciplinary records including suspension and expulsion actions against the student.

WITHDRAWAL FROM SCHOOL

No student under the age of eighteen (18) will be allowed to withdraw from school without the written consent of his/her parents.

IMMUNIZATIONS

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. If a student does not have the necessary shots or waivers, the principal may remove the student or require compliance with a set deadline. This is for the safety of all students and in accordance with State law. Any questions about immunizations or waivers should be directed to the School Nurse.

EMERGENCY MEDICAL AUTHORIZATION

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

USE OF MEDICATIONS

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should, with their physician's counsel, determine whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form 5330 F1 and 5330 F1c must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours.
- C. All medications must be registered with the principal's office.
- D. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent or transported by transportation personnel (bus driver and/or bus aide) at parental request. This should be arranged in advance. A two to four (2-4) week supply of medication is recommended. Medication MAY NOT be sent to school in a student's lunch box, pocket, or other means on or about his/her person, except for emergency medications for allergies and/or reactions.
- E. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.
- F. The parents shall have sole responsibility to instruct their child to take the medication at the scheduled time, and the child has the responsibility for both presenting himself/herself on time and for taking the prescribed medication.
- G. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written instructions and the parent's written permission release.

Asthma Inhalers and Epi-pens:

Students, with appropriate written permission from their physician and parent using Form 5330 F1c- which is available in the school office, may possess and use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms. Epinephrine (Epi-pen) is administered only in accordance with a written medication administration plan developed by the school principal and updated annually. **(Form 5330 F1c/Medication Self-Administration Plan and Authorization)**

Nonprescribed (Over-the-Counter) Medications:

Parents may authorize the school to administer a nonprescribed medication using Form 5330 F1 which is available in the school office. A physician does not have to authorize such medication. The parent may also authorize on the form that their child may self-administer the medication. The student also may keep the medication in his/her possession. **(Form 5330 F1/Permission Form for Prescription/Non Prescription)**

If a student is found using or possessing a nonprescribed medication without parent authorization, s/he will be brought to the school office and the parents will be contacted for authorization. The medication will be confiscated until written authorization is received.

Any student who distributes a medication of any kind to another student or is found to possess a medication other than the one authorized is in violation of the school's Code of Conduct and will be disciplined in accordance with the drug-use provision of the Code.

Before any prescribed medication or treatment may be administered to any student during school hours, the Board shall require the written prescription and instructions from the

child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any nonprescribed medication or treatment may be administered, the Board shall require the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. The parent must also authorize any self-medication by his/her child.

CONTROL OF CASUAL-CONTACT COMMUNICABLE DISEASES AND PESTS

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who has been ill or has been exposed to a communicable disease or highly-transient pest, such as lice.

Specific diseases include; diphtheria, scarlet fever, strep infections, whooping cough, mumps, measles, rubella, and other conditions indicated by the Local and State Health Departments.

Any removal will only be for the contagious period as specified in the school's administrative guidelines.

CONTROL OF NONCASUAL-CONTACT COMMUNICABLE DISEASES

In the case of noncasual-contact, communicable-diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

Noncasual-contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex (condition), HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health.

As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact Special Education Coordinator at 906-485-1066 to inquire about evaluation procedures and programs.

LIMITED ENGLISH PROFICIENCY

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extra-curricular programs of the District. It is, therefore the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extra-curricular program offered by the District. Parents should contact the Special Education Coordinator at 906-485-1066 to inquire about evaluation procedures and programs offered by the District.

STUDENT RECORDS

The School District maintains many student records including both directory information and confidential information.

Neither the Board nor its employee's shall permit the release of the social security number of a student, or other individual except as authorized by law (see AG 8350). Documents containing social security numbers shall be restricted to those employees who have a need to know that information or a need to access those documents. When documents containing social security numbers are no longer needed, they shall be shredded by an employee who has authorized access to such records.

Directory information includes:

Each year the Superintendent shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. major field of study;
- C. participation in officially recognized activities and sports;
- D. height and weight, if member of an athletic team;
- E. dates of attendance;
- F. date of graduation;
- G. awards received;
- H. honor rolls;
- I. scholarships;

- J. school photographs or videos of students participating in school activities, events, or programs.

The Board designates school-assigned e-mail accounts as "directory information" for the limited purpose of facilitating students' registration for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes

and for inclusion in internal e-mail address books. School-assigned e-mail accounts shall not be released as directory information beyond this/these limited purpose(s) and to any person or entity but the specific online educational service provider and internal users of the District's Education Technology.

Parents and eligible students may refuse to allow the District to disclose any or all of such "directory information" upon written notification to the District within ten (10) days after receipt of the District's public notice.

Directory information can be provided upon request to any individual, other than a for-profit organization, even without the written consent of a parent. Parents may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board. For further information about the items included within the category of directory information and instructions on how to prohibit its release you may wish to consult the Board's annual *Family Education Rights and Privacy Act* (FERPA) notice which can be found on the school website.

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except in limited circumstances as specifically defined in State and Federal law, the School District is prohibited from releasing confidential education records to any outside individual or organization without the prior written consent of the parents, or the adult student, as well as those individuals who have matriculated and entered a postsecondary educational institution at any age.

Confidential records include test scores, psychological reports, behavioral data, disciplinary records, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. Costs for copies of records may be charged to the parent. To review student records please provide a written notice identifying requested student records to principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents and adult students have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading or violates the student's privacy. A parent or adult student must request the amendment of a student record in writing and if the request is denied, the parent or adult student will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the District has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Consistent with the PPRA and Board policy, the Superintendent shall ensure that procedures are established whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and
- B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

The Family Policy Compliance Office in the U.S. Department of Education administers both FERPA and PPRA. Parents and/or eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW 20202-4605
Washington, D.C.
www.ed.gov/offices/OM/fpc

Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses:

ARMED FORCES RECRUITING

The School must provide at least the same access to the high school campus and to student directory information as is provided to other entities offering educational or employment opportunities to those students. "Armed forces" means the armed forces of the United States and their reserve components and the United States Coast Guard.

If a student or the parent or legal guardian of a student submits a signed, written request (Form 8330 F13) to the Board that indicates that the student or the parent or legal guardian does not want the student's directory information to be accessible to official recruiting representatives then the school officials of the school shall not allow that access to the student's directory information. The Board shall ensure that students and parents and guardians are notified of the provisions of the opportunity to deny release of Directory information. Public notice shall be given regarding right to refuse disclosure to any or all "directory information" including in the armed forces of the United States and the service academies of the armed forces of the United States.

Annually the Board will notify male students age eighteen (18) or older that they are required to register for the selective service.

STUDENT FEES, FINES, AND SUPPLIES

Ishpeming Middle/High School charges specific fees for the following noncurricular activities and programs. Such fees or charges are determined by the cost of materials, freight/handling fees, and add-on fees for loss or damage to school property. The school and staff do not make a profit.

The District will provide all basic supplies needed to complete the required course curriculum. The student and/or his/her family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. (See Policy 6152)

Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit.

Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others.

Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

STUDENT FUND-RAISING

Students participating in school-sponsored groups and activities will be allowed to solicit funds from other students, staff members, and members of the community in accordance with school guidelines. Students involved in the fund-raiser must not interfere with students participating in other activities when soliciting funds. Students must not participate in a fund-raising activity for a group in which they are not members without the approval of the student's counselor.

STUDENT VALUABLES

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, electronic equipment, and the like, are tempting targets for theft and extortion. The School cannot be responsible for their safe-keeping and will not be liable for loss or damage to personal valuables.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

Parents have the right to review any instructional materials being used in the school. They also may observe instruction in any class, particularly those dealing with instruction in health and sex education. Any parent who wishes to review materials or observe instruction must contact the principal prior to coming to the School. Parents' rights to review teaching materials and instructional activities are subject to reasonable restrictions and limits.

MEAL SERVICE

The Board believes the development of healthy behaviors and habits with regard to eating cannot be accomplished by the District alone. It will be necessary for the school staff, in addition to parents and the public at large, to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits. Parents interested in being involved should contact the principal.

The school participates in the National School Lunch Program and makes lunches available to students for a fee of \$2.75 for middle and high school lunch and \$1.50 for breakfast. Students may also bring their own lunch to school to be eaten in the school's cafeteria. No student shall be allowed to leave school premises during the lunch period without specific written permission granted by the principal.

Applications for the school's Free and Reduced-Priced Meal program are distributed to all students. If a student does not receive one and believes that s/he is eligible, contact the school office at 906-485-1066.

FOOD AND BEVERAGE CONSUMPTION

Students are not to consume food or beverages in any area of the school. The exception to this rule is the consumption of food or beverage may take place in any authorized area at lunch time or for any special approved occasion.

Students may bring a clear water bottle to classes other than the library, the computer labs, and the science lab. Any water damage to textbooks or other materials will be the responsibility of the student. While not in use, water bottles must remain in the student's book bag. Students are not to share their water bottles with other students. The student's name must be written on the water bottle with permanent marker.

When snacks are permitted in a classroom, we encourage healthy snacks such as fruit, veggies, cheese, crackers, pretzels, yogurt, etc. If a child in the classroom has a food allergy (such as peanuts), that food should not be brought into the classroom.

FOOD ALLERGIES

If your child has food allergies or intolerance and needs special dietary accommodations, we are required to have written authorization from you and your child's doctor. Then our Food Service can provide the diet accommodations your child needs. Please ask for and complete "Request

for Special Dietary Needs Accommodation” form.

GUM CHEWING

Careless disposal of gum in drinking fountains, furniture and floors presents sanitation and cleaning problems, and costly repair. Therefore, gum chewing is not permitted.

FIRE, LOCK DOWN AND TORNADO DRILLS

The school complies with all fire safety laws and will conduct fire drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. The alarm signal for fire drills consists of a loud, high-pitched beep and a strobe light.

Tornado drills will be conducted during the tornado season using the procedures provided by the State. The alarm signal for tornadoes is different from the alarm signal for fire drills and lock down drills and consists of a verbal warning.

Lock down drills in which the students are restricted to the interior of the school building and the building secured will occur a minimum of three (3) times each school year. The alarm system for a school lock down is different from the alarm system for fires and tornadoes and consists of a verbal warning or a room-to-room contact.

EMERGENCY CLOSINGS AND DELAYS

If the school must be closed or the opening delayed because of inclement weather or other conditions, the School will notify the following radio and television stations:

Parents and students are responsible for knowing about emergency closings and delays.

PREPAREDNESS FOR TOXIC AND ASBESTOS HAZARDS

The School is concerned for the safety of students and attempts to comply with all Federal and State Laws and Regulations to protect students from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. A copy of the School District's *Preparedness for Toxic Hazard and Asbestos Hazard Policy* and asbestos management plan will be made available for inspection at the Board offices upon request.

VISITORS

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the principal. If a person wishes to confer with a member of the staff, s/he should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time.

Students may not bring visitors to school without prior written permission from the Principal.

USE OF THE LIBRARY

The library is available to students throughout the school day. Passes may be obtained from a student's teacher or from the librarian. Books on the shelves may be checked out for a period of 2 weeks. To check out any other materials, contact the librarian.

In order to avoid late fees, all materials checked out of the library must be returned to the librarian within 3 weeks prior to the end of the school year.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Students must receive the permission of the teacher before using any equipment or materials in the classroom and the permission of the Principal to use any other school equipment or facility. Students will be held responsible for the proper use and protection of any equipment or facility they are permitted to use.

LOST AND FOUND

The lost and found area is in the hall outside the principal's office. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the close of the school year.

STUDENT SALES

No student is permitted to sell any item or service in school without the approval of the principal. Violation of this may lead to disciplinary action.

USE OF TELEPHONES

Office telephones are not to be used for personal calls. Except in an emergency, students will not be called to the office to receive a telephone call.

ADVERTISING OUTSIDE ACTIVITIES

Students may not post announcements or advertisements for outside activities without receiving prior approval from the principal. The principal will try to respond to requests for approval within twenty-four (24) hours of their receipt. The school has a central bulletin board located in the hall outside the principal's office which may be used for posting notices after receiving permission from the principal.

SECTION II - ACADEMICS

COURSE OFFERINGS

REQUIREMENTS FOR GRADUATION

All subjects carry $\frac{1}{2}$ credit per semester except Drivers Education, which carries $\frac{1}{4}$ credit. A student is considered a sophomore after earning at least 6 credits, a junior after 12 credits and a senior after earning at least 18 credits. A minimum of 25 units of credit is required for graduation.

HIGH SCHOOL GRADUATION REQUIREMENTS

- 4 Credits of Math –Algebra 1, Geometry, Algebra 2, and an additional math credit
 - 1 credit must be taken in senior year. Some career technical classes count as a math class for the senior year.
- 4 Credits of English
- 3 Credits of Social Science – American History/Geography, World History/Geography, Civics/Economics
- 3 Credits of Science – Physical Science, Biology, and Chemistry or Physics
- $\frac{1}{2}$ Credit of Physical Education
(Marching band can count toward PE credit as .25 credits each fall)
- $\frac{1}{2}$ Credit of Health
- 1 Credit in “On-line” Learning Experience
- 1 Credit of Visual, Performing or Applied Arts
- 2 Credits of a World Language
- 1 Credit Human Development or Independent Living (beginning with the class of 2018)
- Must participate in one club, organization or athletic team each year.
- Must complete 8 hours of community service each year of high school.

