



WASHTENAW INTERNATIONAL
HIGH SCHOOL & MIDDLE ACADEMY

An International Baccalaureate School

WIHI.ORG

2024-2025

Student/Family Guide

& Code of Conduct

105 N. Mansfield, Ypsilanti, MI 48197
Phone: 734-994-8145
Website: www.wihi.org



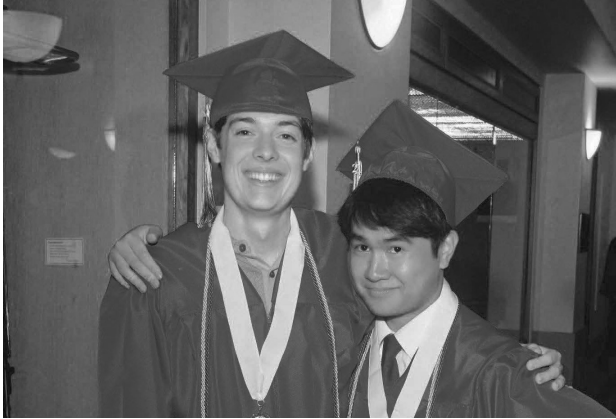


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WELCOME!

Welcome to Washtenaw International High School and Middle Academy! The beginning of a new school year represents an opportunity for you to begin anew, set your goals, and move forward in achieving them. WIMA & WIHI staff are proud of your decision, your strength and your commitment to your own future. We pledge ourselves to support your decision and dedicate ourselves to your success.

WIMA & WIHI are diverse communities, which mirrors their contributing school districts. Their students represent many cultures, races, nationalities, ethnicities, and religions. Please join us in celebrating that diversity, building a cohesive community, and working toward our shared mission.

Welcome to your school!

MISSION OF WIHI & WIMA

Our mission is to engage in respectful relationships in order to build an diverse and intercultural community of inclusive, knowledgeable inquiring life long learners empowered to lead a socially just world.

WIHI and WIMA's mission is to empower our community to become equitable ambassadors that celebrate diversity by promoting inquiry and aspiring knowledgeable, life-long learners. We aspire to transform lives through a socially just, inclusive and globally enriched educational environment that emboldens students to become open-minded, empathetic and compassionate student ambassadors.

WIHI and WIMA's mission is to empower our community to become knowledgeable, inquiring, open-minded, life-long learners through fostering respectful relationships and celebrating our rich diversity. We aspire to transform lives through a socially just, inclusive, and globally enriched educational environment rooted in empathy and compassion.

VISION

We empower students to advocate for themselves and others compassionately through an intentional anti-prejudice and socially just education. We aspire to create an empathetic community focused on holistic growth and enrichment, cultivating lifelong learners and productive citizens.

WE VALUE...

- Equitable opportunities for critical thinking, reflection, and growth
- Developing lifelong learning
- Active engagement for social justice and global citizenship
- Building strong relationships and community
- Empathy and justice
- Health, balance, and well-being
- Intentional inclusion of our diverse community
- Fostering a space for student advocacy

May our actions and behaviors reflect these values in our community.

INTERNATIONAL BACCALAUREATE

Today, IB offers programs for students aged 3 to 19 (Primary Years, Middle Years, Diploma, and Career Program) to develop the intellectual, personal, emotional, and social skills to live, learn, and work in a global society.

The International Baccalaureate comprehensive offerings, whole child emphasis, exceptional academic standards, mission-centered curriculum, and 21st century skill-based assessments offer real education reform based on international standards.

In Washtenaw County there is growing support for IB program adoption at all grade levels across local school districts, including the support for our countywide magnet middle and high school using the IB Diploma Program.

For more information on the International Baccalaureate Program, visit www.ibo.org.

WIMA and WIHI are International Baccalaureate World Schools. We earned full accreditation in April of 2013. The International Baccalaureate curriculum serves as the cornerstone for WIMA and WIHI's demanding academic programs. The IB program is an integrated liberal arts course of study requiring classes and assessments in six subject areas, a theory of knowledge course, the writing of an extended research essay, and participation in athletics, creative endeavors, and community service activities. The IB diploma is widely accepted by universities and colleges around the world as evidence of superior achievement. It is Washtenaw International High School's goal that every student receives an IB diploma and the benefits of a challenging, comprehensive education.

IB MISSION

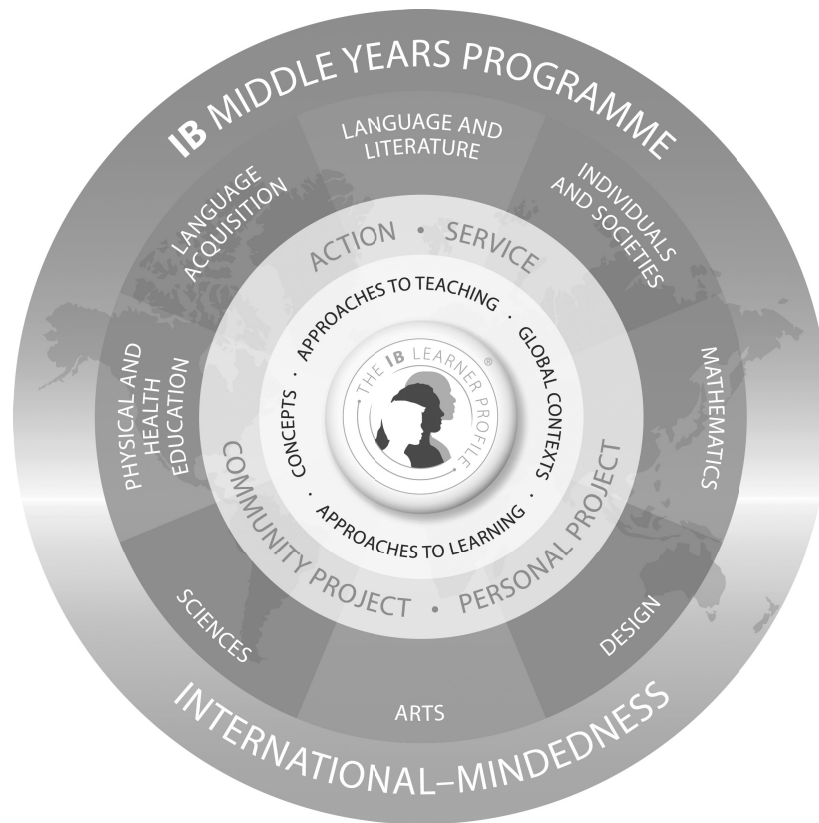
To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB curriculum encourages students across the world to become active, compassionate and lifelong learners.

THE IB LEARNER PROFILE

These ten characteristics serve as our schools' personal code of conduct expectations.

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development

THE IB MIDDLE YEARS PROGRAMME



The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement - essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate most national or local curriculum requirements. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Certificate (IBCC).

The MYP:

- addresses holistically students' intellectual, social, emotional, and physical **well-being**
- provides students opportunities to develop the **knowledge, attitudes, and skills** they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in **eight subject groups**
- requires the study of at least **two languages (language of instruction and additional language of choice)** to support students in understanding their own cultures and those of others
- empowers students to participate in **service within the community**
- helps to prepare students for **further education** and the **workplace**

The MYP program is an integrated course of study requiring classes and assessments in eight subject areas: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. As stated in MYP literature, “student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In years 4 and 5 (grades 9 and 10), students have the option to take courses from six of the eight subject groups, which provides greater flexibility.” The IB curriculum is displayed in the shape of a circle with eight academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the great traditions of learning in the humanities and the sciences.

TYPICAL WIMA THREE-YEAR COURSE OF STUDY

GRADE SIX

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band and Art
- ❖ Physical and Health Education

GRADE SEVEN

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band or Art
- ❖ Physical and Health Education

GRADE EIGHT

- ❖ Language and Literature
- ❖ Individuals and Societies
- ❖ Language Acq.: Spanish
- ❖ Sciences
- ❖ Fine Arts: Band or Art
- ❖ Physical and Health Education

THE IB DIPLOMA PROGRAMME



The International Baccalaureate Diploma Program Curriculum is displayed in the shape of a circle with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the great traditions of learning in the humanities and the sciences.

Within the Diploma Program, all students are required to select one subject from each of the six subject groups. At least three, and not more than four, are taken at Higher Level (HL), the others at Standard Level (SL). Distribution requirements ensure, for instance, that the science-oriented student is challenged to learn a foreign language, and that the natural linguist becomes familiar with laboratory procedures. While overall balance is maintained, flexibility in choosing HL concentrations allows students to pursue areas of personal interest and meet special requirements for university entrance.

All students are required to meet three requirements in addition to the six subjects. The interdisciplinary Theory of Knowledge (TOK) course is designed to develop a coherent approach to learning, which transcends and unifies the academic areas and encourages appreciation of other cultural perspectives. The Extended Essay of some 4000 words offers the opportunity to investigate a topic of special interest and acquaints candidates with the independent research and writing skills expected at a university. Participation in the Creativity, Action, and Service (CAS) program encourages candidates to be involved in artistic pursuits, sports, and community service.

TYPICAL WIHI FOUR-YEAR COURSE OF STUDY

GRADE NINE

- ❖ 1 year (H) World Literature
- ❖ 1 year (H) World Studies
- ❖ 1 year (H) Language B: French or Spanish
- ❖ 1 year (H) Mathematics
- ❖ 1 year (H) Biology
- ❖ 1 year Fine Arts: Band, Choir, Orchestra OR Art
- ❖ 1 semester of Government
- ❖ 1 semester Physical Education

GRADE TEN

- ❖ 1 year (H) American Literature
- ❖ 1 year (H) American Studies
- ❖ 1 year (H) Language B: French or Spanish
- ❖ 1 year (H) Mathematics
- ❖ 1 year (H) Chemistry OR Physics
- ❖ 1 Semester (H) Introduction to Economics
- ❖ 1 semester Health
- ❖ 1 year Elective: Band, Choir, Orchestra, Art OR Theater

GRADE ELEVEN

- ❖ 1 year IB1 Literature
- ❖ 1 year IB1 Individuals & Societies: History or Global Politics
- ❖ 1 year IB1 Language Acquisition: French or Spanish
- ❖ 1 year IB1 Mathematics: Applications & Interpretations SL/HL or Analysis & Approaches SL/HL
- ❖ 1 year IB1 Science: Biology, Chemistry, Environmental Systems and Societies SL*, Sports Exercise and Health Science SL* or Physics
- ❖ 1 year IB1 Elective: Economics, Psychology, Ab Initio language acquisition, Global Politics, Psychology, Art, Music, Theater, second Science
- ❖ 1 semester IB1 Theory of Knowledge
- ❖ 1 semester Government or Hybrid Government in summer school
- ❖ 1 year (optional) Choir, Band or Orchestra (requires Hybrid Government in summer school)

GRADE TWELVE

- ❖ 1 year IB2 Literature (HL or SL)
- ❖ 1 year IB2 Individuals & Societies: History (HL or SL)
- ❖ 1 year IB2 Language B: French or Spanish at HL or SL
- ❖ 1 year IB2 Mathematics: Studies SL, Mathematics SL or Mathematics HL
- ❖ 1 year IB1 Science: Biology, Chemistry, Environmental Systems and Societies SL*, Sports Exercise and Health Science SL* or Physics
- ❖ 1 year IB2 Elective: Economics, Ab initio Language B, Global Politics, Psychology, Art, Music, Theater or second Science
- ❖ 1 semester IB2 Theory of Knowledge
- ❖ 1 year Choir, Orchestra, Band or DEI Leadership

***ESS and Sports Ex. are IB courses which are completed in one year - either grade 11 or grade 12.**

EQUITABILITY NOTICE

WIMA and WIHI comply with the regulations of Title IX of the Education Act Amendments of 1972. No student will be discriminated against on the basis of sex in any school-sponsored program offering as stipulated in Title IX.

All student grievances filed in relation to this policy will follow the appeal approach as outlined in the Code of Conduct.

WIMA and WIHI also comply with the regulations of Title VI, Section 504. In accordance with Title VI, Section 504, no student will be discriminated against on the basis of race, sexual orientation, gender identity, or handicap in any school-sponsored program. All student grievances filed in relation to this policy will follow the appeal approach as outlined in the Code of Conduct.

FREQUENTLY USED SUPPORT CONTACTS

Support	Contact Person	Email/ Phone Number
Accident Report	Main Office	(734) 994-8145
Athletics	Ari Bartolacci	abartolacci@wihi.org
Attendance	Perry Seibert	(734) 994-8145 (opt-1)
CAS/ Service Learning	Mr. Ashley Fox	afox@wihi.org
Change of Address	Kelly Cartwright	kcartwright@wihi.org
Club Information	Sponsoring Teacher	Staff Directory listed below
College Planning	Annie Kiser	akiser@wihi.org
Curriculum Coordinator - DP (Grades 11-12)	Daniel Giddings	dgiddings@wihi.org
Curriculum Coordinator - MYP (Grades 6-10)	Kaarin Averill	kaverill@wihi.org
Emergency	Main office	(734) 994-8145
English Language Learner Services	Richard Albrecht	ralbrecht@wihi.org
Extended Essay	Nick Gravlin	ngravlin@wihi.org
Financial Aid/Scholarships	Annie Kiser	akiser@wihil.org
Grade Questions	Teacher/Student Support Team	Staff Directory listed below
Graduation Requirements	Annie Kiser	akiser@wihi.org
Information for Extended Absence	Perry Seibert/ main office	pseibert@wihi.org
International Student Support	Kelly Cartwright	kcartwright@wihi.org
Locker Problems	Perry Seibert	pseibert@wihi.org

Lost and Found	Nita Sims/ main office	nsims@wihi.org
Lunch Assistance	Cafeteria	jgarcia@wihi.org
Medical/Health Needs	Helena Solano	hsolano@wihi.org
Parking Permit Applications	Kelly Cartwright	kcartwright@wihi.org
Report Cards	Student Support Team	Staff Directory listed below
Social and Emotional Support	Student Support Team	Staff Directory listed below
State Testing (MSTEP, PSAT/SAT WorkKeys)	Richard Albrecht	ralbrecht@wihi.org
Student ID Replacement	Perry Seibert/ main office	pseibert@wihi.org
Textbooks	Issuing Teacher	Staff Directory listed below
Theft Report	Perry Seibert/ main office	pseibert@wihi.org
Transcripts	Student's counselor	Staff Directory listed below
Transferring Schools	Kelly Cartwright	kcartwright@wihi.org
Visitor's Passes	Main Office	Pick up in main office
Work Permits	Perry Seibert/ main office	pseibert@wihi.org

WIMA & WIHI STAFF CONTACT INFORMATION

Administration, Lead Teacher & Main Office

Bartolacci, Ari	abartolacci@wihi.org	WIMA/WIMA Dean of Students/ Restorative Practices Coordinator
Cartwright, Kelly	kcartwright@wihi.org	Accounting and Admissions
Do, Nhu	nhudo@wihi.org	Principal
Garcia, Jessica	jgarcia@wihi.org	Associate Principal
Giddings, Daniel	dgiddings@wihi.org	DP Coordinator/Lead Teacher
Packard, Amy	apackard@wihi.org	WIHI/WIMA Dean of Students
Sims, Nita	nsims@wihi.org	Administrative Assistant
Seibert, Perry	pseibert@wihi.org	Administrative Assistant

Faculty

Albrecht, Richard	rallbrecht@wihi.org	Individuals & Societies
Basler, John	jbasler@wihi.org	Mathematics/ TOK
Boyd, Tyler	tboyd@wihi.org	Language Acquisition
Branigan, Riley	rbranigan@wihi.org	Individuals & Societies
Church, Tammy	tchurch@wihi.org	Mathematics/ Individuals & Societies
Fox, Ashley	afox@wihi.org	Fine Arts (Theater)/ Individuals & Societies
Gentry, Sara	sgentry@wihi.org	Mathematics
George, Allison	ageorge@wihi.org	Language and Literature
Giddings, Daniel	dgiddings@wihi.org	Mathematics/ TOK
Gravlin, Nick	ngravlin@wihi.org	Experimental Sciences/ TOK/ Extended Essay/ Personal Project