TOTAL CREDITS NEEDED TO GRADUATE: 25 (beginning with the class of 2023)

COURSE DESCRIPTIONS

BUSINESS SERVICES AND TECHNOLOGY CURRICULUM

ACCOUNTING (1 Year): The purpose of this course is for students to become familiar with Accounting concepts as they relate to business and personal financial situations. In addition to journalizing, preparing financial statements, and analyzing business information, several areas are introduced-checking accounts, payroll processing, and computerized accounting systems. All work is completed and submitted online, using Aplia software.

ADVANCED ACCOUNTING (1 Year): PREREQUISITE: *Accounting*. This course is a continuation of Accounting. Corporate Accounting is the focus of this course, with an emphasis in stocks, bonds and shareholder information. Students who complete and pass this course may be able to count it for college credit. All work is completed and submitted online, using Aplia software.

BUSINESS MANAGEMENT AND ADMINISTRATION (1 Year) (BMA): This course is an introduction to the world of business. Management, Marketing, Accounting and the Global and U.S. economy are all discussed. Presentation software is also taught. Programs like, Microsoft Office, Power Point and Excel are also introduced as a tool and extension of the business world. This is an introductory course for all another course for all other business and technology courses.

BUSINESS COMMUNICATIONS (1 Year, Block Class): Students will develop skills in project management, collaboration, design, research, and the communication of professional web tools. History of technology is explored, along with how technology aids us in the business world today.

INTERNSHIPS (2 CREDITS): PREREQUISITE: Grade 12. Internship is a unique vocational training opportunity for a limited number of senior level students to explore and experience career areas and gain skills for future jobs. Students are individually placed in a local business to learn about vocational careers not taught in current two-hour vocational high school or Jacobetti Center classes. This 10-hour (non-paid) per week class will be offered in career areas where students have both an interest and a desire to learn. Internships are limited by the training sites and occupations of the local community. Examples of past work sites are broadcasting, plumbing, nursing, computers etc.

LANGUAGE ARTS COURSE DESCRIPTIONS

FRESHMAN ENGLISH (1 Year): This course is designed to be a basic survey course. Written communication is emphasized using various modes of writing, from narratives to literary analysis. Oral communication skills are stressed through cooperative learning groups and a required speech. The foundations for more extensive and deeper understanding of literature are stressed.

SOPHOMORE ENGLISH (1 Year): This course provides a comprehensive study of literary types representing the finest traditional and contemporary literature: short stories, nonfiction, poetry, drama, and the novel. Grammar, writing, and speech are also stressed, a heavy emphasis placed on writing.

AMERICAN LITERATURE (1 Year): This course is a survey of American Literature from the colonial through the modern period. In addition to reading and responding to literature, an emphasis is placed on the improvement of writing skills.

SENIOR ENGLISH (1 Year): Senior English is a year-long class which incorporates writing, speaking, and the study of World Literature. It focuses on preparing students for the transition from high school to college, the military, and the world of work.

ENGLISH AP (1 Year): Advanced Placement English is a literature and composition course that requires a high degree of commitment from those students who elect to take it. The central focus of the course revolves around written analysis and discussion of the literary essay as it appears in a wide variety of disciplines and historical periods. In addition, students will be required to read approximately eight classic novels and at least one Shakespeare play. A major component of this course will be written work, requiring students to write in a variety of modes, both formal and informal, with a special emphasis on the expository, analytical and persuasive essay.

SPEECH ½ credit (1 semester): PREREQUISITE: Grade 11-12. This course is designed primarily as an elective for college bound students. It will encompass the study and practice of effective public speaking. Students, both as individuals and in groups, will perform a series of speeches with an emphasis on informative, persuasive, interpretive, and impromptu speaking. Through the study and practice of critical listening techniques, students will, in addition, learn to analyze and critique the speeches of their classmates.

WRITING ½ credit (1 semester): PREREQUISITE: Grade 11-12. This course will be a one semester intensive overview of various modes of writing geared for the college bound student. Areas of focus will include narration and description, argumentation, creative, and technical writing. Mastery of such concepts as audience, form, editing, and revision will also be stressed.

FOREIGN LANGUAGES COURSE DESCRIPTIONS
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GERMAN 1 (1 Year): German 1 is an academically challenging course which is a requirement for German 2. German is intended as a two-year course (college requirement). First year German will introduce a basic vocabulary, the sounds, the grammar, and structure of the German language. Tapes, videos and cultural materials are also used. By the end of the first year students should be reading at an elementary level.

GERMAN 2 (1 Year): PREREQUISITE: German 1. German 2 is a second year course offered as an elective primarily for 10th through 12th grade students. The four basic skills are emphasized (speaking, reading, writing, and listening). Role-playing and total physical response are used to enhance the learning environment. Intermediate level detective stories are read during the second semester. Continued emphasis is placed on speaking, writing, listening, reading and the study of German-speaking cultures.

SPANISH 1 (1 Year): This course is designed to develop basic skills in listening, speaking, reading and writing the language. Awareness of the Hispanic cultures, and their similarities, differences, and contributions to "American" culture is also studied.

SPANISH 2 (1 Year): PREREQUISITE: Spanish 1. Grade 10-12. Student must have a grade of "C" or better in Spanish 1 or the consent of the instructor. This course will emphasize further development of the listening, speaking, reading and writing of the language. It is also designed to promote greater fluency in the spoken word and knowledge of the Hispanic cultures.

FRENCH 1 (1 Year): This course is designed to develop basic skills in listening, speaking, reading and writing the language. Awareness of French cultures, and their similarities, differences, and contributions to "American" culture is also studied.

FRENCH 2 (1 Year): PREREQUISITE: FRENCH 1. Grade 10-12. Student must have a grade of "C" or better in French 1 or the consent of the instructor. This course will emphasize further development of the listening, speaking, reading and writing of the language. It is also designed to promote greater fluency in the spoken word and knowledge of the French culture.

HEALTH AND PHYSICAL EDUCATION COURSE DESCRIPTION

HEALTH (1 semester): Students in the Ishpeming High School are required to complete one semester of health education. This course includes the study of the structure and function of the human body. Emphasis is placed on health promotion and disease prevention. Throughout this class students will engage in self-awareness for better health and the development of personal skills for health improvement. Health careers are also found in every unit. A special unit on reproductive health and AIDS will also be presented.

PHYSICAL EDUCATION (1 semester): Students in the Ishpeming High School are required to complete one semester of physical education. Students will engage in swimming skills and basic water safety. Students will also participate in a variety of physical activities, such as soccer, badminton, volleyball, paddle ball, aerobics, team hand ball, basketball and floor hockey. Both types of activity will help students acquire knowledge about rules and team strategy.

ADVANCED PHYSICAL EDUCATION 1 & 2½ credit (1 or 2 semesters): PREREQUISITE: Successful completion of Physical Education. Grades 9-12. This is an elective class. Advanced Physical Education requires basic swimming skills. Students will participate in a variety of physical activities, such as basketball, badminton, team hand ball, volleyball, floor hockey, baseball, touch football, paddle ball, soccer and weight lifting. Basic rules and fundamentals will be discussed so that the students can continue to work on developing advanced skills.

HOME ECONOMICS DEPARTMENT COURSE DESCRIPTIONS

PERSONAL LIVING (1 Year): Grades 11 & 12. Elective Course. Personal Living involves group work and class discussions on many areas of concern to teens. Emphasis is placed on personal health issues and daily decisions that all people face. Topics include: relationships, making responsible choices, drug abuse, alcohol abuse, domestic violence, eating disorders, money management, and sexually transmitted diseases. Two days per week will be devoted to person fitness and health. Physical participation in the gym and weight room is required on those days.

HUMAN DEVELOPMENT (1 Year): (Birth to six years) Grades 11 & 12. Elective Course. Areas of study include: heredity and reproduction, health guides during pregnancy, understanding how children grow, parenting skills, and operating a playschool for preschool children, caring for a child, discipline, growth, development, parenting skills and budgeting for a child's expenses. Interaction with preschool children in a laboratory situation is used on a regular basis

MATHEMATICS COURSE DESCRIPTIONS

ALGEBRA (1 Year): This course highlights the applications of algebraic concepts. It integrates and makes connections to other areas of mathematics to other disciplines and to the real world. The course includes such topics as the use of variables, operations in algebra, linear equations and systems, quadratic equations and polynomials.

GEOMETRY (1 Year): This course is the formal study of figures in two and three-dimensional space. The class begins with the elementary ideas of points, lines and planes, building logically toward more complex concepts. Students apply their understanding of transformations, measurement, congruence, similarity, etc. in both synthetic and coordinate geometry. Proof writing is carefully sequenced to provide gradual exposure to the logic of proofs. The study of proof allows students to practice skills needed to use logical thought to develop convincing arguments in areas other than mathematics.

GEOMETRY/CONSTRUCTION (1 Year): This course is a practical “hands-on” course applying concepts learned in geometry to construction.

ALGEBRA 2 (1 Year): Algebra 2 is a course that emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other special functions as tools for modeling real-world situations. The text applies geometrical ideas learned in the previous year, including transformations and measurement formulas.

FST (FUNCTIONS, STATISTICS, AND TRIGONOMETRY) (1 Year): In this course, students study combinatorics, probability, and further work with exponential, logarithmic, and trigonometric functions. Enough trigonometry is available to constitute a standard pre-calculus background in trigonometry and circular functions. Algebraic and statistical concepts are integrated throughout, and modeling of real phenomena is emphasized. Students use a function grapher, a statistical package and the TI83+ calculators to plot functions, explore relationships between equations and their graphs, simulate experiments, generate and analyze data, and develop limit concepts.

PDM (PRECALCULUS AND DISCRETE MATHEMATICS) (1 Year): This course is for students who have completed FST. It presents a careful and detailed discussion of pre-calculus topics including a review of the elementary functions, advanced properties of functions (including trigonometric, polynomial, and rational functions), polar coordinates, complex numbers, and introductions to the derivative. Discrete mathematics topics include recursion, induction, combinatorics, vectors, graphs, and circuits. Manipulative skills not emphasized in previous courses are discussed here. Mathematical thinking, including specific attention to formal logic and proof and comparing structures, is employed throughout to unify the themes of the course.

<i>MUSIC COURSE DESCRIPTION</i>
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CHORUS (2 Semesters) This class is open to all students who want to sing. Students will sing accompanied and a cappella selections from many genres. Students in Hematites-In-Harmony perform in 4 mandatory concerts per year, participate in festivals and perform in public as invited. Singers in this choir are expected to hold their own part. Students will be graded on class participation, singing tests and quizzes. Singers will be issued a uniform to borrow while enrolled in chorus.

HEMATITES IN HARMONY (2 Semesters): This is a select ensemble by audition only.

BAND (2 Semesters): This is the instrumental music education program of the high school. The goal of the program is to develop musical achievement through a comprehensive curriculum, in

keeping with each student's interests, needs and abilities. The curriculum allows students to advance in music theory as well as performance skills. The band performs for concerts, pep assemblies, varsity football and basketball games and parades. Opportunities are provided for solos and ensembles.

SCIENCE COURSE DESCRIPTIONS

PHYSICAL SCIENCE (1 Year): Physical Science is the study of matter and energy and how they interact with each other. The first semester deals with motion, forces, and types of energy. The second semester focuses mainly on chemicals and chemical reactions. Both semesters involve a mixture of laboratory work, class discussions, reading, and exercises out of the textbook. The emphasis in this course is on the practical application of physical science concepts in real world situations.

BIOLOGY (1 Year): This course is a full year course intended to improve the student's understanding and appreciation of the living world. The first semester begins with the basic principles governing all living things, and the methods biologists use to explain the living condition. The semester concludes with a study of the basic principles of genetics, and heredity. This includes the basic biochemistry involved, and the application of these principles to variation and theories of evolution. The second semester is a survey of the organism, including the microorganisms, plants, and animals. Throughout the course ecological principles involved are stressed. The classroom discussions are heavily supplemented by laboratory activities, using living and preserved materials, and videos.

CHEMISTRY (1 Year): This course is the study of the composition of matter and the changes it undergoes. Chemistry is an extension of Physical Science and deals with some of the same concepts but in a more detailed and mathematical manner. Also included in this course are units on biochemistry, environmental chemistry, and the chemistry of medicines, foods, and household products. A fairly good math background, especially in Algebra, is very helpful but not required for success in chemistry. Emphasis is on learning lab skills plus understanding and being able to work with concepts such as naming compounds, writing formulas, balancing equations, and doing stoichiometric calculations.

PHYSICS (1 Year): This course is the science of matter and energy. The major topics of concern are sound, light, mechanics, heat, electricity and atomic energy. Laboratory periods are devoted to practical application of the theory covered in the classroom. It required that trigonometry be taken prior to enrolling for physics.

ADVANCED PHYSICS (1 Year): This course is the science of matter and energy. The major topics of concern are sound, light, mechanics, heat, electricity and atomic energy. Laboratory periods are devoted to practical application of the theory covered in the classroom. All content is taught at an advanced level. Students must have taken or be enrolled in FST prior to enrolling in adv. Physics.

ADVANCED BIOLOGY (1 Year): PREREQUISITE: Biology. The 1st semester in Advanced Biology will include a unit on Ecology. Included in this unit will be the study of the biosphere and biomes, structure and relationships of ecosystems, population relationships and protecting life on earth. The end of the 1st semester and beginning of 2nd semester will be the study and dissection of the major body systems of the cat. The remainder of the 2nd semester will include human anatomy and physiology study in comparison to the cat. The final unit of the year will deal with researching, reporting, and discussing new discoveries and critical issues in today's biological world.

ADVANCED CHEMISTRY (1 Year): PREREQUISITE: Chemistry. Advanced Chemistry is an extension of the first year of Chemistry with emphasis placed on problem solving, energy involved in chemical reactions, equilibrium concepts and chemical structure and bonding. Additional laboratory skills are practiced. Near the end of the school year, the student will have the option to take the national AP test to obtain advanced college placement in chemistry. If this option is chosen, there will be a testing cost that must be paid by the student.

ANATOMY AND PHYSIOLOGY (1 Year): This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; and the integumentary, skeletal, muscular, nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

HEALTH OCCUPATIONS PROGRAM (1 Year - 2 Credits): Prerequisite: Grade 12. This vocational course is designed for the student to develop an awareness of the diversity of the health care field while learning the skills needed for an entry level health care assistant. During the 1st semester, students are instructed in anatomy and physiology, medical terminology, diseases and in basic patient care procedures. The basic patient care procedures will be practiced in a lab type setting. Upon successful completion of the 1st semester, the students will move out into the clinical setting, being assigned 3 days per week to work in the hospital and nursing home settings. The students will also be assigned to explore a variety of other allied health careers by observing in areas such as the Emergency Room, Obstetrics, Surgical Services, Cardio-Pulmonary Services, Physical and Occupational Therapy, Radiology and Laboratory. Good attendance is mandatory. (**Other community clinicals may be available, such as pharmacy, dental office, chiropractor, and veterinary, if students request and contacts are approved by everyone.)

SOCIAL STUDIES COURSE DESCRIPTIONS

AMERICAN HISTORY/GEOGRAPHY (1 Year): Required freshman level course. This course is a survey of American history. Various materials and techniques are used to give students ample opportunity to express their interests, attitudes, and abilities. This required subject is designed to develop student appreciation of the nation's background.

WORLD HISTORY/GEOGRAPHY (1 Year): This course deals with the examination of the political, economic, social, cultural, and religious development of the world's civilizations. The course objectives are to encourage students to explore past civilization so that they may form some understanding of what caused past events and how those events helped shape our current world situation. The ultimate goal is to provide the student with a perspective from which to develop answers to the world's problems and gain skills necessary to anticipate future problems that may arise. Emphasis will also be placed on geography. Students will learn country locations around the world and will also learn how geography has played a role in history and how history has shaped the physical, political, and cultural aspects of geography.

CIVICS (1 Semester): The purpose of this required, junior level course is for students to develop an understanding of the purpose of government on a national, state, and local level. They will learn how the Core Democratic Values played a role in the foundation of our country and how those values have stood the test of time. Students will learn how American government plays a role in their lives, communities, the future of their country, and in international affairs. A strong emphasis will also be placed on current events and its relevance to these objectives.

ECONOMICS (1 Semester): Students will learn about and use their knowledge of a free market system to understand the production, distribution, and consumption of goods, services, and ideas here in the United States in order to make personal, societal, and business decisions about the use of scarce resources. They will learn how the United States works collectively with other governments and economic systems around the world in order to trade and create wealth and how that economic development creates both challenges and benefits for consumers, producers, and the government. A strong emphasis will also be placed on current events and its relevance to these objectives.

GOVERNMENT 2 (1 Year): Students will explore the election process while developing a more thorough understanding of the democratic process.

PSYCHOLOGY (1 Semester): A general course, open to juniors and seniors, which defines the science of psychology, its branches, and its applications. Units within the course deal with such topics as: human growth and development, theories of personality, the learning theories and their applications, as well as the types of emotional disorders and their treatments.

INDUSTRIAL TECHNOLOGY

WOODS (basic) (1 Year): All students are able to develop skills and gain a working knowledge of the woodworking industry. Safe and proper use of the basic hand and machine tools is stressed. Hand and machine tools are demonstrated to show the correct and safe use. Students are given a choice of projects they would like to attempt. Quality of the finished project is highly stressed.

ADVANCED WOODS (1 Year): PREREQUISITE: WOODS I (carpentry) Students will be expected to formulate a problem in furniture design and cabinet making and solve the problem by designing the problem's solution or finding a design that will satisfy the needed elements of the problem. The design should involve advanced joinery to make the article durable while keeping the lines of the design appealing.

WELDING (1 Year - 2 Credits): This course teaches the basic types of metal cutting, brazing and welding techniques. Emphasis is placed on welding in various positions on metal. Successful course completion prepares students for entry-level jobs in metal fabrication, maintenance or construction fields.

WELDING OCCUPATIONS (1 Year - 3 Credits): JACOBETTI CENTER - NMU Grade 12 Suggested. Prerequisites: Applied Math, Metals and Blueprint Reading. This course teaches the basic types of metal cutting, brazing and welding techniques. Emphasis is placed on welding in various positions on metal. Successful course completion prepares students for entry-level jobs in metal fabrication, maintenance or construction fields. Upon successful completion, students will receive 4 credits for NMU's WD 140-- Introduction to Welding.

ADVANCED ARC WELDING 2-HOUR BLOCK (1 Year - 3 Credits): JACOBETTI CENTER-NMU PREREQUISITE: **Grade 12.** This course is intended for students who have completed one to two years of the regular welding block. Those meeting proficiency requirements will be given 4 advanced college credits for WD-143 in the one-year certificate program.

VOCATIONAL ELECTRICAL/ELECTROMECHANICAL TECHNOLOGY (1 Year, 2 Credits): WESTWOOD HIGH SCHOOL – PREREQUISITE: Grades 11 & 12 & one industrial arts class. This class is designed to provide students with a basic job-entry understanding in the field of electrical/electromechanical technology and a foundation for further training. Students will learn the technical processes, resources, applications, and impact of this technology in our changing

society. This class will be a combination of labs, computer simulation, computer courseware, discussions, guest lecture, and industry tours. Job shadowing may also be part of the class activities.

AVIATION MAINTENANCE TECHNOLOGY (1 Year – 2 Credits): NMU JACOBETTI CENTER –

PREREQUISITE: C+ or better grade in each of the following one-year courses: Algebra I; Metals, Woods or prior experience using hand tools; and General Science, Physics, Chemistry or Biology. In this course the students will learn the following: Aircraft familiarization, physics of flight, flight-line safety, aviation math, physics, basic electricity, use of hand tools, use of precision measuring tools, reciprocating engine operation, propeller theory & repair, inspection methods and flight control system. As part of the course students will be placed on a one-three week internship at the American Eagle Repair (AMR) Facility located at KI Sawyer. AMR currently employs 100 maintenance workers who repair and maintain jet aircraft. Students will be able to earn up to twelve (12) credit hours that can be applied to the NMU two (2) year Aviation Maintenance Technology Certificate Program, 2 ½ year Associate Degree Program or as electives for other NMU degree programs.

HOSPITALITY & CULINARY ARTS (1 Year – 2 Credits): NMU JACOBETTI CENTER

This course will introduce students to skills and careers in the diverse hospitality industry. The course will cover guest services, culinary arts, baking, sanitation, applied math/finance and safety taught through labs and lectures. Students will participate in catering and cafeteria operations taught in culinary arts and baking. Students can earn up to 10 NMU credits based on their course performance and faculty recommendations.

COSMETOLOGY (1 Year – 3 Credits): NMU JACOBETTI CENTER

This course will introduce students to the cosmetology and manicuring careers. The lecture portion of the course will cover chemical texturizing, hairdressing and styling and bacteriology/infection control. The practical lab (60%) will cover hands-on techniques that correspond with lectures. Based on performance and attendance, students can earn NMU advance college credit and accrue required training hours required for a State of Michigan Cosmetology License.

ACADEMIC SUPPORT (1 Semester): GRADES 9-12: This will be a supervised period to assist students to prepare for classes and their future. Areas where assistance would be provided include improving basic skills and study/learning skills, planning high school classes, post-secondary planning with the help of the Guidance Department and leadership growth. Study time will be offered and a pass/fail grade will be given. There will be work required to pass Guided Instruction. This class is only offered to students who need academic support to achieve grade-level performance.

ONLINE LEARNING (Credits Vary): Grades 9-12: Students now have the option of taking courses online if there is a scheduling conflict with a core class or if there is a desire for a foreign language not offered here. Students interested in online courses need to see either the guidance counselor or principal for application details.

DROPPING A CLASS PROGRAM CHANGES

Changes can be made or a course dropped through the first week of classes if:

1. Possible in terms of your existing schedule and the change will not overload a particular class.
2. The change results in a reasonable program of studies in terms of the established curriculum.
3. The change is approved by parent, teacher, counselor and principal.

After the first week, a course dropped will be recorded as a withdrawn failure.

DROPS - STUDENT REQUEST

DISCIPLINARY "F" (STUDENT INITIATED CHANGE FOR DISCIPLINARY REASONS)

Prior to a disciplinary "F" for the semester being given to the student, a serious effort will be made to resolve the problem. Discussion and resolution will involve the student concerned, the teacher, the principal, the parent(s) and a counselor.

If a student is removed permanently from a class, a disciplinary "F" will be recorded on the permanent record at the time of the action taken. The student's permanent record must reflect enrollment in a normal and nominal number of classes in order to be considered a full time student.

A written record substantiating the incident leading to the removal will be submitted promptly by the teacher involved. Parents will be informed by the principal of the incident and the assignment of the disciplinary "F".

DROPS - TEACHER INITIATED

TEACHER INITIATED REQUEST TO HAVE A STUDENT DROP OR CHANGE A CLASS (OTHER THAN FOR DISCIPLINARY REASONS)

If a teacher feels it is in the best interest of the student or class, the teacher may initiate a drop request or a change in the student's schedule to take the class at another period. This will be accomplished without penalty (in terms of credit) to the student. Parents will be contacted by the teacher to alert them of the change and reasons for the change. It is assumed that there will be common agreement before the change is affected.

FIELD TRIPS

Field trips are academic activities that are held off school grounds. There are also other trips that are part of the school's co-curricular and extra-curricular program. No student may participate in any school-sponsored trip without parental consent. Attendance rules apply to all field trips.

GRADES

Ishpeming Middle/High School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the

extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The school uses the following grading system:

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

F = Failure

I = Incomplete

CR = Credit (No Grade) F = Failure

I = Incomplete

P = Acceptable achievement

*Upper level math courses will use an adjusted grading system per the teacher's recommendation.

Grade Point Average:

To calculate a grade point average (GPA), assign a weighted point value to each course grade and divide by the total number of credits. For partial-credit courses use the fractional value of the grade. For example, a half credit course with an earned grade of C would be $.5 \times 2 = 1$. Then add this to the other grades earned for total points earned. This total is then divided by the total credits earned for the GPA. This can be done by grading period, semester, year, or for a series of school years.

Beginning with the class of 2023 students will follow a weighted GPA scale. This will be a 5.0 scale instead of a 4.0. AP and college courses will count for 1.0 extra per grade and honors courses will count for 0.5 extra points per grade. All other general courses will continue to follow the 4.0 scale.

Grade Point Averages (GPA) are to be computed to four place decimals and then rounded to three place decimals. Integers in decimal positions beyond the ten-thousandth position (beyond the fourth decimal place) are not used. If the integer in the fourth decimal place is 5 or greater, the integer in the third decimal place is increased by one. If the integer in the fourth decimal place is less than 5, the integer in the third decimal place does not change. (Example 1: 2.4365 becomes 2.437. Example 2: 2.4364 becomes 2.436). The GPA calculated to the thousandths position is to be used to determine a student's rank in their class.

Grading Periods:

Students shall receive a report card at the end of each 9-10 week period indicating their grades for each course of study for that portion of the academic term.

Progress notices are mailed out to parents every three weeks when the quality of students' work is at the failing point or when the work is considerably below the level of expectation.

PROMOTION, PLACEMENT, AND RETENTION

Middle School:

Promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity
4. attendance

High School:

A student's progress toward graduation and receiving a diploma is determined by completing required coursework, earning the necessary credits and passing the State mandated tests. A student is only promoted when the necessary requirements are met or the student has completed the goals and objectives of an Individualized Education Plan (IEP) or in a personal curriculum. It is the student's responsibility to keep in contact with his/her counselor and teachers to ensure that all requirements are being met. Information about credit and course requirements is available in the Guidance Office and a counselor will be pleased to answer any questions.