Greschuk, Alex	agreschuk@wihi.org	Individuals & Societies
Watson, Angie	awatson@wihi.org	Fine Arts (Visual)
Lian, Dena	dlian@wihi.org	Individuals & Societies
Hoffman, Michael	mhoffman@wihi.org	Language and Literature
Kamm, Connor	ckamm@wihi.org	Language Acquisition
Nowakowski, Audrey	anowakowski@wihi.org	Experimental Sciences
Pallicaris, Yanna	ypallicaris@wihi.org	Mathematics
Park, Joon	jpark@wihi.org	Language Acquisition
Persells, Kyrsten	kpersells@wihi.org	Language and Literature/ DEI Leadership
Phelps, Eric	ephelps@wihi.org	Experimental Sciences
Pierson, Brooke	bpierson@wihi.org	Fine Arts (Performing)
Rieth, Alison	arieth@wihi.org	Individuals & Societies
Sheffer, Melissa	msheffer@wihi.org	Fine Arts (Visual)
Silva, Enid	esilva@wihi.org	Language Acquisition
Silverman, Albie	asilverman@wihi.org	Physical & Health Education
Thompson, Alyson	athompson@wihi.org	Experimental Sciences
Uhl, Coreen	cuhl@wihi.org	Language and Literature
Wagner, Laura	lwagner@wihi.org	Experimental Sciences

Student Support

Anys, Kevin	kanys@wihi.org	Counselor - 6th-8th Grade
Bargardi, Deb	dbargardi@wihi.org	WIMA Teacher Consultant
Chapman, Mark	mchapman@wihi.org	WIHI Teacher Consultant
James, Stephanie	sjames@wihi.org	Counselor - 9th & 10th Grade

Kiser, Annie	akiser@wihi.org	Counselor – 11 th & 12 th Grade
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Technology Support

Shah, Utkarsh	ushah@wihi.org	Technology coordinator
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2024-2025 SCHOOL CALENDAR

8/20/2024 - 8/21/2024	Staff Professional Development
8/21/2024	New Student Orientation
8/22/2024	First Day of School for Students
8/30/2024	<i>No school pre-Labor Day (No HW weekend)</i>
9/2/2024	<i>No School - Labor Day</i>
10/3/2024	<i>No School - (Rosh Hashanah)</i>
11/1/2024	<i>No School for Students / Staff PL (Diwali)</i>
11/25/2024	<i>Half Day Schedule / Student-Led Conferences</i>
11/26/2024	<i>Half Day Schedule / Virtual Student-Led Conferences</i>
11/27/2024 - 12/1/2024	<i>No School - Fall Break (No HW Weekend)</i>
12/21/2024 - 1/5/2025	<i>No School – Winter Break (Christmas/Kwanzaa)</i>
1/6/2025	School Resumes
1/17/2025	½ Day for students / End of Semester
1/20/2025	<i>No School - MLK Day of Service</i>
1/21/2025	Second Semester Begins
2/13/2025	IB Curriculum Night (10th grade families)
2/17/2025	No School for students and staff
3/14/2025	<i>No School for Students / WEOC Staff PL</i>
3/22/2025 -3/30/2025	<i>No School - Spring Break</i>
3/31/2025	No School for Students / Staff PL (Eid)
4/1/2025	School Resumes
4/18/2025	Last Day for Seniors in Good Academic Standing
4/29/2025 - 5/21/2025	IB exams
5/17/2025	WIHI Prom (tentative)
5/26/2025	<i>No School - Memorial Day</i>
5/28/2025	WIHI Commencement Ceremony
6/5/2025	½ day for students
6/6/2025	½ day for students Last Day of School for Students & Staff

2024-2025 Daily Bell Schedule

Regular Schedule

1st lunch (WIMA)		2nd lunch (WIHI)		3rd lunch (WIHI)		4th lunch (WIHI)	
7:40-8:28	1st block	7:40-8:28	1st block	7:40-8:28	1st block	7:40-8:28	1st block
8:33-9:21	2nd block	8:33-9:21	2nd block	8:33-9:21	2nd block	8:33-9:21	2nd block
9:26-10:14	3rd block	9:26-10:14	3rd block	9:26-10:14	3rd block	9:26-10:14	3rd block
10:19-11:07	lunch	10:19-11:07	4th block	10:19-11:07	4th block	10:19-11:07	4th block
11:12-12:00	5th block	11:12-12:00	lunch	11:12-12:00	5th block	11:12-12:00	5th block
12:05-12:53	6th block	12:05-12:53	6th block	12:05-12:53	lunch	12:05-12:53	6th block
12:58-1:46	7th block	12:58-1:46	7th block	12:58-1:46	7th block	12:58-1:46	lunch
1:51-2:40	8th block	1:51-2:40	8th block	1:51-2:40	8th block	1:51-2:40	8th block
2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs

TEAM Day Schedule

1st lunch (WIMA)		2nd lunch		3rd lunch		4th lunch	
7:40-8:20	1st Block	7:40-8:20	1st Block	7:40-8:20	1st Block	7:40-8:20	1st Block
8:25-9:05	2nd Block	8:25-9:05	2nd Block	8:25-9:05	2nd Block	8:25-9:05	2nd Block
9:10-9:50	3rd Block	9:10-9:50	3rd Block	9:10-9:50	3rd Block	9:10-9:50	3rd Block

9:55-10:55	Team time	9:55-10:55	Team time	9:55-10:55	Team time	9:55-10:55	Team time
11:00-11:40	lunch	11:00-11:40	4th Block	11:00-11:40	4th Block	11:00-11:40	4th Block
11:45-12:25	5th Block	11:45-12:25	lunch	11:45-12:25	5th Block	11:45-12:25	5th Block
12:30-1:10	6th Block	12:30-1:10	6th Block	12:30-1:10	lunch	12:30-1:10	6th Block
1:15-1:55	7th Block	1:15-1:55	7th Block	1:15-1:55	7th Block	1:15-1:55	lunch
2:00-2:40	8th Block	2:00-2:40	8th Block	2:00-2:40	8th Block	2:00-2:40	8th Block
2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs

PM Assembly Schedule

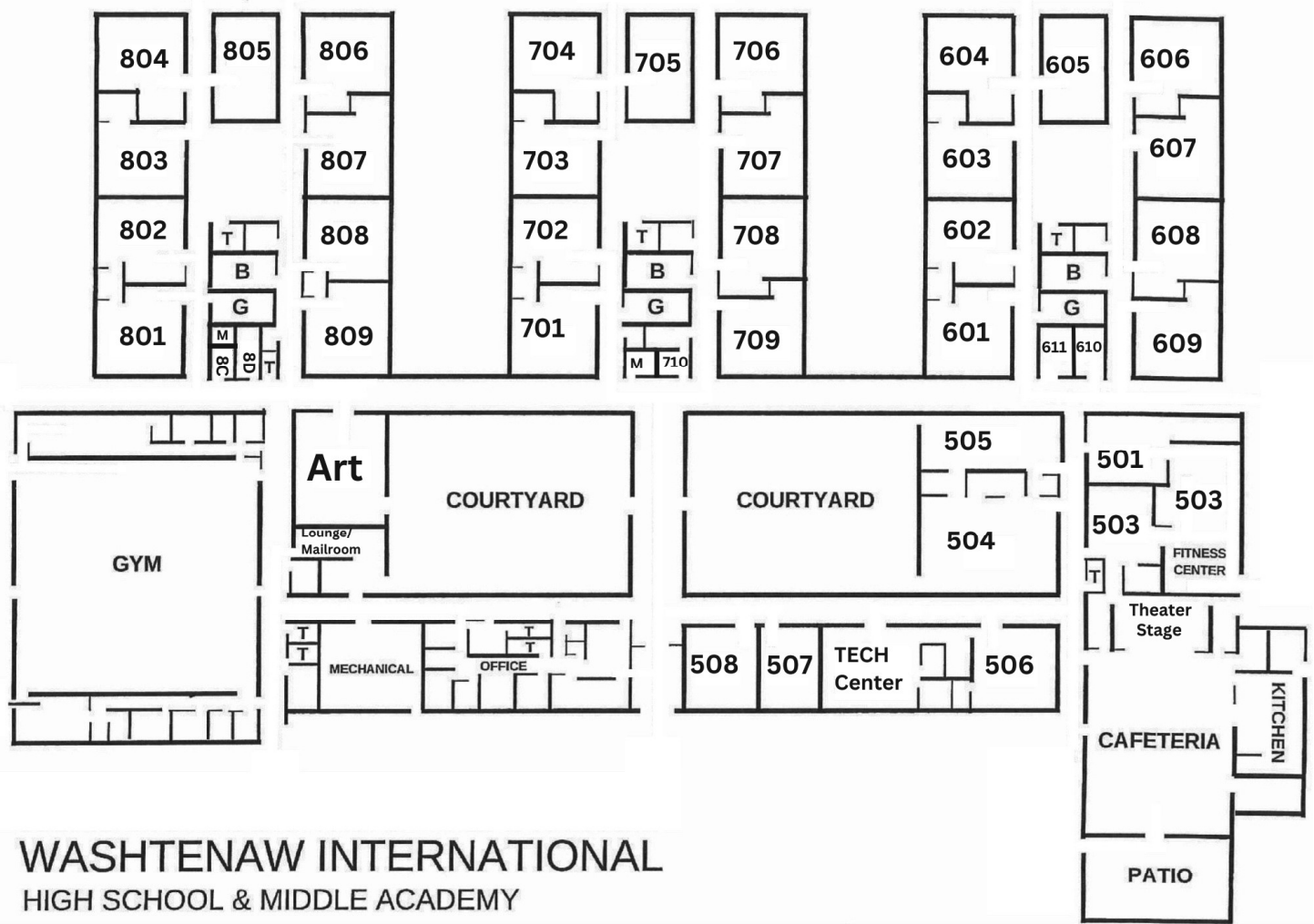
1st lunch (WIMA)		2nd lunch (WIHI)		3rd lunch (WIHI)		4th lunch (WIHI)	
7:40-8:20	1st Block	7:40-8:20	1st Block	7:40-8:20	1st Block	7:40-8:20	1st Block
8:25-9:05	2nd Block	8:25-9:05	2nd Block	8:25-9:05	2nd Block	8:25-9:05	2nd Block
9:10-9:50	3rd Block	9:10-9:50	3rd Block	9:10-9:50	3rd Block	9:10-9:50	3rd Block
9:55-10:35	lunch	9:55-10:35	4th Block	9:55-10:35	4th block	9:55-10:35	4th Block
10:40-11:20	5th Block	10:40-11:20	lunch	10:40-11:20	5th Block	10:40-11:20	5th Block
11:25-12:05	6th Block	11:25-12:05	6th Block	11:25-12:05	lunch	11:25-12:05	6th Block
12:10-12:50	7th Block	12:10-12:50	7th Block	12:10-12:50	7th Block	12:10-12:50	lunch
12:55-1:35	8th Block	12:55-1:35	8th Block	12:55-1:35	8th Block	12:55-1:35	8th Block

1:40-2:40	Assembly	1:40-2:40	Assembly	1:40-2:40	Assembly	1:40-2:40	Assembly
2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs	2:40-3:15	Office Hours & Clubs

Half Day/Early Release Schedule

Half Days		Early Release Days	
7:40-8:22	1st or 5th block	7:40-8:13	1st block
8:27-9:09	2nd or 6th block	8:18-8:51	2nd block
9:14-9:56	3rd or 7th block	8:56-9:29	3rd block
10:01-10:45	4th or 8th block	9:34-10:07	4th block/lunch
		10:12-10:45	5th block/lunch
		10:50-11:23	6th block/lunch
		11:28-12:01	7th block/lunch
		12:06-12:40	8th block

SCHOOL MAP



WASHTENAW INTERNATIONAL
HIGH SCHOOL & MIDDLE ACADEMY

OVERVIEW

START OF SCHOOL YEAR

WIHI and WIMA classes begin the fourth week of August. 6th and 9th graders start with a 1/2-day orientation prior to the first day of class.

FINISH OF SCHOOL YEAR

The school year ends at the beginning of June. Regular classes for seniors conclude at the end of April. Seniors sit for IB examinations in May.

PARENT/GUARDIAN MEETINGS

PTO – The Parent/Teacher Organization will meet second Monday of each month via Zoom. Meetings start at 6:30 pm.

BLOCK SCHEDULE

All classes meet every day for 49 minutes. Students will have seven classes plus lunch each day.

ACADEMIC POLICIES, PROCEDURES, RULES & REGULATIONS

STANDARDS-BASED LEARNING

What is SBL?

Standards-based learning is an educational approach that emphasizes the mastery of a standard of performance rather than a completion of work to receive a grade (i.e. accumulation of points). The focus is on rewarding students for learning that occurs, rather than averaging student learning over the course of the semester.

As a school community, we are committed to ensuring that instruction, curriculum, and assessments are aligned with best practices and the International Baccalaureate standards. Instruction, assessment, grading, and academic reporting are based on students' demonstration of understanding and mastery of the knowledge and skills of the IB Middle Years Program (grades 6-10) and Diploma Program (grades 11-12) curriculum.

The goal of standards-based learning is to promote the learning of essential knowledge and skills necessary for success in school and beyond. If students do not meet the expected learning standards, they have opportunities for self-reflection, goal setting, additional practice, and academic support to help them meet or exceed the learning expectations. SBL allows staff, students, and families to focus precisely on learning as a process, promoting lifelong learning.

School wide SBL Expectations for WIMA and WIHI:

1. Using a 0-8 ratings scale and school identified grade scale for ALL classes
2. No portion of the grade awarded for homework completion or participation
3. All major assessments are aligned with and assessed using IB Subject Criteria

4. Gradebook categories match IB criteria
5. For MYP courses, the grading criteria must be assessed twice per semester AND each category should have a weight in the gradebook. **No one category should be more than 50%.**
6. DP Course grading should reflect the IB exam breakdown to the extent possible. Internal IB Assessments can either be graded with the course criteria, not graded and only required for course credit or given a process grade depending on the department.
7. The 8 is accessible and teachable
8. Rubrics are provided for students prior to (unpacking) and after (feedback) major assessments
9. Grades are determined by looking at patterns, progress and most recent performance within a skill or grading category; grades within the same criteria will not be determined by averaging scores.
10. Students will have the opportunity to reassess after going through the appropriate reflection and learning process and tutoring or completing required work before re-assessing **as determined by the teacher.** The reassessment window is two weeks from the date of feedback being received. Due to the need to post grades in a timely manner at the end of each semester and multiple opportunities to reassess throughout each semester, reassessment cannot take place on semester final exams (or the equivalent).
11. Feedback on student learning will be timely and posted within every 2 weeks in PowerSchool.
12. Late work without an approved extension by teacher (at least 24 hours in advance) or SST will not be accepted (this includes unexcused absences on a due date or test date) **unless it is the last chance in the category and they do not yet have a grade in the category.** The assignment will be recorded as an INS and factor into the CURRENT grade accordingly depending on a departments agreed-upon necessary work required for a grade. Examples: INS 5 INS → 3, INS, INS, 6 → 4. *Please note that context matters and for some courses it may not look exactly like this. Note the Senior Late Work Policy is different.
13. When a student is absent for an assessment (excused absence), the expectation is that they complete it the next class period and turn in whatever they have done at that point if not finished.
14. **MAXIMUM of 6 assessments per semester for MYP 6th-10th grade and 7 for DP.**
*Note that this is not a required number. *The minimum requirement still remains that each criterion is assessed 1-2 times with at least one opportunity for a re-take.*

GRADING SCALES

APPROVED GRADING SCALES

Letter Symbols for Mark Reporting

A : 93-100%
A- : 90-92%
B+ : 87-89%
B : 83-86%
B- : 80-82%
C+ : 77-79%
C : 73-76%
C- : 70-72%
D+ : 67-69%
D : 63-66%
D- : 60-62%
E : 0-59% - Fail; no Credit
G : Pass - Credit Granted
H : Fail – No Credit
I : Incomplete
W : Withdrew

WIHI & WIMA Standards Based Learning Grading Scale

8: 100%
7: 95%
6: 90%
5: 85%
4: 75%
3: 70%
2: 65%
1: 55%
INS: Insufficient evidence of learning (50%)
o: No Grade
NRV: No revision allowed due to being turned in late

IB Diploma Program Grading Scale

7 : Excellent
6 : Very Good
5 : Good
4 : Satisfactory
3 : Mediocre
2 : Poor
1 : Very Poor
0: No Grade

A: 4.0 (5.0)
A- : 3.7 (4.7)
B+ : 3.3 (4.3)
B: 3.0 (4.0)
B- : 2.7 (3.7)
C+ : 2.3 (3.3)
C: 2.0 (3.0)
C- : 1.7 (2.7)
D+ : 1.3 (1.3)
D: 1.0 (1.0)
D- : 0.7 (0.7)
E: 0.0 (0.0)

GPA Scale (Weighted Scale - IB Diploma classes only)

GRADE REPORTING PARAMETERS

At the end of each semester, a report card will be mailed home. On PowerSchool, teachers will update assignments according to the Grade Reporting Parameters specified below. Parents and students are encouraged to monitor progress between grade reporting periods. Teachers post updates to PowerSchool every 2-3 weeks to keep all stakeholders informed about student progress in a class.