The following number of earned credits designate the grade in which the student will be registered:

Freshman = 0 to 5.5 Credits

Sophomore = 5.5 Credits to 11 Credits

Junior = 11 Credits to 16.5 Credits

Senior = 16.5 or more Credits

GRADUATION REQUIREMENTS

Regular Diploma:

Normally, a student will complete graduation requirements in four (4) years. In order to receive a diploma and graduate, a student will need to meet the school requirements for basic course work, and earn the total number of minimum credits. A student enrolled in special education may be exempted from the State mandated-test. Such an exemption is made by the IEPC Team. The student may still need to earn the required credits indicated by the IEP or in a personal curriculum. For more information about the different methods by which credits can be earned, refer to Policy 5460 in the Board Policy manual, a copy of which is accessible either electronically at ishpemingschools.org or in the superintendent's office.

Graduating with Honors (Will begin with Class of 2019):

To graduate with honors, thereby enabling students to be eligible for the top positions in the graduating class (Valedictorian and Salutatorian), student's need to successfully complete the following:

AP English

One additional science credit (Adv. Biology, Adv. Chemistry, etc.)

At least one of the upper-level math courses (FST, PDM, or Calculus)

(Beginning with the class of 2024 there must also be a 3.0 cumulative grade point average)

Valedictorian and Salutatorian Requirements (Beginning with the class of 2022):

In addition to standard requirements to being named class valedictorian and salutatorian a student must also complete the final 4 semester of their high school academic career as student enrolled at Ishpeming High School

POSTSECONDARY (DUAL) ENROLLMENT OPTIONS PROGRAM

Any student in 9th, 10th, 11th, or 12th grade may enroll in a postsecondary (dual) enrollment program providing s/he meets the requirements established by law and by the District. Any interested student should contact the Guidance Counselor to obtain the necessary information.

ON-LINE/BLENDED LEARNING PROGRAM

Students may enroll in online courses with the following specifications:

1. Each student must take at least one (1) of the required courses in a content area in the regular classroom, i.e., of the required American History, World History, and Government/Economics, at least one of those classes must be taken with a classroom teacher in the four-walled classroom.
2. Students must complete an application (available in the Counselor's Office) and have it signed by a parent/guardian prior to enrollment in any online course.
3. Students must complete the course with a minimum of a 70% average.
4. All tests, quizzes, and exams must be completed during the school day under the supervision of the online supervisor.
5. Students who are not successful participating in an online learning class may be denied future opportunities for enrolling in an online class.

RECOGNITION OF STUDENT ACHIEVEMENT

Students who have displayed significant achievements during the course of the year are recognized for their accomplishments. Areas that may merit recognition include but are not limited to academics, athletics, performing arts, citizenship, and volunteerism. Recognition for such activities is initiated by the staff and coordinated by the principal.

Honor Roll(s):

There will be one list called the "Honor Roll". All "A" students will be so designated. To be on the honor roll, a student must have a 3.150 grade point average. All subjects will count for the honor roll except academic support, driver education, work study (including COOP and Internship), and peer to peer. A student could not be on the honor roll if given a disciplinary or attendance "F" in the designated honor roll period. The Honor Roll will be published in a local newspaper after each semester.

Athletic Awards:

Requirements for athletic awards are developed by each head coach with the approval of the Athletic Director. These requirements will be reviewed with interested students by the appropriate coach.

HOMEWORK

The assignment of homework can be expected. Student grades will reflect the completion of all work, including outside assignments. Homework is also part of the student's preparation for the State mandated test and graduation.

Homework will not generally be used for disciplinary reasons but only to enhance the student's learning.

COMPUTER TECHNOLOGY AND NETWORKS

Before any student may take advantage of the School's computer network and the internet, s/he and his/her parents must sign an agreement which defines the conditions under which the student may participate. Failure to abide by all of the terms of the agreement may lead to termination of the student's computer account

and possible disciplinary action as outlined in the Student Code of Conduct or referral to law enforcement authorities. Copies of the School District's *Student Network and Internet Acceptable Use and Safety Policy* and the requisite student and parent agreement will be distributed on or before the first day of school.

Students must complete a mandatory training session/program regarding the appropriate use of technology and online safety and security as specified in Policy 540.03 – Student Network and Internet Acceptable Use and Safety before being permitted to access the Network and/or being assigned an e-mail address.

STUDENT EDUCATION TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 5136), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access, to services through its Educational Technology to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The Superintendent or Technology Director may temporarily or permanently unblock access to websites or online education services containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using Education Technology. The Board supports and respects each family's right to decide whether to apply for independent student access to the Education Technology.

The technology protection measures may not be disabled at any time that students may be using the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications
- B. the dangers inherent with the online disclosure of personally identifiable information
- C. the consequences of unauthorized access (e.g., "hacking") cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal

information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally liable, both civilly and criminally, for uses of the Education Technology not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent, principal and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the District's Education Technology and the Internet for instructional purposes.

Computers are located in the computer labs, library and classrooms. Improper use of computers, tampering with computers, accessing or publishing inappropriate content, downloading software/playing games, instant messaging, unauthorized e-mail usage, intention to access an inappropriate website, and/or damages to the computer may subject the student and/or parent to financial penalties, suspension, and/or expulsion.

First Offense	Student will not be permitted to use any school computer for the next five (5) school days.
Second Offense	Student will not be permitted to use any school computer for the next thirty (30) school days.
Third Offense	Student will not be permitted to use any school computer for the next one hundred and eighty (180) school days.

STUDENT ASSESSMENT

All 11th graders will take the SAT assessment test in March of each year. It will provide students with a regular SAT score report that they can use to apply to a college or a university. SAT scores are used during the college admission process to assess high school students' general educational development and their ability to complete college-level work. All 11th grade students will also take the Work Keys test in the spring the day after they take the SAT

9th and 10th grade students will take the PSAT test each year and will also take NWEA assessments 3 times per school year to check for academic growth.

Additional group tests are at times given to students to monitor progress and determine educational mastery levels. These tests are used to help the staff determine instructional needs.

Classroom tests will be used to assess student progress and assign grades. These are selected or prepared by teachers to assess how well the students have achieved specific objectives.

Any high school student who wishes to test-out of a course in which s/he is not enrolled may do so by taking the final examination for the course and receiving a grade of at least C+ or by demonstrating mastery of the subject matter as determined by the assessment used in lieu of a final examination. Credit for a course earned by a student through this process may be used to fulfill a course or course-sequence requirement and be counted toward the required number of credits needed for graduation but may not be used to determine the student's GPA.

Students may receive credit toward high school graduation who successfully completes, prior to entering high school, a State mandated curriculum requirement, provided the course meets the same content requirements as the high school course, and the student has demonstrated the same level of proficiency on the material as required of the high school students.

Vocational and interest surveys may be given to identify particular areas of student interest or talent. These are often given by the guidance staff.

Students will not be required, as part of the school program or District curriculum, to submit to or participate in any survey, analysis, or evaluation that reveals information of a personal nature in accordance with Board policy and Federal guidelines.

Depending on the type of testing and specific information requested, parent (or student) consent may need to be obtained. [the school] will not violate the rights of consent and privacy of a student participating in any form of evaluation.

College entrance testing information can be obtained from the Guidance Office.

Midterm and Final Exams:

If a final exam is a requirement of a course, then a student MUST take the exam. All exams must be given at their scheduled time. The only time an exam can be taken early or late is in the case of an emergency with approval by the building principal. Failure to take the required final will result in an "F" as the semester grade. Any extenuating circumstances should be cleared ahead of time. CO-OP and intern programs at the Ishpeming High School will be graded on a pass/fail basis.

SECTION III – STUDENT ACTIVITIES

SCHOOL-SPONSORED CLUBS AND ACTIVITIES

Ishpeming Middle/High School provides students the opportunity to broaden their learning through curricular-related activities. A curricular-related activity may be for credit, required for a particular course, and/or contain school subject matter.

A student's use of a performance-enhancing substance is a violation that will affect the student's extracurricular participation.

The Board authorizes many student groups that are sponsored by a staff member.

Extra-curricular activities do not reflect the School curriculum, but are made available to students to allow them to pursue additional worthwhile activities such as recreational sports, drama, and the like.

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements.

School Dances:

Periodically through a school Ishpeming Middle School and Ishpeming High School may have student dances at the school. While these dances are open to all Ishpeming students the following guidelines must be followed:

- There will be no re-entry for students once they leave the school premises during a dance.
- There is zero tolerance for drugs, tobacco, vaping and alcohol. If a student is suspected of being in possession of or under the influence of any of the above, law enforcement will be notified.
- If a student is disrespectful or disruptive they can be asked to leave at any time by chaperones.
- Non IMS or IHS students need to fill out a guest form prior to the date of the dance.

National Honor Society:

Membership in the National Honor Society is based upon excellence in four areas: scholarship, leadership, service and character. Each category is judged independently.

To be eligible for election to membership in this chapter, the candidate must have been in attendance for a period equivalent to one semester in this school or have been a member of the National Honor Society in their previous high school. Candidates eligible for election to this chapter must be members of the Junior or Senior Class. A candidate must also have a minimum G.P.A. at the end of the 5th semester or 7th semester of high school of at least 3.500. Their eligibility shall then be considered on their service, leadership, and character by the Faculty Council as outlined in the Chapter Constitution. Membership is not guaranteed to anyone. The final decision for membership is made by the Faculty Council.

Student Council:

The Student Council has a highly active role. Its purpose is not to govern the students, but to serve as a meeting place between the student body and the administration, where the students can assume as much of the responsibility of organizing their high school activities as they are able to handle. It is the place where problems or questions arising from either the students or the administration can be presented for discussion and consideration.

The Student Council's principle purposes are as follows:

1. To unify student activities under one control and promote the general activities of the school.
2. To aid in the internal administration of the school.
3. To teach the student the values of working in a democracy.

Officers of the Student Council are elected in school wide balloting. Each class elects representatives to the council.

NONSCHOOL-SPONSORED CLUBS AND ACTIVITIES

Girls' Softball, Boys' Ice Hockey:

Nonschool-sponsored student groups organized for religious, political, or philosophical reasons may meet during noninstructional hours. The applicant for permission can be obtained from the principal. The applicant must verify that the activity is being initiated by students, that attendance is voluntary, that no school staff person is actively involved in the event, that the event will not interfere with school activities and that nonschool persons do not play a regular role in the event. All school rules will still apply regarding behavior and equal opportunity to participate.

Membership in any fraternity, sorority, or any other secret society as proscribed by law is not permitted. All groups must comply with School rules and must provide equal opportunity to participate.

No nondistrict-sponsored organization may use the name of the school or school mascot.

ATHLETICS

Ishpeming Middle/High School provides a variety of athletic activities in which students may participate providing they meet any eligibility requirements that may apply. A student's use of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and participation. The following is a list of activities currently being offered. For further information, contact Terry Roberts, the Athletic Director, at 485-1066.

Eligibility:

Extracurricular and Interscholastic Program

Previous Semester Record - No student shall compete in any high school extracurricular or interscholastic program during the current semester, which does not have to his or her credit on the books of the school, a passing grade for the last semester as defined below in at least five (5) classes of the total classes carried. A semester is a period during which a student has been

enrolled in grades nine - twelve for three (3) weeks or more, or during which he/she shall have taken part in any extracurricular or interscholastic program. A ninth grade student may compete without reference to his or her record in the eighth grade.

Current Semester Record - No high school student shall compete in any extracurricular or interscholastic program that does not have a passing grade from the beginning of the semester to a date seven (7) calendar days prior to the contest in at least five (5) classes of the total classes carried.

All athletic programs of the District shall comply with the concussion protocols of the Michigan High School Association, the requirements of state law, and Department of Community Health guidelines regarding concussion awareness training and protection of youth athletes.

STUDENT EMPLOYMENT

The school does not encourage students to take jobs outside of school that could interfere with their success in school. If a student believes that s/he must maintain a job in addition to going to school, s/he must first make contact with his/her counselor to discuss any legal requirements and obtain any needed documents.

SECTION IV – STUDENT CONDUCT

ATTENDANCE

School Attendance Policy:

It is imperative that students be in attendance each school day in order not to miss a significant portion of their education. Many important learnings result from active participation in classroom and other school activities which cannot be replaced by individual study. Attendance is important in the development of a high quality work ethic which will be a significant factor in a student's success with future employers. One of the most important work habits that employers look for in hiring and promoting a worker is his/her dependability in coming to work every day and on time. This is a habit the School wants to help students develop as early as possible in their school careers.

Truancy:

Unexcused absence from school (truancy) is not acceptable. Students who are truant will receive no credit for school work that is missed.

Excused Absences:

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

- A. illness
- B. recovery from accident

- C. required court attendance
- D. professional appointments
- E. death in the immediate family
- F. observation or celebration of a bona fide religious holiday
- G. such other good cause as may be acceptable to the Superintendent

Students with a health condition that causes repeated absence are to provide the school office with an explanation of the condition from a registered physician.

Parents must provide an explanation for their child's absence by no later than 10:30 am on the day of the absence or by the following day. They are to call office staff at 906-485-1066 and explain the reason for the absence. If the absence can be foreseen and the "good cause" must be approved by the principal, the parent should arrange to discuss the matter as many days as possible before the absence will occur so that arrangements can be made to assist the student in making up the missed school work. If a student is medically excused from school, a note from their physician must be received in the high school office within 48 hours of the student's return to school.

Students who are excusably absent for more than 9 days in a grading period, regardless of the reasons, will be considered "frequently absent". **If there is a pattern of frequent absence for "illness", the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition. Without such a statement, the student's permanent attendance record will indicate "frequent unexplained illness", and loss of credit or truancy reports could result.**

During the next grading period, a "frequently-absent" student will be placed on "attendance watch" to monitor whether or not the pattern continues. If it continues, the student may be denied the opportunity to participate in noncurricular school activities and events.

ATTENDANCE CHECKS

Attendance checks will be conducted by the Middle/High School office throughout the school year. These checks will help students keep track of their attendance and will be sent to parents if and when students hit specified numbers of absences.

Dates: Check 1: October 1st - October 5th

Check 2: November 5th - November 9th

Check 3: December 17th - December 21st

Check 4: February 19th - February 22nd

Check 5: April 15th - April 19th

Check 6: May 13th - May 17th

Any attendance discrepancies must be identified and corrected within ten (10) school days of the attendance check or they will not be corrected.

Ishpeming Middle/High School Truancy Procedure:

At five (5) days absent

- Letter sent home to parents
- Phone call when appropriate
- Conference with student

At seven (7) days absent

- Letter sent home to parents
- Phone call to parents
- Conference with student
- Brochure referencing Breakfast Club is sent home

At ten (10) days absent and beyond

- Certified letter sent home to parents
- Phone call to parent to set up conference
- Conference with parents
- Conference with student
- Article from DHS sent home
- Possible notification of truancy court

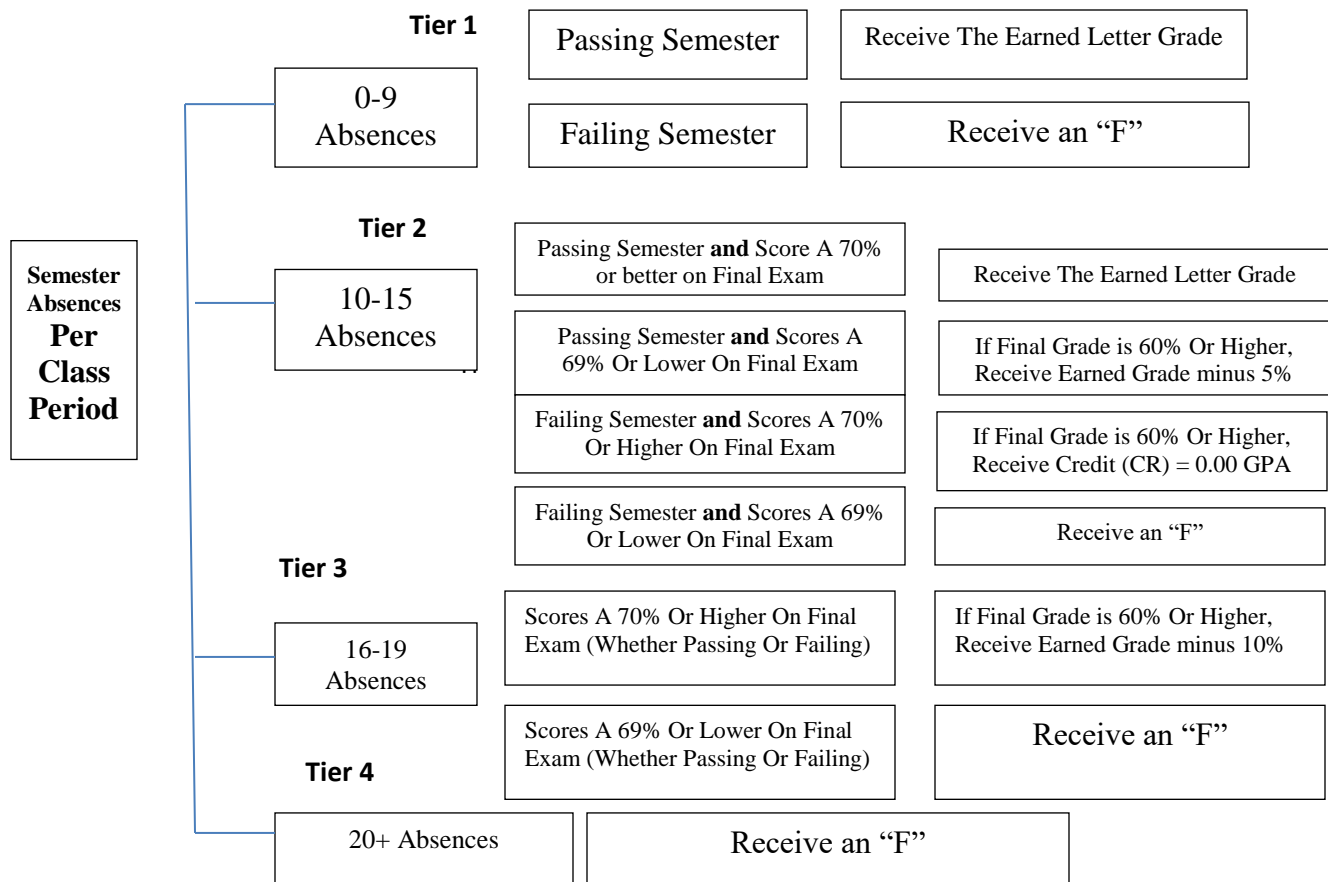
ATTENDANCE RECOVERY

Academic Support will be held for students who wish to recover lost hours due to absences. Academic Support will be held Monday—Thursday from 2:30—3:30 pm. Students can recover one class period for every 50 minutes served in Academic Support. They will be allowed to recover as many hours as they wish, but will not be able to improve into “exam exemption” status.

Any student who misses significant class time due to a medical condition can appeal the decision to the administrative panel.

Effects On Grades and Credits Due To Absences

The following flow chart is applied to each class individually per semester. The absences are for excused and unexcused, but do not include those in which a student is absent for school-related purposes.



EXAM EXEMPTION INCENTIVE

Students with perfect attendance and good citizenship each semester will have the opportunity to apply for exam exemption. Absences due to school-related activities will not count against perfect attendance. Absences due to suspension will count against perfect attendance.

Exam Exemption Opportunity (must meet the following criteria):

- B- or better in class they wish to exempt
- Must not have any "Unexcused" absences
- Must have teacher approval (**Teachers may have their own additional requirements**)
- Have not received ISS/OSS

Level A—0-3 absences = exam exemptions for all classes.

Level B—4-6 absences = 3 exam exemptions

Level C—7-9 absences = 1 exam exemption

Level D—10 or more absences = no exam exemption

There will be a form that must be turned into the office before a deadline in order for an exemption to be claimed.

Leaving the Building During School Hours:

No student will be permitted to leave the school building before the appointed time of dismissal without permission of the principal. The parent/guardian may call the school or a student may bring a note from his/her parent/guardian requesting a passport to leave the school at a specified time. The student will present the passport to the appropriate staff member. The student will report to the office and sign out prior to exiting the building. **Any student leaving the building without signing out in the office will automatically receive an unexcused absence for the periods the student is not in class. Unexcused absences assigned for leaving without signing out are not reversible.**

Suspension from School:

Absence from school due to suspension shall be considered an authorized absence, neither excused nor unexcused. A suspended student will be responsible for making up school work lost due to suspension. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from school. Assignments may be obtained from the principals' office beginning with the first day of a suspension. Make up of missed tests may be scheduled when the student returns to school. The student will be given credit for properly-completed assignments and a grade on any made-up tests.

Excusable, NonApproved Absence:

If a student is absent from school because of suspension or vacation, the absence will not be considered a truancy, and s/he may be given the opportunity to make up the school work that is missed.

Unexcused Absences:

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered truant and the student and his/her parents shall be subject to the truancy laws of the State. No credit shall be given for any school work not completed as a result of truancy.

High School:

If a student, under the age of eighteen (18), is truant for more than ten (10) consecutive or fifteen (15) total days of truancy during a semester, s/he will be considered a "habitual" truant and will be reported to the proper authorities.

Notification of Absence:

If a student is going to be absent, the parents must contact the school at 906-485-1066 by 10:30 a.m. and provide an explanation. If prior contact is not possible, the parents should provide a written excuse as soon as possible. When no excuse is provided, the absence will be unexcused and the student will be considered truant. If the absence of a student appears to be questionable or excessive, the school staff will try to help parents improve their child's attendance.

An excused absence allows the student to make up all possible work. It is the responsibility of the student to obtain missed assignments. It is possible that certain kinds of school work such as labs or skill-practice sessions cannot be made up and, as a result, may negatively impact a student's grade. If the absence is unexcused or unauthorized by the principal, a student may not make up the work.

The skipping of classes or any part of the school day is considered an unexcused absence and no make-up of class work will be permitted. Disciplinary action will follow.

Tardiness:

Each student is expected to be in his/her assigned location throughout the school day. If a student is late in arriving at school, s/he is to report to the school office before proceeding to his/her first assigned location. Any student who is late up to two minutes shall be disciplined by the teacher. Students who are more than 15 minutes late will be considered absent for that instructional period.

All tardies (including car problems, oversleeping, etc.) are unexcused.

Consequence:

- (1) Applicable teacher rules and classroom consequences for each tardy.
- (2) Assignment of the student to After School Academic Support on the 4th tardy and every two tardies beyond 4 in a 9 week marking period.

Tardiness Consequences (Per class period/per marking period)

- 4th Tardy - 1 After School Academic Support
- 6th Tardy - 2 After School Academic Supports
- 8th Tardy - 3 After School Academic Supports

Vacations During the School Year:

Parents are encouraged not to take their child out of school for vacations. When a family vacation must be scheduled during the school year, the parents should discuss the matter with the principal and the student's teacher(s) to make necessary arrangements. It may be possible for the student to receive certain assignments that are to be completed during the trip. **A student must pick up and fill out a vacation absence form from the office at least two (2) school days before the vacation begins in order to receive a vacation absence.** Past attendance record, academic performance and any prior disciplinary action will be taken into account when granting or denying any special requests. Vacation absences are subject to the action of the principal.

Make-up of Tests and Other School Work:

Students who are excusably absent from school or who have been suspended shall be given the opportunity to make-up work that has been missed. The student should contact office staff as soon as possible to obtain assignments. Make-up work due to suspension must be completed by the time the student returns to school. Students will be given the number of days of excused absence within which to make-up work.

If a student misses a teacher's test due to excused absence, s/he may make arrangements with the teacher to take the test. If s/he misses a State mandated test or other standardized test, the student should consult with the counselor to arrange for taking the test.

Passes for Leaving School:

Students are not permitted to leave the school grounds at any time during the school day without permission from the school office. If you must leave the building because of illness or any other emergency, you must first report to the office. Any student leaving the building without signing out in the office will automatically receive an unexcused absence for the periods the student is not in class that are not reversible.

Skip Day:

In an effort to prevent any misunderstanding concerning "skip day" it should be known that the Board of Education and the school administration cannot and does not sanction such a day.

Penalties are imposed on those who insist on such actions. Your attitude toward good school citizenship, acceptance of responsibilities as an upper classman and a positive spirit of cooperation between you and your school is what is desired by the administration rather than penalties and disciplinary action.

STUDENT ATTENDANCE AT SCHOOL EVENTS

The school encourages students to attend as many school events held after school as possible, without interfering with their school work and home activities. Enthusiastic spectators help to build school spirit and encourage those students who are participating in the event.

However, in order to ensure that students attending evening events as nonparticipants are properly safe-guarded, it is strongly advised that students be accompanied by a parent or adult chaperone when they attend the event. The School will not be able to supervise unaccompanied students nor will it be responsible for students who arrive without an adult chaperone.

The school will continue to provide adequate supervision for all students who are participants in a School activity. Students must comply with the Code of Conduct at school events, regardless of the location.

CODE OF CONDUCT

A major component of the educational program at the Ishpeming Public Schools is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

Expected Behaviors:

Each student shall be expected to:

Abide by national, State, and local laws as well as the rules of the school;

Respect the civil rights of others;

Act courteously to adults and fellow students;

Be prompt to school and attentive in class;

Work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;

Complete assigned tasks on time and as directed;

Help maintain a school environment that is safe, friendly, and productive.

HEMATITE POWER

Ishpeming Middle School uses a program called **Hematite POWER** and we are very excited about what it has brought to our school.

P = POSITIVE ATTITUDE

O = OBSERVE SAFETY RULES

W = WORK HARD

E = EXPECT EXCELLENCE

R = RESPECT ALL

Hematite **POWER** is a way of living that represents our effort to raise productive students that are prepared for the rigors of learning both immediately and well into the future.

What is **POWER**?

POWER is a program that has been developed by Birchview Elementary School for the students and staff and is now being utilized at Ishpeming Middle School. The goal is to establish and create a positive learning environment.

How does it work?

Through a structured system of lessons and modeling, students and staff learn fundamental behaviors that will allow everyone to achieve a quality education. Students are given the skills to learn acceptable behaviors and understand consequences.

Why are we doing this?