These updates may include recent assessments as well as formative check-ins during class time and/or homework. Formative assessments and homework do not impact the grade per our Standards Based Learning Policy but rather help inform on learning behaviors to help all students succeed.

Families and students should refer to each class syllabus, distributed at the beginning of each course, for details on the weight given to various course components.

In order to promote student self-advocacy, students should contact teachers as the first step in any grade or missing work issue.

These guidelines serve as approximate time frames for scores to be posted in PowerSchool. In the guidelines below one week equals five school days.

- Daily homework and formative check ins– one week
- Quizzes, tests, minor labs, journal entries or short stories (one page or less) – two weeks
- Extended lab reports, long essays or major projects – four weeks
- IB Internal Assessments – Prior to the assignment of the next Internal Assessment but no longer than six weeks. Please note, some IB assessments are externally graded.

Additional Guidelines:

- Expected due date and grade value of pending major assignments will be posted ahead of time.
- Feedback from homework, quizzes, drafts, study guides, which are necessary as preparation for a future major assessment, will be provided prior to that assessment.

Students are reminded and encouraged to discuss grade concerns, achievement issues and grade changes directly with the teacher.

Please remember that occasional technical complications such as upgrades, software issues and network failures can impact the availability and accuracy of the electronically reported grades. The teacher's records remain as the legally accepted document.

WIHI and WIMA staff make every effort to coordinate major IB assessments so that students have a manageable workload. This can result in planned delays in assignment scheduling and/or posting.

GRADING PERIODS

Four times during the school year, students will be assigned letter grades that reflect their achievement in each class. The second and fourth reporting periods represent the end of the two semester cumulative grading periods. Students should expect to sit for a cumulative exam at one or both of the ends of the semesters in most of their classes. The semester grade is cumulative and carries over from the first grading period (the quarter) to the second grading period. It is based on patterns, progress (improvement), and most recent ability. Students have an opportunity for a new start at the beginning of the next semester.

FAILURE, LOW GRADE, AND CREDIT RECOVERY POLICY

Grades 6, 7, and 8: Students who earn a grade of E in two or fewer core classes are placed on academic probation and must make up the credit in an approved summer school course. Students who earn an E in three or more of their core classes are determined not to have mastered the knowledge needed in order to move up to the next grade level at WIMA. If this is to occur, the student may need to seek other alternatives through the Ypsilanti Community School district. If the student still would like to remain at WIMA, the student and parent/guardian(s) must meet with WIMA's Principal, Ms. Do, to discuss repeating the student's current grade at WIMA.

Grades 9 and 10 (all subjects except French/Spanish): The International Baccalaureate Organization requires that the school ensure all students remain in "good standing." The IB is an all-honors curriculum. Students with a grade of D or E are not considered in "good standing." WIHI requires that failed classes (semester grades of E) must be successfully recovered in order for students to return to WIHI for the following school year. First semester grades of E in year-long classes may be successfully recovered by either:

- passing semester two of the course with a grade of C- or higher. OR
- successfully completing WIHI Summer Credit Recovery program

Second semester grades of E, or E grades in single-semester courses must be made up with successful completion of the WIHI Summer Credit Recovery program. Schedules and materials for the next school year will be issued to students who have successfully passed or recovered all required credits and are in good standing.

Successfully recovered "E" grades will be changed on transcripts to "G" (passing credit earned, with full academic credit awarded; no impact on GPA). Counselors and administrators may consider exceptions on a case-by-case basis

9th and 10th grade eligibility to return to WIHI:

Students who have not passed three or more semesters of any combination of literature, mathematics, social studies, or science are not eligible to return to WIHI based on the necessary foundational skills needed to continue in the International Baccalaureate program.

Grades 9 and 10 (French/Spanish): The IB offers three levels of language acquisition at the Diploma Program level: Ab initio, Standard Level and Higher Level. Our Ab initio classes run simultaneously within the level 1 and level 2 classrooms (and can be taken by sophomores, juniors or seniors) while the Standard Level and Higher Level are conducted together junior and senior year only. *To best support students in their development of language, any student performing below a C- at the end of the year in French/Spanish 1 or French/Spanish 2 will be placed on the Ab initio track* to best set them up for success and help set a solid foundation of the basics. Rather than offer a summer credit recovery program for Spanish/French, the student will join the Ab initio path the

following year. If they take Ab initio their sophomore year, then they will be in Ab initio 2 their junior year and SL 1 their senior year and take the Ab initio exam then. If they take Ab initio their junior year, then they will take Ab initio 2 their senior year and take the Ab initio exam. Please contact the Language Acquisition department head or your student's primary counselor for more information.

Grades 11 and 12 (IB Subjects): The International Baccalaureate Organization requires that the school ensure all IB Diploma candidates remain in "good standing". The IB is an all-honors curriculum. Students with a grade of D or E are not considered in "good standing." A semester grade of E in an IB course will require the student to take an equivalent IB course or return to their sending school for the remainder of their high school education. Removal for a grade of E in the senior second semester may be appealed to the administration. The administration's appeal decision is final.

A semester grade of D+, D, or D- in an IB course must be followed by a grade of C or better in the next marking period and semester or the student must return to their sending school. Seniors with a first semester grade of D+, D, or D- may be removed from the IB exam roster in that subject, causing the student to forfeit their chance to earn the IB Diploma in their year of graduation.

Grades 11 and 12 (non-IB courses): Juniors and Seniors who fail a non-IB semester course must make up the credit in the manner described for grade nine and ten students.

Students with special circumstances such as family tragedies, traumatic health issues and externally mandated diploma requirements may appeal this policy to the principal for individual consideration as needed.

11th and 12th grade eligibility to return to WIHI:

Students who have not passed (final semester grade of "E") one or more IB course(s) are not eligible to return to WIHI based on the necessary foundational skills needed to continue in the International Baccalaureate program. *Students who qualify (missing 1-2 major assessments) for credit recovery may work with a counselor to coordinate summer credit recovery class.

SCHEDULING POLICY

1. Students must select and maintain a minimum of 8 credit classes each semester in order to qualify as a full-time student.
2. Each spring, courses for both semesters of the next school year must be carefully selected. The master schedule is based on those selections. Schedule changes made after that time cannot always be accommodated.
3. Students may request changes during registration for semester 1 and during the week prior to the first day of each semester. Schedule changes will not be made on the first day of classes.
4. Requests are made on a change request form with parent or guardian authorization of the schedule change.
5. Schedule changes are not made for teacher or period changes.
6. Students cannot drop an IB course and remain eligible for the IB diploma.

IB COURSE SELECTION

All students must take six IB courses. In accordance with the IB Diploma Program, these courses must include IB Literature, an IB History course, an IB math course, an IB science course, an IB language acquisition course, and a sixth-subject course.

With administrator and department faculty approval, students may request to take a second science as their sixth-subject course and must meet the following criteria:

- There must be seat availability in the course.
- Students must have at least a 3.85 cumulative unweighted grade point average and maintain it throughout the junior and senior year.
- Students must have a demonstrated ability to sustain this additional workload confirmed by administrative and department faculty approval.

With math department approval, students may take a Higher Level (HL) math course for their 2 year IB math course:

- There must be seat availability in the course.
- Students must have at least an average of at least 7 in their Knowing and Understanding categories to be recommended for the HL courses. These averages must be maintained throughout their junior and senior year.
- Students must have a demonstrated ability to sustain this additional workload confirmed by administrative and department faculty approval.

HL AND SL SELECTION

All students must register for at least three higher level (HL) and three standard level (SL) exams at the beginning of their senior year. Students selecting to take four exams at the HL level must have at least a 3.8 cumulative unweighted grade point average and administrative and department faculty approval.

GRADING POLICY

Semester letter grades for each academic course is calculated with the goal of reflecting a student's learning during the semester. Student learning is evaluated based on patterns, improvement, and most recent performance. No portion of a student's grade will be awarded for homework completion or participation.

No individual MYP assessment may account for more than 15 percent of a student's semester grade. No individual DP assessment may account for more than 20 percent of a student's semester grade.

Students who have not completed all IB required assessments by designated due date or, in special circumstances, alternative date approved by the teacher and the DP coordinator, will be assigned a failing grade for the semester.

All students will have the opportunity to reassess quizzes, tests, projects, essays, and other major assessments if the original was submitted on time and upon completion of an academic reflection such as a written reflection, self-assessment, test corrections, practice activity, teacher-student conference, etc. The reassessment window will be two weeks from the date of feedback being received. Students who did not complete the original assessment due to an excused absence must do so upon return to class. If it is an in class assessment, the student will schedule a time with the teacher to complete it. If it is an essay or project, the student will turn it in during the next class period.

LATE WORK (6th-11th grades)

It is within the teacher's discretion to grant extensions based on individual circumstances for students. As our school culture promotes communication, we encourage students to communicate with teachers and counselors as soon as they know there will be difficulty in taking or completing an assessment. Late work without an approved extension by teacher (at least 24 hours in advance) or SST will not be accepted (this includes unexcused absences on a due date or test date) **unless it is the last chance in the category and they do not yet have a grade in the category.** The assignment will be recorded as an INS and factor into the CURRENT grade accordingly depending on a departments agreed-upon necessary work required for a grade.

In the event that a student has an excused absence and does not submit an assignment or complete a necessary assessment, the student will be asked to complete it the following class period. If a student fails to do this, they will have to wait for the next opportunity to demonstrate their learning on that standard. If this happens at the end of the semester, the grade will remain a 0 and will impact the overall category grade. Failure to submit/complete all assessments in a class could negatively impact the students grade as there will be insufficient evidence of learning.

LATE WORK (12th grade)

Students in 12th grade or primarily 12th grade classes (ie. ESS or Sports, Exercise & Health Science) are expected to follow the 12th grade late work policy.

SECTION I. General Policies, In-class activities, In-class assessments

Purpose: This late work policy for seniors is designed to continue establishing practices that will benefit students during and after high school. WIHI faculty and staff continue to empower students toward successful workload and stress management through clear communication of expectations regarding work quality and submission, while modeling care and advocacy for students' individual needs.

Practices:

1. ALL assignments are due by the date given by the teacher and/or posted on Google Classroom.
2. No late work will be accepted, unless an extension is requested **and** granted by the teacher at least 24 hours prior to the due date. Students with an IEP or 504 plan should follow the agreed upon guidelines written into their plan.

3. Work not submitted by the due date will result in a zero for the assignment and an INS for the category until new work is assigned and graded.
4. In order to not receive an INS for a final category grade, students are required to have submitted more than half of the required work for the category. The final number is based on the total number of assignments for each category during the grading period.
5. Students who miss an in-class assignment or assessment due to an excused absence will receive the number of days they were excused for to make up and submit the work as required by the teacher. This may require the student to meet with the teacher during Team time.
6. If an assignment and/or class work is missed due to an unexcused absence, students will not be able to make up that work. Students with extenuating circumstances will work with their support team member to communicate with classroom teachers.
7. Retakes and corrections are permitted based on the department guidelines

SECTION II. IB Diploma Program Internal and External assessment submission guidelines

Purpose: The IB assessment process is a vital opportunity for students to show growth, attain college credit and complete the IB Diploma process that comprises many years of the student's learning journey. IB assessments that contribute toward students' Diploma scores include Internal Assessment projects, oral exams, portfolios and more. At WIHI, our staff works closely with students and families to facilitate success through practice, scheduling balance and content-specific feedback. We also adhere to IB guidelines regarding failing conditions. The following practices are in place to set all students up for success throughout their time in the Diploma Program.

Practices:

1. All required IB assessments will have a due date at least 2 weeks prior to the end of the semester.
2. All required IB assessment rough and final drafts are due on deadline dates posted to Google Classroom. Submissions are due to the designated assignment slot on Google Classroom.
3. If the final draft (or rough draft meeting the minimum requirements) is not submitted as assigned, the semester grade will be overridden to an E. (Per IB guidelines, any missing IB component is an automatic Failing Condition for the course and diploma.) *This also applies to the individual speaking tests for Language Acquisition and Language and Literature.* Teachers are encouraged to add a PowerSchool comment regarding the failing condition and path to Grade Change. The failing condition will be removed upon successful submission.
4. Rough Drafts (that meet the minimum requirements determined by each department) will be used as final drafts should the final draft not be submitted by the deadline.
5. After communicating with the IB coordinator, 12th grade counselor, students and families prior to the final deadline for IBIS submission, **teachers will mark an official non-submission in the IB Information System** for any student that has not submitted any draft by that final deadline and without an SST supported extension. *Any non-submission of a required IB component results in a forfeit of the IB diploma. IB coordinator and senior counselor will communicate with the student and family to discuss next steps and goals if this occurs.*
6. If awarding a process grade for the IB assessment, students will receive an INS for any component not submitted on time. *The overall process grade will be determined by patterns, progress and most recent score per our Standards Based Learning guidelines.*

7. Check point work for required IB submissions completed during class time are subject to the Senior Late Work policy.
8. If awarding a course grade for the Internal or External assessment submission, the late work policy and excused absence policy applies to any work that was not submitted by the deadline: Seniors receive an INS, Juniors receive a grade ONLY if it is the last chance in that category and there is no other evidence of learning in that category. **Juniors in Senior IB classes will be held to the same standards as Seniors per the course syllabus.*
9. Extension Guidelines:
 - Student (or SST member) may make a written request to the IB teacher and IB coordinator for an extension/alternative deadline
 - Written request must be submitted and approved at least 24 hours prior to the deadline
 - Maximum extension length is 1 week beyond the deadline
 - Must be approved in writing by teacher and DP Coordinator
 - 1 extension per assessment only
 - Will be noted on PowerSchool
10. If no Extended Essay draft is submitted before the IB registration deadline date of November 15, then the student will be registered as a course candidate in the IB Information System. IB coordinator will lead family communication regarding automatic shift to course candidacy.

ACADEMIC INTEGRITY

As an IB World School, it is expected that WIMA/WIHI students follow the highest standards of principled personal conduct. These standards include personal honesty, discipline and integrity.

We believe that students are in school to do their own work. We assume that any school work that is turned in for credit by a student is a result of that student's effort. Generally, academic misconduct occurs any time a student turns in work which is not their own. Academic misconduct is a serious violation of school and IB policy.

Homework: Daily homework assignments should represent reasonable effort on the part of the student. Generally, collaboration (working together, not copying) among students on such assignments as laboratory reports and daily mathematics homework is acceptable. However, teachers may periodically designate homework and laboratory assignments on which collaboration is not permissible. The direct copying of someone else's work is never allowed.

Closed Book Quizzes, Tests, and Assignments: The results of a quiz or a test should represent only the student's work. This work must be performed during the testing period without any unauthorized assistance. Students who receive administrative authorization to complete an

assessment earlier or later than the scheduled testing period must take additional care to avoid giving or receiving information that would result in an unfair advantage. Specifically, this language prohibits such behavior as looking at another student's paper or having inappropriate written material available for use.

In all testing situations, it is the student's responsibility to be certain that all desks and all writing papers are clean and personal behavior is appropriate. Thus, eyes should not scan the room, conversations should not occur with other students and tests should stay on the desks.

Open Book Tests: The same rules apply to open book tests that apply to closed book tests, except that teachers will define the specific resources that a student may use.

Major Papers and Projects: The basic requirement is that a student turns in their own work. A student must be able to verify that all work—essays, projects, papers, journals—turned in for credit is their original work. Plagiarism or the use of purchased or borrowed papers is specifically prohibited.

Unauthorized Assistance: Authorization for what type of support is allowed on any assignment will be directly communicated by school faculty or staff member for each assignment. This may allow or disallow support and assistance such as academic tools, online support, collaboration with other students and sources, etc. Students who provide unauthorized assistance to themselves or others: (i.e. papers to be copied, answers to tests, copies of tests or test questions) have violated the policy.

ACADEMIC MISCONDUCT

WIMA & WIHI and the IB define misconduct as behavior that results in, or may result in, a student or any other student gaining an unfair advantage in one or more assessment components. Academic misconduct found by the teacher and/or external examiner on IB assessments may impact a student's IB diploma acquisition.

Misconduct may include:

- **Cheating:** defined as a dishonest violation of rules or giving or receiving unauthorized information in academic, extracurricular or other school work, so as to give an unfair advantage. Examples may include:
 - Unpermitted collaboration on assigned work
 - Unauthorized use of a cheat sheet, reference materials, or electronic resources
 - Passing test or quiz information to other students
 - Unauthorized use of previously administered assessment

- **Plagiarism:** defined as the representation of the ideas or work of another person as the student's own. Examples may include:
 - Submitting a body of work created by another person
 - Using another's words or ideas without proper citation
 - Having another person complete work assigned to you
- **Lying:** defined as making a statement one knows is false, with the intent to deceive or with disregard for the truth; to give a false impression. Examples may include:
 - Fabrication of data or information
 - Forgery of a signature on documents
 - Changing a grade or attendance record in a teacher's gradebook or in the attendance record
 - Making statements that you know have caused a false impression
- **Stealing:** defined as taking or appropriating without the right or permission to do and with the intent to keep or improperly use it. Example may include:
 - Stealing copies of tests or quizzes
 - Accessing the teacher's answer key
 - Using the teacher's edition of the textbook
 - Stealing another student's homework
- **Forgery:** defined as replicating the signature or another person on a document and using this document in or out of the school as if it featured a valid signature. Examples may include:
 - Forged hall passes
 - Forged parent/guardian signature on syllabus/course grading procedure/ permission slip
 - Forged teacher signature on a permission slip
- **Falsification:** defined as inventing any information, data, or citation in any academic work. Examples may include:
 - Changing data on a lab report
 - Citation of information not taken from the source indicated
 - Submission of false or fictitious data
- **Multiple submissions:** defined as submitting substantial portions of any academic exercise more than once without prior authorization and approval of the teacher. Examples may include:
 - Resubmitting an assignment when only one submission is permitted
 - Creating numerous accounts on websites in order to submit more than one version of an assignment
 - Resubmitting an assignment from a previous course for a current course
- **Complicity:** defined as facilitating any of these preceding actions or performing work that another student then presents as their own work. Examples may include:
 - Copying someone's homework/assignment
 - Allowing someone to copy your homework/assignment
 - Passing along a cheat sheet
 - Using an electronic device to share test questions and/or answers
 - Revealing information about specific test questions and or answers to students in later class periods

- Any other behavior which gains an unfair advantage for a candidate or which affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying records, disclosure of receipt of confidential information about assessments).

Incidents of academic misconduct may result in the following consequences: parent notification, re-assessment with reduction in credit, loss of credit and assessment opportunity and notifying prospective colleges. See the table below for more specific details.

Academic Misconduct Incident	Consequence and Follow up
WIHI (Grades 9-12)	
1st incident*	Parent/guardian contact made by classroom teacher, classroom teacher completes academic integrity referral for log entry, student may retake/redo the assessment for up to a maximum score of 6 (out of 8).
2nd incident*	Parent/guardian contact made by classroom teacher and/or Dean of Students, classroom teacher completes academic integrity referral for log entry, student may retake/redo the assessment for up to a maximum score of 3 (out of 8), colleges may be notified by college counselor, student's teachers are notified by Dean of Students
3rd (or more) incident*	Student is required to meet with Dean of Students and their parent/guardian, log entry completed, student may retake/redo the assessment for practice, however, no credit can be earned, colleges will be notified by the college counselor, student's teachers are notified by Dean of Students *If the assignment is required for a DP course, the student must still submit the assignment
WIMA (Grades 6-8)	
Non-graded activity or assignment	Student redoes assignment and meets with a restorative practices team member to learn more about academic misconduct
1st incident*	Parent/guardian contact made by classroom teacher, classroom teacher completes academic integrity referral for log entry, student may retake/redo the assessment for up to a maximum score of 8 (out of 8).
2nd incident*	Parent/guardian contact made by classroom teacher and/or Dean of Students, classroom teacher completes academic integrity referral for log entry, student may retake/redo the assessment for up to a maximum

	score of 6 (out of 8), student's teachers are notified by Dean of Students
3rd (or more) incident*	Parent/guardian contact made by classroom teacher and/or Dean of Students, classroom teacher completes academic integrity referral for log entry, student may retake/redo the assessment for up to a maximum score of 3 (out of 8), student's teachers are notified by Dean of Students

**If the academic misconduct takes place on a semester final, the student is not eligible to redo the assessment, regardless of any previous incidents. The end of the semester is a final grading point and cannot be extended without extenuating circumstances approved by the student's school counselor and administrative team due to the need to post grades in a timely manner at the end of each semester.*

Teacher Practices - Students and families can expect the following behavior from teachers:

- At the beginning of each course, each teacher will review with the students the academic expectations and the grading procedures for that course.
- All assessments should be actively monitored by a staff member.
- Assessments which are given from year-to-year will be kept under tight security.
- All make-up assessments will be proctored.
- All make-up assessment files will be kept under close security to ensure integrity for students needing to make up a missed assessment or the assessment will be different from the original test to ensure clear assessment of standards.

NO HOMEWORK WEEKEND/ TEST and MAJOR ASSIGNMENT POLICIES

No Homework Weekend

Rationale

No homework weekends were implemented to provide students with a break from the demands of the WIHI & WIMA curriculum. Students who are refreshed and enthusiastic have a better attitude toward learning and a greater capacity for creativity.

Policy Summary

Students are not to be assigned homework which will require them to work over a no homework weekend. This policy includes the situations detailed below:

1. Assignments requiring preparation cannot be scheduled for the first class period back from a no homework weekend. This also applies to essays or projects that have not been assigned at least one week prior. This does not include practice IB exams.
2. The homework prohibition agreement includes class work given during the class period prior to the weekend unless the class time was sufficient to complete the assignment. In the same

vein, assigning “unofficial” homework or materials necessary for a test/quiz on the next class period is also not acceptable.

3. Even if teachers find their plans impacted by absences, vacations, assemblies, etc., they are not permitted to impose homework on a no homework weekend.
4. Acquiring students’ agreements to do the work now or face more work at a later time period in the future does not provide exemption from a no homework weekend.

No More Than Two Tests/Major Assignment Policy

The “no more than two tests or major assignments on the same day” policy was implemented to allow students sufficient time to achieve to their fullest potential. Teachers are required to schedule tests and major assignments so that there are no more than two due on any given day.

When students receive a third assignment, they should promptly bring this to their teachers’ attention and ask for an alternative due date. The teacher who was not able to schedule the assignment on the assignment calendars needs to reschedule the assignment. Circumstances at times may necessitate scheduling of more than two tests. The teacher can receive administrative approval for these circumstances.

Assessment Moratorium (one week prior to exams) Policy

This policy is designed to promote balance and allow students and teachers to use class time to prepare for exams. No required major projects, assignments or assessments may be due the week prior to semester or final exams. Exceptions will be made for courses where semester or final assessments are given prior to exam week.

Policy Violations

When the “no homework weekend” policy, “no more than two tests/major assignments” policy or “assessment moratorium” policy is being violated, students’ first action is to discuss it with their teacher. If they cannot arrive at a satisfactory solution, they can bring the situation to the attention of the Dean of Students or Principal by asking the main office to schedule a meeting with the administrator.

PERFORMANCE MATERIAL POLICY

Co-curricular sponsors will select performance material based on consideration for a broad audience and its values, including sensitivity to our uniquely diverse community (including the community and its subgroups). Sponsors and administration will collaborate on each performance prior to final material selection. If the sponsors and administration are unable to reach consensus regarding appropriateness and/or editing of the selection, a committee will review the material and provide recommendations. The committee will be comprised of a broad representative team, selected by the

sponsors and the principal. If the committee is not able to achieve a consensus decision, the final decision will rest with the Joint Steering Committee.

WIMA/WIHI STUDENT AND FAMILY LEARNING AGREEMENT

Tools for a Successful School Year: A Planning Guide for Caregivers and Students

A successful school year begins with planning, communication and collaboration between caregivers, students and educators. We encourage all families to plan proactively with the strategies below to establish a foundation for positive learning and growth. Please review these suggestions at the beginning of the school year for all classes, answer the questions together and then create a plan with your student as to how you will accomplish positive planning, communication and collaboration for your student's success.

Proactive Strategies

Encourage students to lay out goals and priorities. Having an idea of what students want to accomplish, where they want to end up and what's important to them helps them have a proactive year.

- What are your student's goals for each class this year? For school as a whole?
- What are some weekly goals you can establish to meet these yearly goals (e.g. completing all homework the day it is assigned, ensuring that all assessments are completed on time and retaking all assessments that fall below a 70% are some examples)

Help your student to get organized. A daily planner, organizational folders and a clean study area are all a must! Meet weekly to create a weekly action plan with your student. Review all required work for the week. Write down the task, the due date, the time estimated to complete it and then prioritize the task and schedule time to complete it.

- What tool will your student use to record daily assignments for each class and note when they are complete and turned in?
- How will your student organize papers for each class noting what needs to be turned in, what is completed and what has been returned?
- Where will your student study at home and what items will your student need there?

Stop and reassess. About once a month, stop and reassess action plans with students. Sometimes circumstances and variables change, and those changes can affect students' goals. Make both you and the student ask questions like, "Are you still going down the right path?" "Have any variables changed that will affect your plan?"

Review action plans regularly. It's also important for students to regularly check in with their action plans. Encourage your student to have a tangible plan that can be accessed easily on a device or in a binder.

Aim for progress—not perfection. Sometimes progress takes time. Students may not be able to accomplish all the action items on their action plans. Aiming for progress—rather than for perfection—will allow students to maintain perspective, celebrate achievements, and continue persevering towards their goals.

Encourage your student to engage with the educational community. Encourage your students to ask questions in class, online, with peers and teachers to clarify the content or look for deeper meaning. This habit will help your student to stay connected in all classes.

- What are two questions your student has regarding each class each week? Have your student write these down and ask the teacher during class or via email to build connection and learning relationships.

Promote a growth mindset with your student . Encourage your student to gain experience and learn from mistakes rather than to seek perfection.

- Share learning that occurred for others from mistakes made.
- Share mistakes at the dinner table or in the car that you all learned from on a daily basis.
- Encourage your student to take advantage of retake policies for assessments in each class

Help your student to establish a work ethic and determination with other tasks. Learning how to be dedicated and responsible through summer jobs and chores with positive and negative consequences at home can easily carry over into the way your student views their education.

Visualize the big picture with your student. Encourage your student to investigate careers, talk to friends and family members about what they do and to discuss skills that they use most in the workplace. Connect these to the approaches to learning and IB rubrics and discuss how their learning now can prepare your student for the future.

Help your student to get involved. Going through school is much more rewarding when you're involved and build meaningful connections in and outside of the classroom.

- Write a list of interests with your student which might be a great club interest. Encourage your student to find clubs that are similar at the annual club fair.
- Encourage your student to reach out to their class advisor for suggestions as to school involvement.

Remind your student to eat, exercise and sleep. It's important to take care of your body! When food, exercise and sleep are compromised, it affects every other part of your life. Have a specific place so that they may rest uninterrupted.

Remind your student to have FUN. Most importantly, life isn't supposed to be brain numbing and boring. Enjoy the little things every day, and don't forget to smile.

- Ask your student to share something fun that they did on any given day.
- Ask your student to share a funny story of an interaction they had at school.

Recognize when help is needed:

Sometimes students aren't able to accomplish their goals without help from other people or sources. For example, if a student's action item is to earn a 700 on the Math SAT, they may need to get a tutor or use a support program to reach that goal.

Identify obstacles to success. Creating action items is key—but identifying what stands in the way of students' success is also an important piece of the puzzle.

A student may articulate a goal of raising a grade from a D to a B. If the student determines the grade is low because they aren't doing homework, dig deeper to find out why. Is it because they have distractions? Is the student spending too much time on social media or playing video games? Is it because the student has to take care of younger siblings or work outside the home? Once students identify obstacles, you can help them determine how to eliminate or circumvent roadblocks.

Interventions families can initiate: Contact counselors and teachers for suggestions and support, tutoring after school, lunch learning lab, spanish tutoring, math learning center and/or writing center.

When there is a concern regarding academics, behavior, or interpersonal interactions within the classroom, students (with family support) should email the teacher, or teachers, directly to discuss the concern. This may mean scheduling a time to discuss over the phone, meeting with the educator and student, or an email exchange. If students need support with this communication, they are encouraged to reach out to a student support representative for assistance. If the concern is unresolved or there is a need for greater intervention after the initial communication, please contact your designated counselor or an administrator for additional assistance.

Academic policies have been adapted from International Baccalaureate Academic Malpractice policies and Novi High School (MI) Academic Integrity Policy

ATTENDANCE

WIMA and WIHI believe that academic achievement requires high expectations and strong commitment. Regular and punctual attendance is essential for effective learning.

EXCUSED ABSENCES

Daily excused absences will be granted for such reasons as personal illness, family illness, pre-arranged family or college visitation trips, medical, dental, or legal appointments, religious holidays, funerals, and transportation concerns. Parents/guardians who wish for their student's absence to be recorded as excused must telephone the school office no later than noon on the school day following each day's absence. Parents/guardians are required to tell the office the specific reason for the absence. Administrators may request doctors' verification for excused absences.

If the school is not contacted within this time frame, the absence will be recorded as unexcused. If the parent/guardian is going to be unavailable, please notify the school regarding who will be responsible for calling in any absences, if necessary. Notes from home are not accepted to excuse an absence after it has occurred. The only students able to excuse themselves from school are independent eighteen year-olds (or older) who have established separate residency and are financially independent of their parents/guardians.

Students who will be absent three or more days for pre-arranged family trips, college visits, etc., must contact administration and their teachers to obtain assignments which will be given while absent, and complete the appropriate form, available in the main office, prior to the absence. The student's parent/guardian must notify the school by letter/email in advance of the absence and receive the principal's permission.

Unless prior arrangements have been made with the teacher, students are given the number of days they were absent to complete missed work and submit it. If the absence was not excused, then the student is not given any additional days to complete the work.