It is our belief that students need an education that not only establishes academic skills needed for a successful future but also the character development that reaches beyond the classroom and into everyday life.

Positive Reinforcement

Students are taught the fundamental skills of POWER

Staff will observe students using the POWER qualities

Staff completes a "POWER" card that identifies which behavior trait the student exhibited 21 Card is taken home to be signed by parent/guardian and returned to the office and placed in the POWER box

Each Monday 5 students are chosen for a weekly drawing.

They report to the office that day to get a certificate and a small prize.

Their picture is taken with them holding the certificate Picture is posted on the bulletin board for the week

Dress and Grooming:

While fashion changes, the reason for being in school does not. Students are in school to learn. Any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Personal expression is permitted within these general guidelines.

Students should consider the following questions when dressing for school:

- Does my clothing expose too much? (no)
- Does my clothing advertise something that is prohibited to minors? (no)
- Are there obscene, profane, drug-related, gang-related, or inflammatory messages on my clothing? (no)
- Would I interview for a job in this outfit? (yes)
- Am I dressed appropriately for the weather? (yes)
- Do I feel comfortable with my appearance? (yes)

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to themselves or others, they may be removed from the educational setting.

Students shall exercise discretion in dress and personal appearance to the extent that it does not endanger health or safety, constitute a disruptive influence or violate reasonable standards of etiquette or decorum. Reasonable standards of “decorum” shall be interpreted by the building principal.

Dress Code:

1. Appearance which is distracting will not be allowed. Automatically included in this category are:
 - a. “Grubby” clothes, those which have large or inappropriately placed holes, threadbare, or dirty.
 - b. Bare “Midriff” styles, see-through and extremely low cut shirts/blouses, halters, razorbacks, tank tops (must be 3-finger widths), spaghetti straps, mesh shirts (see-through) or similar attire.
 - c. Skirts and shorts must be mid-thigh length.
 - d. “T” shirts or sweat shirts with inappropriate pictures or words including alcohol, tobacco products, sexually suggestive, or use inappropriate language, illicit drug/illegal substances and any other that are deemed inappropriate by the principal.
 - e. Pants should be pulled up and undergarments should not be visible.

2. Every student's appearance should be neat and clean. Hair should be combed, clean and neat.
3. Students must wear shoes or sandals at all times.
4. No hats, hoods or other head coverings.

Violation of this dress code will be dealt with by consultation with the parents. Cooperation will be expected when students are in violation of one of the above rules. Lack of cooperation on the part of parents and/or the students may result in disciplinary action.

Students who are representing [the school] at an official function or public event may be required to follow specific dress requirements. Usually, this applies to athletic teams, cheerleaders, bands, and other such groups.

Cell Phone Use:

Student cell phones are allowed on school property under the following conditions:

- Cell phones are not allowed to be used by middle school students during school hours.
 - a. First offense will result in phone being held in the office until the end of the school day.
 - b. Second offense will result in the phone being held in the office for the following 3 school days.
- High School students are allowed to use cell phones during lunch time only. If a student is using a phone other than at lunch time, a staff member may confiscate the student's phone and bring it to the office.
 - a. First offense will result in phone being held in the office until the end of the school day.
 - b. Second offense will result in the phone being held in the office for the following 3 school days.

Gangs:

Gangs which initiate, advocate or promote activities which threaten the safety or well-being of persons or which are disruptive to the school environment are not tolerated.

Incidents involving initiations, hazing, intimidations or related activities which are likely to cause harm or personal degradation are prohibited.

Students wearing, carrying or displaying gang paraphernalia or exhibiting behaviors or gestures which symbolize gang membership or causing and/or participating in activities which are designed to intimidate another student will be disciplined. Prohibited gang paraphernalia will be specifically identified and posted by the building principal.

Care of Property:

Students are responsible for the care of their own personal property. The school will not be responsible for personal property. Valuables such as jewelry or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student does damage to or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Student Discipline Code.

Auditorium Behavior:

1. Coats and books must be left in classroom or locker, they will not be permitted in the auditorium.
2. Feet should be on the floor, not on seats or on seat backs.
3. Be seated and remain seated in assigned seats, no exceptions.
4. Whistling and catcalls will not be permitted.
5. Be considerate of others regardless of personal feelings toward performance, such as talking and sleeping during program.
5. There should be no gum, food or beverage in the auditorium at any time.
6. Applause must be appropriate.

Students will receive appropriate disciplining for infraction(s) of any rule(s).

Hall Passes:

Students are **not permitted** in the halls during class periods unless they are accompanied by a teacher or have a pass slip from an authorized staff member. If a student wishes to see a teacher or counselor during his conference period, he/she should arrange this in advance and receive a pass to meet with the teacher at a specified time.

TITLE IX SEXUAL HARASSMENT

Title IX Coordinator: Mrs. Penny Barney
Guidance Counselor
906-4851066 X404
pbarney@ishpemingschools.com

Policy 2266 – Nondiscrimination On The Basis Of Sex in Education Programs or Activities on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

STUDENT DISCIPLINE CODE

The Board of Education has adopted the following Student Discipline Code. The Code includes the types of misconduct that will subject a student to disciplinary action. The Board has also adopted the list of behaviors and the terms contained in the list.

It is the school staff's responsibility to provide a safe and orderly learning environment. History has shown that certain student actions are not compatible with a "safe" and "orderly" environment. Discipline is within the sound discretion of the School's staff and administration. Due process ensures that disciplinary action is imposed only after review of the facts and/or special circumstances of the situation.

EXPLANATION OF TERMS APPLYING TO THE STUDENT DISCIPLINE CODE

(Organized by Rule Number)

Each of the behaviors described below may subject the student to disciplinary action including suspension and/or expulsion from school.

1. Use of drugs:

A student's use or sale of a performance-enhancing substance is a violation that will affect the student's athletic eligibility and extracurricular participation.

The Department of Community Health periodically distributes to the District the list of banned drugs based on bylaw 31.2.3.1 of the National Collegiate Athletic Association. Use of any drugs or substances appearing on this list will affect the student's athletic and extracurricular participation.

The school has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity, possession, sale, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. Attempted sale or distribution is also prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted. Sale also includes the possession or sale of over-the-counter medication to another student.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs that has a negative effect on the school environment is prohibited. Attempted sale or distribution is also prohibited. This includes nonalcoholic beers and wines, and the like. Many drug abuse offenses are also felonies. Sale also includes the possession or sale of over-the-counter medication to another student.

2. Use of Breath-Test Instruments:

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage.

The student will be taken to a private administrative or instructional area on school property with at least one (1) other member of the teaching or administrative staff present as a witness to the test.

The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures described in this handbook.

If a student refuses to take the test, s/he will be advised that such denial will be

considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

3. **Use of tobacco:**

Smoking and other tobacco uses are a danger to a student's health and to the health of others. The school prohibits the sale, distribution, use, or possession of any form of tobacco or **electronic cigarettes** or similar devices during school time or at any school activity. This prohibition also applies when going to and from school and at school bus stops. Violations of this rule could result in suspension or expulsion. "Use of tobacco" shall mean all uses of tobacco, including cigars, cigarettes, or pipe tobacco, chewing tobacco, snuff, or any other matter or substance that contains tobacco, in addition to papers used to roll cigarettes. The display of unlighted cigars, cigarettes, pipes, other "smoking" paraphernalia or tobacco products on one's person is also prohibited by this policy.

4. **Student disorder/demonstration:**

Students will not be denied their rights to freedom of expression, but the expression may not infringe on the rights of others. Disruption of any school activity will not be allowed. If a student (or students) feels there is need to organize some form of demonstration, s/he is encouraged to contact the Principal to discuss the proper way to plan such an activity. Students who disrupt the school may be subject to suspension or expulsion.

5. **Possession of a weapon:**

A weapon includes, but is not limited to, firearms, guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons and explosives. It may also include any toy that is presented as a real weapon or reacted to as a real weapon. Criminal charges may be filed for this violation. Possession of a weapon may subject a student to expulsion and possible permanent exclusion. It makes no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student's possession without his/her knowledge. If it can be confirmed that a weapon was brought on District property by a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

State law may require that a student be permanently expelled from school, subject to a petition for possible reinstatement if s/he brings onto or has in his/her possession on school property or at a school-related activity any of the following:

- A. any explosive, incendiary, or poison gas including bombs, grenades, rockets, missiles, mines, or device that can be converted into such a destructive item
- B. any cutting instrument consisting of a sharp blade over three (3) inches long fastened to a handle
- C. any similar object that is intended to invoke bodily harm or fear of bodily harm (e.g. air gun, blow-gun, toy gun, etc.)

6. **Use of an object as a weapon:**

Any object that is used to threaten, harm, or harass another may be considered a weapon. This includes but is not limited to padlocks, pens, pencils, laser pointers, jewelry and so on. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion.

7. Knowledge of Dangerous Weapons or Threats of Violence:

Because the Board believes that students, staff members, and visitors are entitled to function in a safe school environment, students are required to report knowledge of dangerous weapons or threats of violence to the principal. Failure to report such knowledge may subject the student to discipline.

8. Purposely setting a fire:

Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony and will subject the student to expulsion.

9. Physically assaulting a staff member/student/person associated with the District:

Physical assault at school against a District employee, volunteer, or contractor which may or may not cause injury may result in charges being filed. Physical assault is defined as "intentionally causing or attempting to cause physical harm to another through force or violence."

10. Verbally threatening a staff member/student/person associated with the District:

Verbal assault at school against a District employee, volunteer, or contractor or making bomb threats or similar threats directed at a school building, property, or a school-related activity will be considered verbal assault. Verbal threats or assault may result in suspension and expulsion. Verbal assault is a communicated intent to inflict physical or other harm on another person, with a present intent and ability to act on the threat.

11. Extortion:

Extortion is the use of threat, intimidation, force, or deception to take, or receive something from someone else. Extortion is against the law. Violations of this rule will result in disciplinary action up to and including suspension or expulsion.

12. Gambling:

Gambling includes casual betting, betting pools, organized-sports betting, and any other form of wagering. Students who bet on an activity in which they are involved may also be banned from that activity. Violations of this rule could result in suspension or expulsion.

13. Falsification of school work, identification, forgery:

Forgery of hall/bus passes and excuses as well as false I.D.'s are forms of lying and are not acceptable.

Plagiarism and cheating are also forms of falsification and subject the student to academic penalties as well as disciplinary action. Violations of this rule could result in suspension or expulsion.

14. False alarms, false reports, and bomb threats:

A false emergency alarm, report or bomb threat endangers the safety forces that are responding, the citizens of the community, and persons in the building. What may seem like a prank is a dangerous stunt. Violations of this rule could result in suspension or expulsion.

15. Explosives:

Explosives, fireworks, and chemical-reaction objects such as smoke bombs, pipe bombs, bottle bombs, small firecrackers, and poppers are forbidden and dangerous. Violations of this rule could result in suspension or expulsion.

16. Trespassing:

Although schools are public facilities, the law does allow the school to restrict access on school property. If a student has been removed, suspended, or expelled, the student is not allowed on school property without authorization of the Principal. In addition, students may not trespass onto school property at unauthorized times or into areas of the school determined to be inappropriate. Violations of this rule could result in suspension or expulsion.

17. Theft:

When a student is caught stealing school or someone's property, s/he will be disciplined and may be reported to law enforcement officials. Students are encouraged not to bring anything of value to school that is not needed for learning without prior authorization from the principal. The school is not responsible for personal property. Theft may result in suspension or expulsion.

18. Disobedience:

School staff is acting "in loco parentis," which means they are allowed, by law, to direct a student as would a parent. This applies to all staff, not just teachers assigned to a student. If given a reasonable direction by a staff member, the student is expected to comply. Chronic disobedience can result in expulsion.

19. Damaging property:

Vandalism and disregard for school property will not be tolerated. Violations could result in suspension or expulsion.

20. Persistent absence or tardiness:

Attendance laws require students to be in school all day or have a legitimate excuse. It is also important to establish consistent attendance habits in order to succeed in school and in the world-of-work. Excessive absence could lead to suspension from school.

21. Unauthorized use of school or private property:

Students are expected to obtain permission to use any school property or any private property located on school premises. Any unauthorized use shall be subject to disciplinary action. This includes use of the internet and communication networks in a manner not sanctioned by policy and administrative guideline. Violations of this rule could result in suspension or expulsion.

22. Refusing to accept discipline:

The school may use informal discipline to prevent the student from being removed from school. When a student refuses to accept the usual discipline for an infraction, the refusal can result in a sterner action such as suspension or expulsion.

23. Aiding or abetting violation of school rules:

If a student assists another student in violating any school rule, they will be disciplined and may be subject to suspension or expulsion. Students are expected to resist peer pressure and exercise sound decision-making regarding their behavior.

24. Displays of affection:

Students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in suspension from school or possibly expulsion.

25. Possession of Wireless Communication Devices (WCDs):

Reasonable suspicion that a communication device has been used to violate District policies or administrative guidelines shall be subject to disciplinary action and may result in the communication device being confiscated.