The school strongly discourages long planned absences or extending school vacations into lengthier holidays. Our data indicates that student ability to maintain good grades is impacted by extended absences. Each school day is important. Consideration will be given to international trips with educational components.

EXEMPTED ABSENCES

These absences must be pre-arranged. All absences which can be reasonably foreseen must be approved by the use of the pre-arranged absence form and receive written approval from the principal. Absences are recorded as exempt if the student gets written permission from administration and teachers of classes from which the student will be absent.

Teachers must be contacted for appropriate assignments within a reasonable time (reasonable time is generally considered to be two class periods prior to the absence) and the teacher's signature obtained on the prearranged absence form. For approved, exempted absences, students are given the number of days they were absent to complete and submit assignments and/or take assessments.

Exempted absences will be granted for such reasons as:

- WIHI or home school sponsored sports or academic competitions (with supporting documentation)
- Office or counselor appointments
- College visits- total of two visits in grade 12 or semester two of grade 11, extra visits will be considered as excused, not exempt
- Mandatory college/scholarship interviews, presentations, performances
- Field trips or other school sponsored activities announced at least one week before
- Religious holidays (maximum of 5 days)
- Funerals of immediate family members (maximum of 5 days)
- Chronic illness certified in writing by a doctor
- Snow day in student's local district or Ypsilanti Community Schools
- Extended illness (5+ consecutive school days) certified in writing at the time by a doctor
- Outside-school competitions or activities – These will be handled on a case-by-case basis and may not exceed 5 days. Students with serious academic difficulties, a history of incomplete or late assignments, a current grade in any class of D or E, or poor attendance records (more than 5 absences in one class) are not eligible for this exempted absences category. At least one week prior to the event: the parent/guardian must apply, in writing, to the principal; and the student must notify current teachers, get assignments and return the completed pre-arranged absence form to the office.

UNEXCUSED ABSENCES

Absences will be considered unexcused for the following reasons:

- oversleeping
- parent/guardian or student tardiness or forgetfulness
- class cuts/ skipping class
- studying for a test instead of attending class
- leaving class or school without permission
- tardy to class more than 5 minutes (10 minutes in 1st period)
- no specific reason for absence
- an absence not called in by noon on the school day following the absence

Please also see the policy for excessive absences as it relates to unexcused absences. Extenuating circumstances may be discussed with the principal. The school reserves the right to determine which absences will remain unexcused and which ones will be converted to excused.

Students who consistently receive unexcused absences during assessments may be required to meet with an administrator to discuss possible solutions. Students who receive frequent unexcused absences during assessments may also be reported to colleges through the disciplinary portion of the admission process. Students and families will be informed of this possibility before colleges are notified.

EXCESSIVE ABSENCES

Please review our intervention process below for absences. Students become chronically absent when 10% of school days are missed (approximately 18 days). Exempted and excused absences will inform the cause for absences and our follow up will still apply for all student absences.

Absenteeism Patterns
3 consecutive days of unexcused absences
3 non-consecutive days of unexcused absences within a 45 day period
4 unexcused late arrivals/tardies in a semester
Combination of 5 excused, unexcused, and/or disciplinary absences in a school year

Level 1

Level 1 intervention should be implemented when a student has missed 5 days of excused, unexcused or disciplinary absences.

Intervention - Building Level
Explore root causes
Engage students and parents/guardians in conversations about importance of attendance
Call, text, email parents/guardians to express concerns
Initiate concerns about homebound services in cases of medical or mental health issues
Enter all communication attempts into PowerSchool log
Celebrate improvements

Level 2

Level 2 intervention should be implemented when a student has missed 10 days of excused, unexcused or disciplinary absences.

Intervention - Building Level
Explore root causes
Engage students and parents in conversations about importance of attendance
Send a Powerschool attendance letter indicating an attendance problem
Initiate concerns about homebound services in cases of medical or mental health issues
Enter all communication attempts into PowerSchool log
Schedule a meeting with parents/guardians and student.
Celebrate improvements

Community Liaison (in pairs) conduct a home visit
After an attempt is made, if needed, school may request a home visit with the Sheriff's Liaison Officer or Community Support and Treatment services
Document all communication attempts into PowerSchool log

Level 3

Level 3 intervention should be implemented when a student has missed 15 days of excused, unexcused or disciplinary absences.

Intervention - School/District Community Liaison
Explore root causes
Engage students and parents in conversations about importance of attendance
Required building level Truancy Hearing to coordinate an attendance plan, explore the reason for absences, available resources and support, consequences of chronic absences, and agreement that all parties sign to improve attendance
Recommend appropriate academic remedial services as needed

Connect students to mental health screening if appropriate
Explore the need for a special education evaluation as needed
Arrange for work to be sent home if a student is out for extended periods of time
Call DHS in cases of suspected neglect and/or abuse
Make a truancy or educational neglect case management referral to the Washtenaw County Juvenile Court
Enter all communication attempts into PowerSchool log
Celebrate improvements

Level 4 - Persistent Chronic Absence or Truancy

Level 4 intervention should be implemented when a student has missed 18 days of excused, unexcused or disciplinary absences.

Intervention -District - Community Liaisons
Refer to WISD Truancy Officer to hold a meeting with the student, parent/guardian
All communication attempts and plan progress into PowerSchool log
Celebrate improvements

<https://truancy.wash.k12.mi.us> (This section is modified from YCS policy)

ATTENDANCE ALERTS

School personnel will notify parents when we have attendance concerns. If you receive a written message, it will ask that you discuss the message with your child. If questions or concerns continue to persist, call the secretary or have the student see the secretary before school, during lunch, or after school. In the case of continued absence, families will be notified and a conference may be required.

SNOW DAYS

Washtenaw International High School and Middle Academy will be closed when Ypsilanti Community Schools and/or Ann Arbor Public Schools are announced as closed due to inclement weather. Students should listen to local radio stations or TV stations for the announcement that “Ypsilanti Community Schools and/or Ann Arbor Public Schools are closed”. If a student’s home school district is closed but WIHI/WIMA is open, the student

and the parent/guardians should decide if it is safe for the student to travel to school. If the family determines that it is not safe to travel, a parent/guardian needs to call the absence into the office and explain that the absence is due to the sending district's snow day. The absence will be marked as exempted and not counted towards the cap of allowable absences. The day the student returns to school, the student should speak to teachers of all missed classes to acquire the missed work.

TARDINESS

Students are expected to be in their seats ready to work at the beginning of class. Students who arrive tardy in the morning due to a late carpool should report to the office where a hall pass will be given. It is the student's responsibility to inform the teacher of arrival after attendance has been taken. Students who are late to class and do not have a pass excusing the tardy will be assigned an unexcused tardy. A pattern of unexcused tardiness and/or unexcused absences will result in administrative disciplinary action.

Attendance reports are run every two weeks. Students who are consistently tardy to 1st hour will have a meeting with the Dean of Students and may include the student's parent/guardian. This meeting will be to provide support and make a plan to help the student to get to school on time each day.

Consequences for students with 3 or more tardies in 2nd through 4th hours in a two week period are the following:

3-5 tardies	Warning email from Dean of Students to both student and parent/guardian
6-8 tardies	Email sent home by Dean of Students AND 1 30 minute lunch make-up scheduled by the Dean of Students
9-11 tardies	Email sent home by Dean of Students AND 2 30 minute lunch make-ups scheduled by the Dean of Students
12 or more tardies	Additional lunch make-ups scheduled AND a parent/guardian meeting with student and Dean of Students *Student consistently having 12 or more tardies may lose the privilege of having passing time on their own

LEAVING SCHOOL DURING THE DAY

Students who leave WIHI/WIMA for any reason during the school day must sign out in the office. Approval to leave the school requires either a call to the WIHI/WIMA office line from the parent/guardian prior to

departure or a parent/guardian must give permission by phone. The student should contact the office upon arriving at school and a pass will be issued for the requested sign-out time. Before leaving the building the student needs to sign-out in the office. Upon return to school, the student must sign in at the office so we are aware of the student's presence in school.

Students who fail to sign out or fail to supply the school with prior parent permission will be considered unexcused and a restorative intervention may be assigned. Students who have been excused by a parent/guardian are expected to leave campus. Students may not be excused from class and remain on campus unless permission is granted by the administration.

CLOSED LUNCH

WIHI/ WIMA has a closed campus. Open lunch, or the departure from campus in order to eat or buy lunch, is not permitted. Students who leave campus without permissions as designated above will be considered unexcused and will have restorative intervention and consequences based upon the concern.

A closed campus also means that students may not order food to be delivered to the school during their lunch period unless permission is granted by administration. If a student makes this choice without permission, a restorative intervention and consequence will follow based upon the concern.

COURSE DESCRIPTIONS

The course descriptions are a guide to help students understand the content and expectations of the courses at WIHI & WIMA. Though choices in the sixth through tenth grade are limited, students are encouraged to explore as many options as they can before deciding on the six specific courses to study for the eleventh and twelfth grade International Baccalaureate Diploma Program.

LANGUAGE AND LITERATURE (Group 1)

WORLD LITERATURE (Grade 6, required)

Prerequisite: none

This course will provide an introduction to world literature. This course will challenge students to think deeply about other communities, cultures, and people, as well as their own. Students will read myths from around the world and social justice themed literature from America and China. Abundant practice in language arts skills including reading comprehension, literary analysis, historical context, and writing structure will prepare students for higher level work in literature courses. The contents of this course will require extensive writing in various forms including a variety of sentence structures, short paragraphs, essays, dialogues, journals, and creative expressions.

WORLD LITERATURE (Grade 7, required)

Prerequisite: none

This course will provide experiences with world literature. This course will challenge students to think deeply about other communities, cultures, and people, as well as their own. Students will read social justice themed poetry, short stories, and novels from around the world, America, and Eastern Europe. Abundant practice in language arts skills including reading comprehension, literary analysis, research, historical context, and writing structure will prepare students for higher level work in literature courses. The contents of this course will require extensive writing in various forms including a variety of sentence structures, short paragraphs, essays, dialogues, journals, and creative expressions.

AMERICAN LITERATURE (Grade 8, required)

Prerequisite: none

This course will provide experience with classic American literature. This course will challenge students to think deeply about classic American literature through the lens of social justice. Abundant practice in language arts skills including reading comprehension, literary analysis, research, historical context, and writing structure will prepare students for higher level work in literature courses. The contents of this course will require extensive writing in various forms including a variety of sentence structures, short paragraphs, essays, dialogues, journals, and creative expressions.

(H) MYP WORLD LITERATURE (Grade 9, required)

Credits 1.0

Prerequisite: none

This course will provide a historical survey of world literature. This course will challenge students to study both colonial and post-colonial literature of Europe, Asia, the Caribbean, and Africa. Abundant practice in language arts skills including reading comprehension, literary analysis, and research will prepare the student for higher-level work in literature courses. The contents of the course will require extensive writing of various forms, including essays, dialogues, journals, and creative expressions.

(H) MYP AMERICAN LITERATURE (Grade 10, required)

Credits: 1.0

Prerequisite: World Literature

This course will provide a comprehensive survey of literature from the Americas and reflects the time periods explored in American Studies. Students will examine the mythological, philosophical, historical, cultural and artistic elements of North, Central, and South America from the 17th century to the 21st century. Abundant practice in language arts skills including reading comprehension, literary analysis, and research will prepare the student for higher-level work in language arts. The course contents will require extensive writing of various forms, including essays, discussions, journals, and creative expressions. All major assignments prepare students for final IB English assessments.

IB ENGLISH HL or SL (Grades 11 & 12, required)

Credits 2.0

Prerequisite: World Lit. and American Lit.

This two-year course promotes oral and written communication skills, and a respect for the English literary heritage, while providing complementary international perspectives through the study of World Literature. In the junior year course, students will study Works in Translation in the first semester and Literature and Film comparison in the second semester. In the senior year course, students will analyze poetry, short stories, and

essays on gender for the first semester. Within the second semester, students will study drama and drama conventions.

Through this, students will develop and practice their powers of expression and the skills involved in writing and speaking in a variety of styles and situations. Students will study a range of literary works of different periods, genres, styles and contexts. Students will explore ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works. Students develop the ability to engage in close, detailed analysis of written text.

IB Final Assessment: External – a written commentary, a written essay, a World Literature essay, and a three-hour written examination at the conclusion of the two years; Internal – taped oral commentary and individual oral presentation.

LANGUAGE ACQUISITION (Group 2)

MYP SPANISH 6,7 & 8 (Grades 6-8, required)

Credits 3.0

Prerequisite: none

This three year course introduces students to the basics of the Spanish language as well as engages students with the Spanish speaking world and culture. Students explore basic sentence structures and learn about a variety of topics in the Spanish speaking world through comprehensible input strategies.

(H) MYP FRENCH 1, or SPANISH 1 (Grade 9, required unless enrolled in 1.5)

Credits 1.0

Prerequisite: none

In this course the student will begin to develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts as well as the interpretive skills of reading and listening. Students will begin to understand the structures that provide the foundation of the language and use those structures to make connections with target cultures and view the topics discussed from a global perspective. The target language is used 50% of the time or more.

(H) MYP FRENCH 1.5, or SPANISH 1.5 (Grade 9, required unless enrolled in 1)

Credits 1.0

Prerequisite: Prior language experience in Middle School and/or teacher recommendation

In this course the student will continue to develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts as well as the interpretive skills of reading and listening. Students will continue to work with the structures that provide the foundation of the language and use those structures to make connections with target cultures and view the topics discussed from a global perspective. The target language is used 75% of the time or more.

(H) MYP FRENCH 2 or SPANISH 2 (Grade 10, required unless enrolled in ab initio course)

Credit: 1.0

Prerequisite: Level 1

Level II builds on the basic foundation established in Level I. Students further develop their ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs as well as engage in problem solving. The vocabulary is expanded throughout the theme-related units. The addition of grammatical concepts allows for more complex expression within the different units of study.

The student also learns to make deep connections and comparisons and is able to make observations on different issues from a global perspective. The target language is used as often as possible (80% or more) for classroom discussion and conversation.

IB FRENCH or SPANISH HL or SL (Grades 11 & 12, required unless enrolled in ab initio course)

Credits 2.0

Prerequisite: Levels I & II

This two-year course focuses on interaction between speakers and writers of the target language.

The student prepares to use the language appropriately in a range of situations and contexts and for a variety of purposes. The skills of listening, speaking, reading, and writing are developed through the study of a wide range of oral and written texts of different styles and registers. An appropriate range of grammatical structures are integrated with the study of themes and texts and the acquisition of skills.

IB Final Assessment: External - Three-hour examination at the conclusion of the two years (one reading and listening assessment and one writing assessment of 1.5 hours each in May); **Internal** - Recorded oral presentation and conversation with teacher

IB AB INITIO FRENCH or SPANISH (Grades 10-12, required unless enrolled in level 2 course, HL or SL course)

Credit: 2.0

Prerequisite: none

This two-year language course is intended for the student who wishes to study a new language in their junior year or for students who join WIHI as a sophomore with no prior language experience. Additionally, To best support students in their development of language, any student performing below a C- at the end of the year in French/Spanish 1 or French/Spanish 2 will be placed on the Ab initio track to set them up for success and help set a solid foundation of the basics. In this class, students are able to understand and respond appropriately to the spoken language (for example, in announcements, instructions, and requests, in the form of monologues or dialogues). Students will engage in conversation in order to deal with everyday situations. Students will understand short written passages on the defined topics: recognize essential notices (for example, signs, menus, timetables, advertisements) and be able to extract specific information from texts such as brochures, guides, and letters. The student will be able to carry out writing tasks such as short messages (for example, postcards, lists, notes); a letter; instructions; and short compositions. Students will attend class with Level I and II students.

IB Final Assessment: External – three-hour examination at the conclusion of the two years (one reading and listening assessment and one writing assessment); **Internal** – Recorded oral presentation and conversation with teacher

INDIVIDUALS AND SOCIETIES (Group 3)

MYP WORLD STUDIES 6 (Grade 6, required)

Credit: 1.0

Prerequisite: none

Sixth-grade students will explore the tools and mental constructs used by geographers as they study contemporary world geography. Contemporary civics/government and economics content is integrated

throughout the year. As a capstone, the students will conduct an investigation of a global issue. Using knowledge, research, and inquiry, they will analyze an issue and propose a plan for the future, including a persuasive essay. Course topics, in accordance with the 2018 draft revision to the Michigan state expectations, include: geography, public discourse, decision making, citizen involvement, civics, government, and economics.

MYP WORLD STUDIES 7 (Grade 8, required)

Credit: 1.0

Prerequisite: none

7th Grade World Studies provides a comprehensive historical and geographical survey of the world. Through the use of historical and critical thinking skills, students are introduced to many of the world's early societies. Students examine the development and origins of early social, political, cultural and economic systems. Students also examine belief systems through a comparative lens, modern statehood, and global citizenship. The course requires extensive academic writing, research, presentations, debates and other creative and analytical expressions to help students develop as communicators, thinkers, and knowledgeable inquirers.

MYP AMERICAN STUDIES 8 (Grade 8, required)

Credit: 1.0

Prerequisite: none

This course focuses on a deep study of the first half of American with a focus on essential ideas and questions about freedom, rebellion, power, and how our shared past informs today's American society and identity. Students explore content from a variety of perspectives that highlights key changes from pre colonial indigenous America through the industrialization after the Civil War. Emphasis is placed on the development of historical thinking skills and the practice of inquiry, communication, and critical thinking to enhance our understanding of content and interpretations from diverse worldviews.

(H) MYP WORLD STUDIES (Grade 9, required)

Credit: 1.0

Prerequisite: none

This course provides a comprehensive historical survey of the world from C1450 to present with a focus on understanding identities, cultures, and systems of power and connection. Students explore concepts and content with an emphasis on developing critical thinking and analyzing the past in order to explore the condition of our world today. The class will span from the Early Modern Period to the present through inquiry based analysis of social, political, cultural and economic systems in the context of geography, climate and history. The curriculum of this course makes connections to other disciplines including literature, art and environmental science, allowing students to examine the world and our ways of knowing from an interdisciplinary stance.

(H) MYP AMERICAN STUDIES (Grade 10, required)

Credits 1.0

Prerequisite: MYP World Studies

American Studies focuses on U.S. history, while understanding it in an international, historical, and geographic context with emphasis on events from the Civil War Reconstruction to today. Students will identify and explore themes in American history with particular focus on primary documents to determine and evaluate American values and actions. The central themes of the course is the struggle for and acquisition of rights and the evolution of American democratic values. Relevant connections from the past to the present will be presented regularly. Students will work to develop skills in critical thinking, information literacy, communicating, and

investigating, while beginning to master the ability to make historical analysis using specific, relevant evidence and sound, nuanced arguments.

(H) MYP INTRODUCTION to ECONOMICS (Grade 10, required)

Credits 0.5

Prerequisite: none

Introduction to the structures, processes, and financing mechanisms of the marketplace, for both consumers and businesses. Students will learn personal economic skills such as budgeting, saving and investing, as well as concepts laws of supply and demand, productivity, competition, international trade, and the roles of money and government in the American capitalist system relative to other systems. Practical applications include budgeting exercises, Econ Island simulation, and a (mock) \$1,000,000 investing simulation.

IB HISTORY SL or HL (Grades 11 & 12)

Credits: 2.0

Prerequisite: World & American Studies

In this two year course students will embark on an in-depth study of 20th century issues: A comparison course examining civil rights movements in South Africa and the US, origin and the development of authoritarian states, and independence movements from 1800-2000. Students will also study topics from the region of Africa and the Middle East including a longitudinal study of South Africa, war and change in the Mideast 1914-1949, and post-war developments in the Mideast 1945-2000. Students will gain valuable knowledge on in-depth world history topics that have direct bearing on current issues, while developing historiographic,-research, source analysis, and historical analysis skills that will translate effectively into post-secondary social studies courses as well as solid critical thinking and evaluative skills. This class is an excellent opportunity for students who have an interest in history, politics, government, or sociology to develop their skills and deepen their interest in critical elements of world history.

IB History Final Assessments: External - Three examinations (two if taken SL): One document-based exam, and one (SL) or two (HL) consisting of several long - essays written from a choice of historical prompts, completed at the conclusion of the final year; **Internal** – 2200 word historical investigation-thesis on an approved world history topic of student’s choice.

GOVERNMENT (Grade 9, required)

Credit: .5

Prerequisite: MYP World Studies and American Studies

This course is designed to give an overview of the government in the United States and the world. The course will give students an understanding of how government systems shape societies and societies and even individuals shape or alter these systems. While students will study the particular origins, role, and organization of the U.S. government, the universality of governments and their structures and functions will be explored as well. Students are encouraged to find ways to become active as United States and/or world citizens through observation of others and a personal research/advocacy project for an interest of their own. Students desiring to take a year-long ensemble or additional elective course in junior year may opt to take the summer hybrid online course.

IB ECONOMICS SL or HL (Grades 11 and 12)

Credits: 2.0

Prerequisite: Introduction to Economics

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

These sections are assessed by two examinations at standard level and three examinations at higher level. In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

IB Economics Final Assessments: External - SL: Two Examinations, Paper One - Essay Prompts (1 hr 30 minutes) and Paper Two - Document Questions (1 hr 30 minutes); HL: Same as SL plus Paper Three - Math Problems (1 hr); **Internal** - Portfolio of three 750-word commentaries on news articles concerning economics.

IB GLOBAL POLITICS HL or SL (Grades 11 and 12)

Credits: 2.0

Prerequisite: MYP World Studies and American Studies

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

We will explore fundamental political concepts such as power, equality, sustainability and peace in a range of contexts. In this course students will develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

This course helps students to understand abstract political concepts by grounding them both in academic theory and in real-world examples and case studies. As a class it will be essential to keep up to speed with the current events of global politics.

IB Global Politics Final Assessments: External - Two examinations, Paper One (1 hr 15 minutes) that is a set of source-based responses and Paper Two (2 hrs 45 mins HL; 1 hr 45 min SL) that is several essays on selected course topics; **Internal**- Engagement Activity (HL and SL) and two 10 minute video recorded case study presentations (HL only)

IB PSYCHOLOGY HL or SL (Grades 11 and 12)

Credits: 2.0

Prerequisite: MYP World Studies and American Studies

This course centers around three key approaches to understanding human behavior: biological, cognitive, and sociocultural. Through study and critical evaluation of psychological studies and seminal works in the discipline, students will develop deep knowledge of these approaches and how they interact to help us understand mental processes and behavior as complex, dynamic phenomena. Students will also discuss and

evaluate research methods, ethical practices, and ways in which psychology is used to inform today's world. Throughout this 2-year course, students will delve deeply into ideas of abnormal psychology, developmental psychology, health psychology, and/or the psychology of human relationships. The coursework and participation in class discussions and activities will help students develop their skills in critical thinking and evaluation, inquiry, and communication.

IB Psychology Final Assessments: External - Three papers: 1) three short answer questions and an essay (HL & SL) on different approaches; 2) essay (SL) or two essays (HL) on optional topics of study; 3) short answer questions on approaches to research; **Internal**- report on an experimental study undertaken by the student

EXPERIMENTAL SCIENCES (Group 4)

MYP INTEGRATED SCIENCE (Grade 6, required)

Credits: 1.0

This course focuses on life science. Students will explore a variety of topics, including: the characteristics of living things, cell structure and function, basic ecology, human systems, and genetics.

MYP INTEGRATED SCIENCE (Grade 7, required)

Credit: 1.0

This course focuses on concepts in physical science. Students will investigate a variety of topics including: properties of matter, chemical reactions, forces and interactions, energy, waves, and electromagnetic radiation.

MYP INTEGRATED SCIENCE (Grade 8, required)

Credits: 1.0

This course focuses on the earth and the environment. Students will study the following: scientific processes, geology (Earth's structure and systems), weather systems, earth in space and time, major climate influences and human influences on the environment.

(H) MYP BIOLOGY (Grade 9, required)

Credits: 1.0

Prerequisite: none

This course provides an intensive study of the basic biological studies. Topics include scientific method, ecology, cells, genetics, and evolution, diversity of life, plants, invertebrates, vertebrates, and human biology. Students participate in extended laboratory work and will also be required to design and perform their own experiments. Higher-level thinking skills of analysis and synthesis, problem solving, and interdisciplinary research are developed in this course. After successful completion of this course, students will be prepared for the scope and pace of IB Biology or a first-year university biology course.

(H) MYP PHYSICS (Grade 10)

Credits: 1.0

Prerequisite: Math 2

Physics is a one-year, experiment-based course that fulfills the requirements for the Michigan Merit Curriculum and also prepares students for IB Diploma Program Physics. Students conduct investigations into the nature of measurement, forces, motion, momentum, energy, electricity and magnetism, and simple waves. In the process, they learn experimental design and evaluation and scientific reasoning. Students also bring the

outside world into the classroom through projects related to the topics taught in class.

(H) MYP CHEMISTRY (Grade 10)

Credits: 1.0

Prerequisite: Biology

Chemistry provides a challenging conceptual science experience, emphasizing chemical principles and laboratory experiments. Topics include atomic structure, elements, the periodic table, chemical bonding, and states of matter, electrons, compounds, chemical reactions and equations. After successful completion of this course, students will be prepared for the scope and pace of IB Chemistry or a first-year university chemistry course.

IB BIOLOGY HL or SL (Grades 11 and 12)

Credits: 2.0

Prerequisite: Biology

This two-year course focuses on core concepts integral to the understanding of the biological sciences. Topics covered in this course include biochemistry, cellular structure and processes, ecology, evolution, genetics, anatomy and physiology, and plants. A significant portion of this course will be conducted in the laboratory. Students will build upon skills related to the design and analysis of their own experiments.

IB Biology Final Assessment: External – 2 examinations totaling 4½ hours; **Internal** – an independently designed and implemented investigation and a 10-hour open-ended interdisciplinary investigative group 4 project.

IB CHEMISTRY HL or SL (Grades 11 and 12)

Credits: 2.0

Prerequisite: Chemistry and Integrated Math 3; Student must be currently enrolled in Math SL.

This two-year course focuses on core concepts integral to the understanding of modern chemistry concepts and experimental work. The course is divided into nine major units: Thermochemistry, Kinetics, and Equilibrium, Bonding, Acids/Bases, Electrochemistry, Organic Chemistry, and Biochemistry. Experimental understanding (lab work) is just as important as theoretical understanding (lecture, homework, tests and quizzes). Approximately 25% of class time will be spent in the laboratory. Students will use higher level thinking skills, problem-solving skills and logic.

IB Final Assessment: External – 2 examinations totaling 4½ hours; **Internal** – a portfolio of investigations and a 10-hour open-ended interdisciplinary investigative group 4 project

IB PHYSICS HL or SL (Grades 11 and 12)

Credits: 2.0

Prerequisite: Physics and Integrated Math 3; Student must be currently enrolled in Math SL or HL.

IB Physics is an intense two-year course with a dual emphasis on mastering both the scientific process and rigorous physics concepts covering a wide range of topics. Students engage in creating, executing, and analyzing interesting scientific investigations alongside studying the in-depth Physics concepts that allow us to understand everything from orbital mechanics to power generation: from car crashes to telescopes. In the first year, students explore the nature of measurement uncertainty, vectors, kinematics (motion) and forces, work and energy, momentum and impulse, gravity and orbital mechanics, and harmonic motion. They also begin designing an Internal Assessment Independent Investigation and complete the interdisciplinary Group IV

Project, both of which contribute to their final IB Physics scores. In the second year, students study wave phenomena, electricity and magnetism, thermodynamics, atomic, nuclear, and particle physics, and energy production as well as an optional topic to be selected by the class from a choice of relativity, extended engineering physics, imaging, or astrophysics. They also complete final revisions on their Independent Investigation and prepare for and take the external IB exams.

IB Final Assessment: External – 2 examinations, totaling 4½ hours for HL and 3 hours for SL; **Internal** – an Independent Investigation totaling 10 hours of investigation and a 10-hour open-ended interdisciplinary investigative group 4 project.

IB SPORTS EXERCISE AND HEALTH SCIENCE SL (Grade 11 or 12)

Credits 1.0

Prerequisite: Biology

This one year course incorporates anatomy, physiology, biomechanics, psychology and nutrition in the context of sports, exercise and health. Students do not need to be athletes to participate in and enjoy this course. By the end of the course students will learn to design and perform their own experiments.

IB Final assessment: External - 2 papers involving a case study as well as a short and extended response essays; **Internal** - Individual investigation designed, implemented, analyzed, and evaluated by the student.

ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) SL - (Grades 11 or 12)

Credits: 1.0

Prerequisite: None

Environmental systems and societies (ESS) is a one-year interdisciplinary course offered at the standard level.

ESS combines the methodology, techniques and knowledge associated with both the sciences (group 4) and individuals and societies (group 3). Using a systems approach, this course is built upon the foundation of scientific exploration of environmental systems and the exploration of the cultural, economic, ethical, political, and social interaction of societies with the environment. Students will investigate how values interact with choice and action to have a range of impacts on the environment.

IB Final assessment: External - 2 papers involving a case study as well as a short and extended response essays; **Internal** - Individual investigation designed, implemented, analyzed, and evaluated by the student.

MATHEMATICS (Group 5)

INTEGRATED MATH 6 (Grade 6, required)

Credits: 1.0

Prerequisite: None

In this course we will investigate all of the topics in the 6th grade common core math expectations, found on the national site: <http://www.corestandards.org/Math/Content/6/introduction/>

Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability will be discussed throughout the school year. These topics will be explored using the Mathematical Practices. Students will read, write, investigate, explore, model; and reflect on these mathematical concepts and their mathematical growth as learners.

INTEGRATED MATH 7 (Grade 7, required)

Credits: 1.0

Prerequisite: Integrated Math 6 from WIMA or equivalent at previous school

This 7th grade math course explores the topics in a traditional pre-algebra program. Throughout the year students will discuss multiple math topics, including operations on rational and irrational numbers, powers, rates and ratios, proportions and similarity, linear relationships, 2-d and 3-d geometric figures, probability, and data distributions. Students will continue their focus on mathematical communication, in multiple forms, as well as using mathematical reasoning and evidence to support their claims.

INTEGRATED MATH 1 (Grade 8, required unless in Math 2)

Credits: 1.0

Prerequisite: Integrated Math 7 from WIMA or equivalent at previous school

This 8th grade math course explores the topics in a traditional algebra program. Throughout the year students will discuss multiple math topics, including linear, exponential, and quadratic functions, radicals and exponents (including scientific notation), systems of linear and quadratic equations, geometry transformations (reflections, rotations, translations), the Pythagorean theorem, and bivariate data models. Students will continue their focus on mathematical communication, in multiple forms, as well as using mathematical reasoning and evidence to support their claims.

(H) INTEGRATED MATH 2 (Grade 8 or 9, required unless in Math 3)

Credits: 1.0

Prerequisite: An Algebra 1 course in grade 8 or approved summer school program.

This is an integrated course- meaning the student will study various different topics from different areas of mathematics including algebra, geometry, statistics and logical reasoning. The student will study the algebraic concepts of linear equations and inequalities, binomial multiplication, factoring expressions, algebraic fractions, linear graphs, and solving simultaneous equations in two variables. The geometric concepts that will be studied include transformations, Pythagorean Theorem, common solids and their volume and surface areas. The statistics and probability concepts include data collection and representation, the reading and analyses of data from tables and statistical diagrams, and introductory, experimental, theoretical and geometric probability. The logical reasoning concepts include inductive and deductive reasoning. Graphing calculators and computers will be used regularly throughout the course.