A student may possess a wireless communication devices (WCDs) or other electronic communication devices (ECDs) and electronic storage devices (ESDs) in school, on school property, at after school activities, and at school related functions provided that during school hours, school events, and on a school vehicle its use is not disruptive or distracting to the educational process, the scheduled activity, or other participants, provided that the WCD or other ECD/ESD remains off.

Except as authorized under Board policy, use of WCDs and electronic storage devices in school, on school property, at after school activities and at school-related functions will be subject to disciplinary action.

The school prohibits the use of any video device from any restroom, locker room or other location where students and staff “have a reasonable expectation of privacy.” A student improperly using any device to take or transmit images will face disciplinary action up to and including. This violation may subject a student to suspension or expulsion.

“Sexting” is prohibited at any time on school property or at school functions. Sexting is the electronic transmission of sexual messages or pictures, usually through cell phone text messaging. Such conduct not only is potentially dangerous for the involved students, but can lead to unwanted exposure of the messages and images to others, and could result in criminal violations related to the transmission or possession of child pornography. Such conduct will be subject to discipline and possible confiscation of the WCD.

Taking or transmitting images or messages during testing is also prohibited. If a student is caught transmitting images or messages during testing, s/he will fail the exam and could receive days of Alternate Day Assignment or be suspended. S/He also faces automatic

withdrawal from the class depending on the severity of the incident. Loss of privileges is an accompanying penalty, and expulsion is a possibility, even on the first offense.

26. Violation of individual school/classroom rules:

Each learning environment has different rules for students. Individual rules are for the safe and orderly operation of that environment. Students will be oriented to specific rules, all of which will be consistent with the policy of the school. Persistent violations of rules could result in suspension or expulsion.

27. Violation of bus rules:

Please refer to Section V on transportation for bus rules (or please refer to bus rules provided by the transportation director.

28. Disruption of the educational process:

Any actions or manner of dress that interferes with school activities or disrupts the educational process is unacceptable. Such disruptions also include delay or prevention of lessons, assemblies, field trips, athletic, and performing arts events.

29. Harassment:

Harassment of students is prohibited, and will not be tolerated. This includes inappropriate conduct by other students as well as any other person in the school environment, including employees, Board members, parents, guests, contractors, vendors and volunteers. It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy applies to all activities on school property and to all school sponsored activities whether on or off school property.

Harassment is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical or emotional well being. This would include harassment based on any of the legally protected characteristics, such as sex, race, color, national origin, religion, height, weight, marital status or disability. This policy, however, is not limited to these legal categories and includes any harassment that would negatively impact students.

Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand held device), may be subject to District disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment.

Any student that believes s/he has been/or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal, or may report it directly to the principal at the school office, phone 906-485-1066. Complaints will be investigated in accordance with AG 5517.

Every student should, and every staff member **must** report any situation that they believe to be improper harassment of a student. Reports may be made to those identified above.

If the investigation finds harassment occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for

employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

Retaliation against any person for complaining about harassment, or participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports, made to get someone in trouble, are also prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been harassment, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Harassment

- A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel or limit the harassed student in the terms, conditions or privileges of the School District;
- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment, may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, or safety;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;

- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.

29a. Hazing:

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Hazing – any type of initiation procedure for any school related activity, which involves conduct such as but not limited to:

- A. illegal activity, such as drinking or drugs;
- B. physical punishment or infliction of pain
- C. intentional humiliation or embarrassment;
- D. dangerous activity;
- E. activity likely to cause mental or psychological stress;
- F. forced detention or kidnapping;
- G. undressing or otherwise exposing initiates.

29b. Bullying and Other Aggressive Behavior:

5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

It is the policy of the District to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property, if the student or

employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification:

Notice of this policy will be **annually** circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, **confidentiality** will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

Reporting:

No later than June 30, 2017, the District shall submit to the Department of Education a copy of this Policy.

The District shall report incidents of bullying to the Department of Education on an annual basis according to the form and procedures established by the Department of Education.

Should this Policy be amended or otherwise modified, the District shall submit a copy of the amended or modified Policy to the Department of Education no later than thirty (30) days after adopting the modification.

Implementation:

The Superintendent is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the District reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

Procedure:

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or

counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

A student may also submit a report or complaint to any of the above designated individuals through email, voicemail, regular mail or by leaving a sealed note addressed to the individual at that person's office or desk. The student may submit a report or complaint anonymously, but this may affect the ability to fully investigate the matter, when the complaining student is not available to provide additional information during the course of the investigation.

The identity of a student who reports bullying, hazing or aggressive behavior, as well as those students who provide information during an investigation will remain confidential to the extent possible and to the extent allowable by law. Only school personnel directly involved in the investigation of the complaint or responsible for remedying any violations will be provided access to the identity of the complaining student(s) and student witnesses, and then only to the extent necessary to effectively deal with the situation.

The identity of the student who files the report or complaint will not be voluntarily shared with the alleged perpetrator(s) or the witnesses unless the student (and his/her parent/guardian) give written permission to do so. Any investigation report will likewise not be voluntarily produced with the names of the reporting student(s) or witnesses. However, under certain circumstances, the District may be required by law to disclose the report and/or the student(s) names. Also, under certain circumstances, the identity of the reporting student may become obvious even without disclosure by school personnel.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. While reports may be made anonymously, formal disciplinary action may not be taken solely on the basis of an anonymous report without other corroborating evidence.

The Principal (or other designated administrator) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

If, during an investigation of a reported act of harassment, intimidation and/or bullying/cyberbullying, the Principal or appropriate administrator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on a Protected Class, the Principal will report the act of bullying and/or harassment to one of the Anti-Harassment Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy 5517 - Anti-Harassment.

The individual responsible for conducting the investigation shall document all reported incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the Superintendent. The Superintendent shall submit a compiled report to the Board on an annual basis.

Non-Retaliation/False Reports:

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

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

Prevention/Training:

The District shall provide, and all students shall undertake, annual training on preventing, identifying, responding to, and reporting incidents of bullying and other aggressive behavior.

Definitions:

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as 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. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any written, verbal, or physical acts, including cyber bullying (i.e. any electronic communication, including, but not limited to electronically transmitted acts, such as internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would

know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

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

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

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

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;
Hazing, see Policy 5516.

M.C.L. 380.1310B (Matt's Safe School Law, PA 241 of 2011), PA 478 of 2014
Policies on Bullying, Michigan State Board of Education
Model Anti-Bullying Policy, Michigan State Board of Education

30. Possession of a Firearm, Arson, and Criminal Sexual Conduct:

In compliance with State law, the Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or criminal sexual conduct in a District building or on District property, including school buses and other school transportation.

A dangerous weapon is defined as "a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles" or other devices designed to or likely to inflict bodily harm, including, but not limited to, air guns and explosive devices.

Students shall be subject to disciplinary action (Suspension/Expulsion) as required by statute for such specified offenses as physical and verbal assault (see Policy 5610.01).

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with Board Policy 2461 and Federal due process rights appropriate to students with disabilities. A student who has been expelled under this policy may apply for reinstatement in accordance with guidelines which are available in the principal's office.

Criminal acts:

Any student engaging in criminal acts at or related to the school will be reported to law enforcement officials as well as disciplined by the school. It is not considered double jeopardy (being tried twice for the same crime), when school rules and the law are violated.

Students should be aware that state law requires that school officials, teachers and appropriate law enforcement officials be notified when a student of this District is involved in crimes related to physical violence, gang related acts, illegal possession of a controlled substance, analogue or other intoxicants, trespassing, property crimes, including but not limited to theft and vandalism, occurring in the school as well as in the community.

Safety Concerns:

Students should not use roller blades, bicycles, skateboards scooters, or any other form of personal transportation device in school hallways or District pedestrian traffic areas. Exceptions may be made to reasonably accommodate students with mobility impairments. Use of any means of travel within buildings and on grounds by other than generally accepted practices where appropriate is prohibited. Students violating this expectation will be subject to disciplinary action.

Profanity:

Any behavior or language, which in the judgement of the staff or administration, is considered to be obscene, disrespectful, vulgar, profane and/or violates community held standards of good taste will be subject to disciplinary action.

DISCIPLINE

It is important to remember that the school's rules apply going to and from school, at school, on school property, at school-sponsored events, and on school transportation. In some cases, a student can be suspended from school transportation for infractions of school bus rules.

Ultimately, it is the principal's responsibility to keep things orderly. In all cases, the School shall attempt to make discipline prompt and equitable and to have the punishment match the severity of the incident.

Two types of discipline are possible, informal and formal.

Informal Discipline:

Informal discipline takes place within the school. It includes:

- writing assignments;
- change of seating or location;
- lunch-time and/or after-school detention;
- in-school restriction.

Detentions:

A student may be detained after school or asked to come to school early by a teacher, after giving the student and his/her parents one (1) day's notice. The student or his/her parents are responsible for transportation.

In-School Discipline

Formal Discipline:

Formal discipline removes the student from school. It includes emergency removal for up to seventy-two (72) hours, suspension for up to ten (10) school days, and expulsion from school. Suspensions and expulsions may carry over into the next school year.

Removal for less than one (1) school day without the possibility of suspension or expulsion may not be appealed. Suspension and expulsion can be appealed.

Students being considered for suspension or expulsion are entitled to an informal hearing with the building administrator, prior to removal, at which time the student will be notified of the charges against him/her and given an opportunity to make a defense.

If a student is suspended, the parents may appeal the suspension, in writing, to the superintendent and a formal appeal hearing will be held. Suspension from co-curricular and extra-curricular activities may not be appealed.

When a student is being considered for expulsion, a formal hearing is scheduled with the Board of Education or its designee and the parents will be given written notice of the hearing and will be expected to attend. The Board of Education or its

designee then takes testimony and determines if a recommendation to expel is to be made to the Board of Education or its designee. This decision may also be appealed. In the case of expulsion, the student remains out of school during the appeal period. Work missed during an expulsion cannot be made up and usually results in a loss of credit.

Students involved in co-curricular and extra-curricular activities such as band and athletics can lose their eligibility for violation of the School rules.

If a student commits a crime while at school or a school-related event, s/he may be subject to school disciplinary action as well as to action by the community's legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime)

Discipline of Students with Disabilities:

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.), or Section 504 of the Rehabilitation Act of 1973.

DUE PROCESS RIGHTS

Before a student may be suspended or expelled from school, there are specific procedures that must be followed.

Suspension from School:

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the principal will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, in writing within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within two (2) school days after receipt of the suspension notice, to the superintendent. The request for an appeal must be in writing.

During the appeal process, the student is allowed to remain in school unless safety is a factor. If that is the case, the student shall be immediately removed under the Emergency Removal Procedure.

The appeal shall be conducted in a private meeting and the student may be represented. Sworn, recorded testimony shall be given. If the appeal is heard by the Board of Education, the hearing is governed by the Open Meetings Act. Under the Open Meetings Act, the hearing must be public unless the parent's request that the meeting be conducted in a closed session.

When a student is suspended, s/he may make-up work missed while on suspension.

Any learning that cannot be made up such as labs, field trips, skill-practices, or any learning that the student chooses not to make-up may be reflected in the grades earned.

A student being considered for suspension of more than ten (10) days will be given due process as described in the expulsion section below.

Long-term suspension or expulsion from school:

When a student is being considered for long-term suspension (more than ten (10) days) or expulsion, the student will receive a formal letter of notification addressed to the parents which will contain:

- the charge and related evidence;
- the time and place of the Board meeting;
- the length of the recommended suspension or a recommendation for expulsion;
- a brief description of the hearing procedure;
- a statement that the student may bring parents, guardians, and counsel;
- a statement that the student and/or parent may bring a translator or request a transfer for hearing impaired students or parents;
- a statement that the student may give testimony, present evidence, and provide a defense;
- a statement that the student may request attendance of school personnel who were party to the action or accused the student of the infraction;
- the ability of the student and/or parent to request, potentially at their own cost, a transcript of the hearing, if Board/hearing officer approved.

Students being considered for long-term suspension or expulsion may or may not be immediately removed from school. A formal hearing is scheduled with the Board of Education or its designee during which the student may be represented by his/her parents, legal counsel, and/or by a person of his/her choice.

Within 3 days (as in AG 5610) after notification of long-term suspension or expulsion, the long-term suspension or expulsion may be appealed, in writing, to the board of education or its designee. The appeal will also be formal in nature with sworn testimony before official(s) designated by the Board of Education or its designee. The appeal will be heard in an open session unless the student or the student's parent or guardian requests a closed session. Again, the right to representation is available. All opportunity to earn grades or credit ends when a student is expelled.

Ishpeming Middle/High School makes a sincere effort to have disciplinary actions take place that will allow the student to remain in school. If a disciplinary action does not result in removal from school, it is not appealable. Should a student or parent have questions regarding the propriety of an in-school disciplinary action, they should contact the Dean of Students.

Discipline of Students with Disabilities:

Students with disabilities are entitled to the rights and procedures afforded by the Individuals with Disabilities Education Act (I.D.E.A.) and the Americans with Disabilities Act (A.D.A.).

Suspension and Expulsion:

The primary objective of student discipline and control is to produce a school environment in which complete attention may be directed to the teaching-learning activities. Every effort will be made to solve disciplinary problems within the school setting and without excluding a student from school. If this cannot be done, exclusion may be necessary. These exclusions may fall in the following categories:

- A. Suspension 1 – A student is suspended from a class or classes but will remain in the building. Pursuant to Section 1309 of the Revised School Code, MCL 380.1309, a teacher may suspend a student from a class as provided for in Administrative Procedure 5114. A teacher may recommend to the principal the suspension of a student from class.
- B. Suspension 2 – A student is suspended from the building for the remainder of the school day.
- C. Suspension 3 – A temporary suspension for a specified number of days, not to exceed ten.
- D. Suspension 4 – A student is suspended from attendance at, or participation in, a school/district sponsored activity.
- E. Suspension 5 – A student is suspended from the building pending a conference with the parents or guardian(s).
- F. Separation or Expulsion – A student is excluded from school for an extended period of time (beyond 10 days).

Parents shall be informed and involved in any case of a student exhibiting a history of unacceptable conduct. Records of such involvement shall be maintained in the principal's office. Parents shall be notified in writing of appeal procedures at the time of the suspension.

The school administrator who investigates an alleged infraction will make the initial determination of the appropriate penalty if the student is guilty of the infraction within the following guidelines:

- A. **Suspension 1** is regarded as appropriate for a first instance minor insubordination and disobedience of class rules, or offenses of a similar nature.
- B. **Suspension 2** is appropriate for minor indecency, offensive language, scuffling, repetition of **Suspension 1** type offenses or more severe violations of Suspension 1 type offenses.
- C. **Suspension 3 and 5** are generally the initial penalty for smoking, stealing, forgery, vandalism, gross misbehavior, possession of weapons and small amounts of alcohol or non-dangerous drugs and repetition of less severe misbehavior.
- D. **Separation or Expulsion** may be the appropriate penalty for sale of drugs or alcohol, possession of dangerous drugs, arson, use of weapons, assault resulting in personal injury and similarly grave forms of misbehavior and persistent minor misbehavior which has not been corrected in spite of lesser suspensions.
- E. **Suspension 4 and Other Suspension** may be given for violations of activity or athletic rules.

Consequences of Discipline Action:

- A. Conference-Meeting of student and/or parent with the building principal.
- B. After School Detention - Teachers or administrators may give this type of discipline action. Students are given twenty-four (24) hours to let their parents know of the pending detention time or will be asked to stay that day after school, if the teacher has called the student's parents. Failure of the student to meet this obligation may result in their

suspension or other disciplinary action. It is the teacher's or administrator's responsibility to supervise this detention.

C. Suspension-Defined under the section "Policies on Suspension and Expulsion."

D. Separation or Expulsion-Defined under the section "Policies on Suspension and Expulsion."

E. Alternative Discipline in Minor Offenses-This will be the choice of discipline that the administrator may choose instead of out-of-school suspensions such as: in-school suspension or lunch detention.

Disciplinary Violations:

INFRACTION	DEFINITION	MINIMUM	MAXIMUM
1. Theft	Theft or unwarranted search of another person's property or IHS property	Suspension/ Conference/ Detention/ Reimbursement, Parent notification	10 day Suspension Police referral Financial reimbursement Expulsion
2. Vandalism	Damaging or destroying the property of another student, staff, IHS property or "retaliatory damage" to the property of faculty/staff	Conference/ Detention/ Suspension, Restitution, Parent notification	10 day suspension Police referral Financial reimbursement Expulsion
3. Verbal Abuse	Willfully intimidating or insulting, or in another manner abusing verbally a student or staff member	Conference/ Detention/Suspension Parent notification	10 day suspension
4. Physical Abuse/ Fighting on school property	An act of physically assaulting a student or staff member Physical encounter with harmful intent	Conference/ Detention/ Suspension Parent notification Referral to Guidance	10 day suspension Expulsion Police referral
5. Harassment/ Intimidation	Persistently annoy to secure a particular action by threat of physical harm	Conference/ Detention/Suspension Conference with parent	10 day suspension Expulsion Police referral
6. Extortion	Attempt to secure money through threat or physical harm	Conference/ Detention/ Suspension Parent notification	10 day suspension Expulsion Police referral
7. Smoking/Vaping Possession & Use of Tobacco products	Use/possession of tobacco products on or near campus	Conference/ Detention/Suspension Parent notification Police referral	10 day suspension Expulsion
8. Forgery	Signing notes without authorization/ Changing school	Conference Parent notification Detention	10 day suspension Police referral Expulsion

records

9.	Disruptive or disturbing behavior	Conduct that creates disorder, invades rights of others, disrupts classrooms, assemblies, the cafeteria. Students are expected to observe all safety rules & avoid any behavior that may cause injury to others.	Conference/ Detention Suspension Parent notification	10 day suspension Police referral Expulsion
10.	Drugs	Distribution, use of, possession of illegal drugs or related paraphernalia	Suspension Parent conference Police referral	10 day suspension Expulsion Police referral
11.	Alcohol	Use or possession of alcoholic beverage on school property	Suspension Parent conference Police referral	10 day suspension Expulsion Police referral
12.	Insubordination, refusal to identify self	Failure to comply with an official staff request	Conference/ Detention/Suspension	Expulsion 10 day suspension
13.	Detention	Failure to serve assigned detention	Detention doubled/ Suspension	10 day suspension Expulsion
14.	Fire Alarm	Vandalism or activation of fire alarm	Suspension Parent conference Police referral	10 day suspension Expulsion Police referral
15.	Attendance/ Class cutting	Unexcused absence from class	Detention/ Exclusion from class pending parent conference/Suspension	10 day suspension Expulsion Drop class-grade of F
16.	Leaving School Grounds	Leaving school grounds without school and parent permission or without signing out in the office	Conference Detention/Suspension Parent notification	10 day suspension Expulsion
17.	Littering	Failure to deposit trash in appropriate containers	Conference/Detention	10 day suspension
18.	Cheating	Copying another student's work or test answers, cheat sheets, giving or receiving information during a test	Conference Detention/Suspension Zero on paper Parent notification	10 day suspension
19.	Radios/Tape Recorders/ Pagers/Cell Phones	Not permitted in school	Confiscation/Suspension Detention Parent notification	Article held to end of semester for retrieval
20.	In Halls Without Pass		Conference/ Detention	Detention/ Suspension

21.	Explosives	Possession, use or sale of any explosives	Conference/ Suspension Parent conference Police referral	10 day suspension Expulsion Police referral
22.	Dangerous or annoying instruments	Possession or use of knives, firearms or other dangerous instruments	Conference/ Suspension Parent conference Police referral	10 day suspension Expulsion
23.	Laser Pointers			
	A. Possession	Possession at School/ School Event	Saturday Detention Confiscation of Laser	Expulsion/ Confiscation of Laser
	B. Use	Use at School/School Event	3-Day Suspension Confiscation of Laser	Expulsion/ Confiscation of Laser
24.	Misbehavior at School sponsored activity	Violation of school rules pertaining to dances, athletic activities, etc.	Parent notified Suspension from activities/school Police referral	Suspension from all activities Police referral Financial reimbursement 10 day suspension Expulsion

A FIRST OFFENSE DOES NOT MEAN THE MINIMUM ACTION WILL BE TAKEN. THE SEVERITY OF THE PARTICULAR OFFENSE ALONE DETERMINES THE OUTCOME!

Discipline Requiring Expulsion:

Students in possession of a dangerous weapon/firearm, and/or who commit arson or rape on/in district property or at district or school sponsored events, shall be permanently expelled from school and referred to the criminal justice or juvenile delinquency system and appropriate county department or social services or community mental health agency. The parent, legal guardian and/or student shall also be notified of the referral. Each student subject to expulsion shall have his/her situation reviewed by the superintendent on a case-by-case basis.

SEARCH AND SEIZURE

Search of a student and his/her possessions, including vehicles, may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the health and safety of others. All searches may be conducted with or without a student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. If student lockers require student-provided locks, each student must provide the lock's combination or key to the principal.

Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

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

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

LOCKERS

Each student is assigned a locker for the storage of books and equipment. Students are responsible for locker contents. It is the student's responsibility to see that the locker is kept locked and in order at all times. Students are to use the locker assigned to them. Students are not to use other students' lockers or switch lockers without prior approval of the principal.

Since lockers are a permanent part of the building and school district property, students are expected to keep them in good, usable condition. Lockers may be inspected. No gum labels may be placed inside or outside of a locker. Writing on lockers is prohibited. Students are not to alter, jam, or disable the lock mechanism. Students found damaging lockers will be held responsible for their actions.

Get study materials for your morning classes when you arrive in the morning and materials needed for the afternoon classes during the lunch period. **No one should leave classes to go to his/her locker except with special permission.**

STUDENT RIGHTS OF EXPRESSION

The School recognizes the right of students to express themselves. With the right of expression comes the responsibility to do it appropriately. Students may distribute or display, at appropriate times, nonsponsored, noncommercial written material and petitions; buttons, badges, or other insignia; clothing, insignia, and banners; and audio and video materials. All items must meet the following school guidelines:

- A. A material cannot be displayed if it:
 - 1. is obscene to minors, libelous, indecent and pervasively or vulgar,
 - 2. advertises any product or service not permitted to minors by law,
 - 3. intends to be insulting or harassing,
 - 4. intends to incite fighting or presents a likelihood of disrupting school or a school event.
 - 5. Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it causes or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.
- B. Materials may not be displayed or distributed during class periods, or during passing times between classes. Permission may be granted for display or distribution during lunch periods and after school in designated locations, as

long as exits are not blocked and there is proper access and egress to the building.

Students who are unsure whether or not materials they wish to display meet school guidelines may present them to the principal twenty-four (24) hours prior to display.

STUDENT CONCERNS, SUGGESTIONS, AND GRIEVANCES

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible adult. If a student has suggestions that could improve the school, s/he should feel free to offer them. Written suggestions may be presented directly to the principal or to the student government.

When concerns or grievances arise, the best way to resolve the issue is through communication. No student will be harassed by any staff member or need fear reprisal for the proper expression of a legitimate concern. Any suggestions, concerns, and grievances may be directed to the principal or to the student government.

A student may have the right to a hearing if the student believes s/he has been improperly denied participation in a school activity or has been subjected to an illegal rule or standard. A student may not petition to have a change in grade.

SECTION V - TRANSPORTATION

BUS TRANSPORTATION TO SCHOOL

The school may provide transportation for all students who live farther than 1 mile from school. The transportation schedule and routes are available by contacting the transportation director at 485-6341.

Students may only ride assigned school buses and must board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

The building principal may approve a change in a student's regular assigned bus stop to address a special need, upon the principal's approval of a note from parent stating the reason for the request and the duration of the requested change.

BUS CONDUCT

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation.

The driver may assign seating or direct students in any reasonable manner to maintain that transportation safety.

Students must comply with the following basic safety rules:

Previous to loading (on the road and at school):

Each student shall:

- Be on time at the designated loading zone (5 minutes prior to scheduled stop);
- Stay off the road at all times while walking to and waiting for the school transportation;
- Line up single file off the roadway to enter;
- Wait until the school transportation is completely stopped before moving forward to enter;
- Refrain from crossing a highway until the driver signals it is safe to cross;
- Go immediately to a seat and be seated.

It is the parents' responsibility to inform the bus driver when their child will not be aboard school transportation. The bus will not wait. Drivers will not wait for students who are not at their designated stops on time.

During the trip:

Each student shall:

- Remain seated while the school transportation is in motion;
- Keep head, hands, arms, and legs inside the school vehicle at all times;
- Not litter in the school vehicle or throw anything from the vehicle;
- Keep books, packages, coats, and all other objects out of the aisle;
- Be courteous to the driver and to other riders;
- Not tamper with the school vehicle or any of its equipment.

Leaving the bus:

Each student shall:

- Remain seated until the vehicle has stopped;
- Cross the road, when necessary, at least ten (10) feet in front of the vehicle, but only after the driver signals that it is safe;
- Be alert to a possible danger signal from the driver.

The driver will not discharge students at places other than their regular stop at home or at school unless s/he has proper authorization from school officials.

VIDEOTAPES ON SCHOOL BUSES

The Board of Education has installed video cameras on school buses to monitor student behavior. Actual videotaping of the students on any particular bus will be done on a random-selection basis.

If a student misbehaves on a bus and his/her actions are recorded on a videotape, the tape will be submitted to the principal and may be used as evidence of the misbehavior. Since these tapes are considered part of a student's record, they can be viewed only in accordance with Federal law.

PENALTIES FOR INFRACTIONS

A student who misbehaves on the bus shall be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus.

SELF-TRANSPORTATION TO SCHOOL

Parking on school property is a privilege which can be revoked at any time. Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parents assume full responsibility for any transportation to and from school not officially provided by the school.

When the school provides transportation, students shall not drive to school-sponsored activities.

- Unless written permission is granted by their parents and approved by the principal.
- Approved student drivers may not transport other students to a school-sponsored activity without written permission from the parents of passenger students and approval by the principal.

BICYCLES AT SCHOOL

Bicycles must be kept in bike racks. It is advisable to lock bike on the rack.