(H) INTEGRATED MATH 3 (Grade 9 or 10, required unless in Intro to HL Math)

Credits; 1.0

Prerequisite Coursework: Integrated Math 2 or first year Algebra in grade 7 and Geometry in grade 8; and demonstration of mastery of Algebra and Geometry on WIHI placement test.

This is an integrated course that investigates algebraic, geometric, and statistical concepts. The algebraic concepts include general function properties with emphasis on polynomial, rational, exponential, and logarithmic functions, as well as sequences and series. The geometric concepts include conditional statements, inscribed figures, polygon proofs, and right triangle trigonometry. The statistics concepts include measures of center, measures of spread, and statistical graphs.

(H) INTRO TO HIGHER LEVEL (HL) MATH (Grade 10)

Credits: 1.0

Prerequisite Coursework: Integrated Math 3 during Freshman Year

This is a year-long course designed for sophomores planning to take Higher Level Mathematics, who show a strong foundation in mathematics and who have excelled in Integrated Math III. The course will cover many shared topics across both IB Analysis and Approaches HL and IB Application and Interpretation HL, allowing the student to easily position themselves to take either higher level course in the Junior and Senior year. Integrated Math IV will include in-depth study of functional analysis and transformation, complex numbers, algebraic expansion of binomial raised to rational powers, logarithms and exponential functions, trigonometric functions and their graphs, as well as 2D and 3D vectors and vector applications.

IB MATH ANALYSIS AND APPROACHES SL (Grade 11 and Grade 12)

Credits: 2.0

Prerequisite Coursework: Integrated Math II and Integrated Math III

This two year course is designed to accommodate students with a solid background in Integrated Math 3 and planning to pursue a math related field at university. Students in this course should be comfortable with critical analysis of algebraic expressions and graphs, recognizing numeric and geometric patterns, and employing algebraic skills with fidelity. The backbone of the course is comprised of studies in algebra, functions and equations, circular functions and trigonometry, and three-dimensional geometry. During the second year of the course is comprised of statistics and calculus.

IB Final Assessment: External – Two examinations totaling 3 hours; **Internal** – an exploration project of the student's' choosing in which they will show off a mathematical topic of their choosing relating to a real world topic of their choice.

IB MATH APPLICATIONS AND INTERPRETATION SL (Grade 11 and Grade 12)

Credits: 2.0

Prerequisite Coursework: Integrated Math II and Integrated Math III

This is a two year course intended for students who prefer mathematical concepts rooted in real world contexts and solving practical problems. In comparison to the Analysis course there is a greater emphasis on geometrical and statistical concepts. Students in this course should be comfortable with analysis of graphs, statistical data, and general geometric concepts. The backbone of the course is comprised of studies in functions, algebra, probability, and 2D & 3D geometry during the first year. The second year of the course is comprised of statistics, and calculus.

IB Final Assessment: External – 2 examinations lasting a total of 3 hours; **Internal** – a project involving the collection and/or generation of data, and the analysis and evaluation of that data.

IB MATH ANALYSIS AND APPROACHES HL (Grade 11 and Grade 12)

Credits: 2.0

Prerequisite Coursework: Integrated Math IV with a minimum 87% assessment average in Semester 1 and Semester 2

This is a two year course designed for students passionate about Mathematics, who show a strong understanding of mathematical concepts and who have excelled in Integrated Math IV. There is a focus in the course of transfer and connecting different topics and concepts together. Students taking this course should have strong algebraic skills, the ability to understand simple proofs, and enjoy from solving challenging problems. IB Analysis HL will include in-depth study of functional analysis and transformation, complex numbers, vectors, 3D geometry, probability, statistics, and calculus.

IB Final Assessment: External – Three examinations totaling 5 hours; **Internal** – an exploration project of the student's' choosing in which they will show off a mathematical topic of their choosing relating to a real world topic of their choice.

IB Final Assessment: External – Three examinations totaling 5 hours; **Internal** – an exploration project of the student's' choosing in which they will show off a mathematical topic of their choosing relating to a real world topic of their choice.

VISUAL ARTS and MUSIC (Group 6)

MYP ARTS (Grade 6, required)

The MYP 6th grade arts curriculum is intentionally flexible during the first semester to make allowance for students to glean a working knowledge of both the visual arts and music. It is worthwhile for students as they ease into the transition of middle school to receive instruction in both the visual arts and music in order to make a more informed choice for the second semester of their sixth grade year. In order to accommodate this, lessons are tailored to a forty minute time frame.

Visual Arts: Material is geared toward helping students obtain a working knowledge of the Elements of Art as well as some of the Principles of Design to help familiarize them with concepts that will regularly be revisited as they grow in their understanding of the visual arts. Students will be employing different techniques (stippling, printing, paper mache,) to finish projects while also learning about good craftsmanship.

Music: The music curriculum focuses on building fundamental musical knowledge and skill in the areas of beat competency, notation literacy, and critical listening and response. 2nd Semester students will select visual art or have opportunity to continue with music through instruction in band

MYP VISUAL ART 7 (Grade 7)

In 7th grade art, students will expand on and develop the abilities introduced the previous year. Each of the Elements of Art will be employed and this time, all of the Principles of Design will be addressed in a cohesive manner. Students will be given two opportunities to broaden their understanding of each Principal in the form of two projects. This is to both ensure and demonstrate that they have a solid understanding of the material. Students will be expected to grow and practice their skill with craftsmanship.

MYP VISUAL ART 8 (Grade 8)

By the 8th grade year of art, students will both possess a foundation of and have had the opportunity to practice the skills associated with the Elements of Art and the Principles of Design. This year, the students will be asked to take all information and first synthesize it with some of the big themes and issues that society grapples with, and then communicate it in a visual way. Wrestling with the concepts of Relationships (both to oneself, and then to others,) Wellness, Meditation and Spirituality, Illusion, Perspective and Surrealism, and lastly Ego in Art will help them make meaning of their world.

7TH GRADE BAND (Grade 7)

Prerequisite: ability to play a wind instrument or percussion (or by instructor's approval)

This course focuses on music skill building through performance and study of instrumental music. Students will develop instrumental technique while studying and applying elements of music theory, and music composition. Students will perform multiple concerts, perform a variety of repertoire and track achievements with a portfolio. Attendance at performances or other co-curricular events is required.

8TH GRADE BAND (Grade 8)

Prerequisite: ability to play a wind instrument or percussion (or by instructor's approval)

This course focuses on music skill building through performance and study of instrumental music. Students will develop strong instrumental technique while studying and applying elements of music theory, and music composition. Students will perform multiple concerts, perform a variety of repertoire and track achievements with a portfolio. Attendance at performances or other co-curricular events is required.

MYP WORLD ART (Grade 9)

Credits 1.0

Prerequisite: none

This course focuses on skill building, fine motor skill development and a thorough study of art history. Students will create artwork inspired by the historic period observed at the time while applying the elements and principles of design as well as learning how to analyze artwork. Activities throughout the course will enable the students to articulate the creative process, intent and history of a work of art using different methods of delivery such as presentations, projects, investigations as well as exams. This course is designed to challenge all skill levels.

MYP AMERICAN ART (Grade 10)

Credits 1.0

Prerequisite: MYP World Art

In this intermediate level course students will improve their performance in media, skills, analysis and research in the areas of drawing, 2-D design, painting and 3-D media.

Students will acquire a more sophisticated knowledge of the elements and principles of design, as well as specific cultural and historical aspects of American Art. Activities throughout the course will encourage the student to develop both their creative expression and technical skill. The course will also allow the students to articulate the creative process, intent and history of a work of art using different methods of delivery such as presentations, projects, investigations as well as exams.

IB VISUAL ARTS (Grades 11 and 12)

Credits 2.0

Prerequisite: MYP World Art and MYP American Art

In this two-year course, students explore and develop art concepts and techniques in a broad range of stylistic approaches and media (2-D and 3-D), producing meaningful and creative works of art. Their artistic production is integrated with personal research that demonstrates in written and visual terms understanding and analysis of art from their own and other cultures. Students develop a portfolio of artwork and visual arts journal (sketchbook) recording their research, exploration, execution, and evaluation of all projects as related to personal themes. During the second year students will do more independent exploration and development of art concepts and will be able to choose the media, techniques and stylistic approaches to produce meaningful

and creative and personal works of art. Artistic production will be integrated with personal research that demonstrates in written and visual terms understanding and analysis of art from their own, and other cultures.

IB Final Assessment: External – the creation of a Process Portfolio and a Comparative Study; **Internal** – Presentation of the students Studio Work in the form of an Exhibition

CONCERT CHOIR (grades 9 through 12)

Credits 1.0

Prerequisite: none

This course focuses on music skill building through vocal performance and study of choral music. Students will develop strong vocal technique while studying and applying elements of music theory, music history, and music composition.

Students will perform multiple concerts, have the opportunity to attend festivals and competitions, perform a variety of repertoire and track achievements with a portfolio.

Attendance at performances or other co-curricular events is required.

CHAMBER CHOIR (Grades 9 through 12)

Credits 1.0

Prerequisite: none

VOX HUMANAS (Grades 9 through 12)

Credits 1.0

Prerequisite: none

CONCERT WINDS (Grades 9 through 12)

Credits 1.0

Prerequisite: by audition

This course is for students of advanced musicianship in the areas of winds and percussion. Students will refine their strong instrumental technique and continue to apply elements of music, theory, and composition to their performances. Concert Winds performs grade 2.5 – 4 literature of high demand. Students are expected to meet outside of school for special events, participate in chamber ensembles, support the Symphonic Band, and otherwise represent the WIHI music program through extra performance opportunities. Attendance at performances or other co-curricular events is required.

SYMPHONIC BAND (Grades 9 through 12)

Credits 1.0

Prerequisite: ability to play a wind instrument or percussion (or by instructor's approval)

This course focuses on music skill building through performance and study of instrumental music. Students will develop strong instrumental technique while studying and applying elements of music theory, and music composition.

Students will perform multiple concerts, have the opportunity to attend festivals and competitions, perform a variety of repertoire and track achievements with a portfolio. Attendance at performances or other co-curricular events is required.

WIND ENSEMBLE (Grades 9 through 12)

Credits: 1.0

Prerequisite: by audition

This course is for students of advanced musicianship in the areas of winds and

percussion. Students will refine their strong instrumental technique and continue to apply elements of music, theory, and composition to their performances. Wind Ensemble performs grade 3.5 – 5 literature of high demand. Students are expected to meet outside of school for special events, participate in chamber ensembles, support the Symphonic Band and Concert Winds, and otherwise represent the WIHI music program through extra performance opportunities. Attendance at performances or other co-curricular events is required.

ORCHESTRA (Grades 9 through 12)

Credits 1.0

Prerequisite: ability to play a string instrument (or by instructor's approval)

This course focuses on music skill building through performance and study of string instrumental music. Students will develop strong instrumental technique while studying and applying elements of music theory, and music composition.

Students will perform multiple concerts, have the opportunity to attend festivals and competitions, perform a variety of repertoire and track achievements with a portfolio.

Attendance at performances or other co-curricular events is required.

IB MUSIC HL or SL (Grades 11 and 12)

Credits 2.0

Prerequisites: Band, Orchestra, or Choir

Throughout this two-year course students develop: their performance skills through solo music, their compositional skills through exploration and investigation of musical elements, their musical vocabulary through the appropriate usage of musical language and terminology to describe and reflect critical understanding of music, their perceptual skills in response to music, and their understanding of music in relation to time and place. The second year includes an in-depth look at western and world music.

IB Final Assessment: External – Listening exam with five compulsory questions (HL) or four compulsory questions (SL) on the prescribed works studied and unknown examples; ***Internal*** - 2000 words musical investigation and a taped performance plus if testing SL, either a solo or group performance or composition, or if testing HL a solo performance and a composition.

IB THEATER HL or SL (Grades 11 and 12)

Credits 2.0

Prerequisites: None

The IB Diploma Program theater course is a multifaceted theater-making course of study. It gives you the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Through the study of theater, you will become aware of your own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It will enable you to discover and engage with different forms of theater across time, place and culture.

IB Final Assessment: External – ; ***Internal*** -

MYP Theater

Credits 1.0

Prerequisites: None

PHYSICAL EDUCATION AND HEALTH

MYP PHYSICAL and HEALTH EDUCATION 6, 7, 8 (6th, 7th and 8th grades, required)

1.0 Credit

Students will take a full year of Physical and Health Education in 6th, 7th and 8th grades. This three-year course examines why being physically active is important to maintaining great health and well-being. The goal in Physical Education (PE) & Health is to promote effective collaboration, sportsmanship, and teamwork. We aim to invoke a life-long passion for fitness using various individual and team sports. In PE & Health students learn to communicate and be open-minded while making strategies during team building challenges. Through focusing on learning social, mental and physical health skills to promote well-being for a lifetime. Students engage in lessons focusing on anatomy, physiology, and nutrition. Additionally, skills for effective goal setting and health maintenance are focused on.

PHYSICAL EDUCATION (Grade 9, required)

0.5 Credit

Prerequisite: None

Physical activity is critical to the development and maintenance of good health. According to SHAPE America, the goal of Physical Education (PE) is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. PE is engaging and focuses on developing confidence, communication skills, and problem solving skills, cooperation, goal setting, leadership, personal fitness and an appreciation for fitness activities. Students will participate in traditional and non-traditional physical education activities including but not limited to sport units, Project Adventure team building, and fitness. In addition, students will participate in classroom-based lessons related to human anatomy, biomechanics and exercise physiology. This course is a graduation requirement for the State of Michigan.

HEALTH (Grade 10, required)

Credit 0.5

Prerequisite: none

In Health class students will explore the development and maintenance of a healthy lifestyle. Topics that will be explored are mental, emotional and social health, nutrition, diseases, alcohol, tobacco and other drug use/ addiction, sexual harassment, consent, STIs, and human sexuality. Through this skills-based course, students will learn how to keep themselves healthy while promoting healthy lifestyles among their peers, families and in their community. This course is a graduation requirement for the State of Michigan.

ADDITIONAL IB REQUIREMENTS

IB THEORY OF KNOWLEDGE (Grades 11 and 12, required)

Credits 1.0

Prerequisite: IB Diploma student

The goal of this two-year class looks simple: to learn how one thinks. The method for attaining this goal, however, is very complex and requires deep contemplation. This class is divided into four key parts: The Role of Language and Thought in Knowledge, The Requirements of Logic for Knowledge, Systems of Knowledge (i.e. mathematics, sciences, and history), and Value Judgments as Knowledge (i.e. moral, political, and aesthetic judgments). Students will receive comprehensive guidance in their quest to understand how one approaches and makes decisions.

Completion of this class will confer the distinction of truly being an advanced student.

IB Final assessment: External - 1 essay exploring one central knowledge question **Internal** - 1 TOK Presentation on a Real Life Situation and analyzing it through the TOK lens.

CAS (Creativity, Action, Service) (Grades 11 and 12, required)

Prerequisite: IB Diploma student

The IB takes seriously the importance of life outside the world of scholarship. The emphasis of CAS is on experiential learning. Students are required to complete and document a minimum of 50 hours in each of the three CAS areas. Students keep detailed journals and mementoes, where possible, of all qualifying activities. The individual student, in designing and carrying out service projects, interprets creativity as imaginatively as possible to cover a wide range of arts and other activities. Action can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service. Service is community or social service; it can include environmental and international projects.

MYP SERVICE LEARNING (Grades 6 through 10, required)

Prerequisite: IB Middle Years Program student

Through in-school and community-led activities and events, students complete service projects to help strengthen the local community and world around them. Students are free to choose what service activities they participate in and can also choose to participate in school sponsored service opportunities. Each year WIMA and WIHI host service days which provide the whole school community to come together with the common goal of helping others.

MYP PERSONAL PROJECT (Grade 10)

Credits: 0.5

Prerequisite: None

During this class students will continue to work on their approaches to learning while completing their MYP Personal Project. Completing this project allows students to showcase their approaches to learning skills while challenging themselves to envision, plan, create, and share a product of personal interest to them. In order to demonstrate these skills, students take what they've learned from their other courses to guide and display their understanding of the global contexts and learner profile traits through a project to share with others. The personal project holds a place of special importance in the MYP, and so it should be clearly focused on an issue or theme that is closely related to one of the six global contexts. At the end of the semester, all students present their Personal Project to family, friends and the greater school community at the Personal Project symposium.

IB EXTENDED ESSAY (Grades 11 and 12, required)

Credit: 0.5

Prerequisite: IB Diploma student

The 4000 word extended essay is an intrinsic part of the IB diploma. It is an in-depth study of a limited topic within a subject area. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and the information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines.

IB EXAM PREPARATION (Grade 12, required)

Credits: 0.5

This course takes place in the 2nd semester of 12th grade. It is a course where students explore their six subject areas in an informal format with the guidance of a teacher. They look at virtual discussion board postings and chats to provide them opportunities to discuss current issues in the student's preparation for IB exams. Students will also have opportunities to take practice IB exams as well as score and view moderator comments on previous exams. In addition, teachers from each of the subject areas will visit the class to help with further exam preparation.

ADDITIONAL WIMA & WIHI REQUIREMENTS

IB EXAMINATIONS (required for WIHI graduation)

All WIHI students must complete IB examinations in their six designated subjects.

TEAMS

This structured, 60 minute weekly class provides students an opportunity to make up assessments, meet with teachers for additional academic support and collaborate with other students on required group projects. Students are in the same team class for all three years at WIMA and all four years at WIHI. In addition to the built in study time, students participate in lessons focused on school- and community-wide goals which allow for student-to-student and student-to-teacher dialogue about important issues. Each spring students participate in field day (WIMA) and olympics (WIHI) with their team to continue building collaboration, teamwork and communication skills while having fun.

TECHNOLOGY USE AND ACCESS

WIMA and WIHI are one-to-one digital learning environments. This means that all students are expected to have access to a digital learning tool during the school day and at home. All WIMA students will be issued a Chromebook for use at home and at school. WIHI students have the option of checking out a school issued Chromebook or utilizing a personal device (tablet, Chromebook, or laptop) for use at home and at school. Use of cell phones and any of these devices for non-academic communication during the school day is prohibited.

Permission to use devices, and the charging of devices in any instructional area including but not limited to classrooms, will be at the sole discretion of the supervising adult and/or classroom teacher. Use of devices in common areas will be allowed but subject to the restrictions stated in the code of conduct. If a student appears to be in violation of any district policy or WIMA/WIHI policy, staff members should refer the student to an administrator.

Safeguarding personal electronic devices and/or laptops is the sole responsibility of the user. Students should monitor their own belongings at all times. WIHI and WIMA are not responsible for storage of personal devices.

All students are expected to comply with the following general use guidelines while using electronic devices at WIMA and WIHI in addition to the district, tablet, and Chromebook policies outlined later:

1. Students must obtain teacher permission before using a device during classroom instruction.
2. Student use of a device must support the instructional activities currently occurring in each classroom and lab.
3. Students must turn off and put away electronic devices when requested by a teacher.
4. Students should be aware that their use of electronic devices could cause distraction for others in the classroom, especially in regards to audio. Therefore, audio should be muted, since headphones should not be used during instructional time.
5. Students may use their devices before school and after school in common areas only, such as the Tech Center, classrooms with the teacher present, or similarly supervised areas. The devices should be used for educational purposes only during these times. If an adult asks a student to put their laptop away because of games or other non-instructional activities, the student must comply.

DISTRICT POLICIES

WIHI & WIMA has access to the internet through Washtenaw Intermediate School District and is therefore subject to all the policies and rules of that Organization.

Policy 6710: Electronic Information Access and Use Policy

A major goal of the District is to prepare today's students and staff for life in the 21st century and to ensure a technologically literate citizenry and a globally competitive workforce.

The District encourages and strongly promotes the use of electronic information technologies in educational endeavors. The District provides access to information resources in a variety of electronic formats and for the development of information management skills, including the skill of discerning the validity and value of such information. Together, these allow learners to access current and relevant resources, provide the opportunity to communicate in a technologically rich environment, and assist them to become responsible, self-directed, lifelong learners.

The District, however, expects the staff and students to conform to ethical and legal standards in the use of technology and to demonstrate knowledge and responsibility in the use of resources, processes and systems of technology. All users of district technology will comply with the terms of Regulation 6710.1 which governs the use of such technology.

Regulation 6710.1 (1): Electronic Information Access and Use Regulation

All users of district technology will comply with the terms of this regulation governing the use of such technology.

Users

All account holders on the District network are users and will be granted access to all network services upon receipt by the system administrator of acknowledgment of the policies set forth in this Electronic Information Access and Use Policy. The following people may hold accounts on the District network:

- a. Students. Students who are currently enrolled in the District may be assigned a network account upon agreement to the terms of this Electronic Information Access and Use Policy.
- b. Faculty and Staff. Current employees of the District may be assigned a network account upon agreement to the terms of the Electronic Information Access and Use Policy.
- c. Others. Anyone may request assignment of a special account on the District network. These requests will be considered on a case-by-case basis, which will take into account need and resource availability.
- d. Providing training opportunities for use and application of information technologies, including training and information on new technologies, software and media as they are acquired and put into use in the District.

The District has the right to review and edit all publicly posted material and may remove any content that it finds to be objectionable or not in support of the District's goals. Nevertheless, because the District cannot comprehensively monitor the content of the equipment, the District is not responsible for unauthorized actions or resources.

The District does not warrant that the equipment meets any specific requirements or that it will be error free. The District hereby disclaims liability for any direct, indirect, incidental or consequential damages, including lost data, information, or time, sustained or incurred in connection with the use operation, or inability to use the equipment. The District shall have no liability for any cause or action or other claim arising from the use of the equipment, whether from authorized or unauthorized uses.

Regulation 6710.1 (2): District Rights and Responsibilities

The District is responsible for the management of the structure, hardware and software used by the District to allow access to information technologies for educational purposes. These include:

- a. Assigning and removing user accounts.
- b. Maintaining and repairing District equipment.
- c. Selecting software for the network.
- d. Establishing this Electronic Information Access and Use Policy.

- e. Providing resources to support the District's goals.

Rights of Users

The use of the District equipment is a privilege that may be revoked by the District pursuant to this Electronic Information Access and Use Policy.

- a. To use authorized equipment for which they have received training to facilitate learning and to enhance educational information exchange, and
- b. To use the authorized equipment to access information from outside resources that facilitates learning and enhances educational information exchange.

Users have the conditional right to subscribe to Internet list servers and newsgroups that facilitate learning and enhance educational information.

Responsibilities of Users

- a. Using the equipment only for facilitating learning and enhancing educational information exchange consistent with the goals of the District. Use of the equipment for private business is prohibited.
- b. Attending appropriate training sessions in the use and care of the equipment.
 - a. "Software" means computer programs in any form and related print and non-print resources.
 - b. "District equipment" includes, but is not limited to, computers, disk drives, printers, scanners, networks, Internet sites, software, video and audio recorders, cameras, photocopiers and facsimile machines, phones and email accounts and related electronic resources.
- c. Adhering to rules established from time to time by the District for the use of the equipment.
- d. Observing and maintaining privacy of passwords.
- e. Using only approved contamination-free software that is properly purchased. Users are advised that unauthorized use of software may violate the copyright laws of the United States, that they are strictly prohibited from using any software in connection with District equipment unless such use is authorized by the copyright owner and such authorization is fully documented in accordance with standards established from time to time by the system administrator. Users are advised to use extreme care in the transfer of files to avoid contamination of the system with viruses and that they will be held responsible for damages to the equipment resulting from inappropriate transfer of files.
- f. Obtaining the approval of the system administrator prior to subscribing to any lists servers or news group.
- g. Maintaining the integrity of the equipment, including the electronic mail (e-mail) system, reporting violations of privacy and making only those contacts that facilitate learning and enhance educational informational exchange. Use of the equipment to make discriminatory or harassing statements, vulgarities, obscenities or disparaging comments, including the transmission of pornography, is strictly prohibited.

Each user agrees to delete diligently old mail messages from the personal mail directory to avoid excessive use of the electronic mail disk space. Each user authorizes the District to delete mail messages at such intervals as the District may deem necessary or desirable from time to time, and the District shall not be liable for any such deletion.

Privacy

Users acknowledge:

- a. That there is no expectation of privacy in the use of the equipment. The District reserves the right to retrieve and review any message composed, sent, received or stored through the use of the equipment.
- b. That all passwords and encrypted information are the property of the District. Users may not use a password that has not been assigned to that user by the system administrator.
- c. That the District reserves all rights to material contained in the equipment and may remove any information that the District, in its sole discretion, deems inappropriate or unauthorized.

Inappropriate or Unauthorized Behavior

Users are liable for all consequences, including any monetary damages, resulting from unauthorized use of the equipment or failure to comply with this Electronic Information Access and Use Policy.

The system administrator may, in his/her sole discretion, revoke the privileges and close the account of any user who fails to comply with any provision of this Electronic Information Access and Use Policy.

Users violating this Electronic Information Access and Use Policy may be subject to additional disciplinary action in accordance with District disciplinary policies and guidelines.

SCHOOL ISSUED TABLETS AND CHROMEBOOKS

Students are allowed to access the wireless network at Washtenaw International High School and Middle Academy with their tablets at the WIMA level and Chromebooks or personal devices at the WIHI level. For this policy, a laptop is defined as an electronic communication device capable of internet access, word processing, and other school-related applications. This may include an iPod Touch and other small internet devices. Use of cell phones and use of any of these devices for non-academic communication during the school day is prohibited.

1. USING DEVICES AT SCHOOL

All students at Washtenaw International Middle Academy and High School are expected to have a mobile technology device to use every day for learning. Students at WIMA will all be provided a tablet or chromebook for use each day, and students at WIHI have the option of either bringing their own device (tablet, Chromebook, or laptop) or checking out a device from the school

1.1 School-Issued Devices

School-issued devices will be issued to students following the completion of Registration Gateway (RG) Update. Students and a parent/guardian will then need to attend the Technology Rollout Event for the student's grade level to receive the device. Attendance at the Technology Rollout Event does require an appointment scheduled

through SignUp Genius. School-issued devices will be collected at the end of each school year for maintenance, cleaning, and software installations.

1.2 Bring Your Own Device (WIHI ONLY)

High school students have the option of checking out a school-issued Chromebook or bringing their own device from home to use. Devices brought from home will not be supported by the school for technology issues. While we do not professionally endorse any particular devices, we recommend families who are interested in purchasing their own device for student use to consider purchasing a Chromebook, as it integrates with the school wifi system more easily

2. TAKING CARE OF TABLETS/CHROMEBOOKS

Students are responsible for the general care of the tablet/Chromebook they have been issued by the school. Tablets/Chromebooks cannot be shared or borrowed from other students. Tablets/Chromebooks that are broken or fail to work properly must be logged using the QR Code Form posted in all classrooms.

2.1 General Precautions

1. No food or drink is allowed next to your tablet/Chromebook while it is in use.
2. Students should NEVER take the tablet out of its plastic protective case. Chromebooks should be carried in their protective sleeves during travel.
3. Students must use their PowerSchool password for their lock password to protect their privacy.
4. Tablet/Chromebook must remain free of any writing, drawing, stickers, or labels that are not the property of Ypsilanti Community Schools or Washtenaw Intermediate Schools.
5. Tablet/Chromebook must never be left in a car or any unsupervised area.
6. Tablets/Chromebooks should never be stored in an area that receives direct sunlight, an area that is excessively heated, or an area which exposes the device to excessive cold. This includes unoccupied cars. Exposure to these conditions could damage the Tablet/Chromebook.
7. Students are responsible for keeping their tablet/Chromebook battery charged for school each day. Tablets/Chromebooks should be charged at home each night.

2.2 Carrying the Tablet/Chromebook

The protective cases provided with the tablet/Chromebook have sufficient padding to protect the devices from normal treatment and provide a suitable means for carrying the tablet/Chromebook within the school. The guidelines below should be followed:

1. Tablet should always be within the protective case. Students should NEVER remove the tablet from its case.
2. When tablets/Chromebooks are placed into backpacks, they should be placed in between flat objects, such as notebooks or binders.
3. The tablet/Chromebook must be turned off before placing it in backpacks, or for extended periods of time.
4. Clean the screen with a soft, dry cloth or anti-static cloth. Do not use any cleaning products.

2.3 Screen Care

The tablet/Chromebook screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

1. Do not lean on the top of the tablet/Chromebook when it is closed.
2. Do not place anything near the tablet/Chromebook that could put pressure on the screen. Always make sure that nothing is between the screen and keyboard when you close the Chromebook screen.
3. Do not open the Chromebook screen beyond its hinge limitation. It is not designed open to a flat position.
4. Use only a soft stylus tool on the tablet screen if using a tool for writing/drawing.

3. USING TABLETS/CHROMEBOOKS AT SCHOOL

Tablets/Chromebooks are intended for use at school each day. In addition to teacher expectations for device use, school messages, announcements, calendars and schedules will be accessed using the Tablet/Chromebook. Students must bring their Tablet/Chromebook to all classes, unless specifically advised not to do so by their teacher.

3.1 Screen Wallpaper/Lock Screens

1. Passwords on lock screens are not to be changed. Students are directed to use their school-issued PowerSchool password only.
2. Inappropriate media may not be used as a wallpaper/lock screen.
3. Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang-related symbols or pictures will result in disciplinary actions.

3.2 Charging the Tablet/Chromebook

We do not have the capabilities to charge over 700 devices every day. The students are expected to charge their tablet/Chromebook **at home** each night and that charge should last throughout the day. If students do not come with their devices charged, they may use one of the backup devices in their classroom if available. Chargers are not covered by the insurance policy and have a replacement value of \$15 for iPad chargers and \$30 for Chromebook chargers.

4. SOFTWARE ON YOUR TABLET/CHROMEBOOK

4.1 Originally Installed Software

The software (apps/extensions) originally installed by the school must remain on the Tablet/Chromebook in usable condition and be easily accessible at all times.

4.2 Additional Software

At this time, WIMA students will not have access to download their own apps onto the tablet. Students can make requests to Ms. Young for apps relevant to their academic work to be added to the tablets.

WIHI students have the ability to download Chrome extensions onto their Chromebook. No downloaded extension should inhibit the use of the Chromebook or violate the Acceptable Use Policy.

4.3 Inspection

Students may be selected at random to provide their Tablet/Chromebook for inspection. Any teacher/faculty has the right to inspect a student's Tablet/Chromebook.

5. ACCEPTABLE USE

5.1 General Guidelines

1. Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the Washtenaw Educational Open Consortium and Washtenaw Intermediate Schools.
2. Students are responsible for their ethical and educational use of the technology resources of the Washtenaw Educational Open Consortium and Washtenaw Intermediate Schools.
3. Access to the school technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the Acceptable Use of Technology Resources Policy.
4. Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and computer viruses.
5. Any attempt to alter data, the configuration of a computer, or the files of another user, without the consent of the individual, campus administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the Washtenaw Educational Open Consortium and Washtenaw Intermediate Schools Policy Handbook.

5.2 Privacy and Safety

1. Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
2. Remember that storage is not guaranteed to be private or confidential.
3. If you inadvertently access a web site that contains obscene, pornographic or otherwise offensive material, notify a teacher or a principal immediately so that such sites can be blocked from further access. This is not merely a request; it is a responsibility.

5.3 Legal Propriety

1. Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
2. Plagiarism is illegal and a violation of the Washtenaw Educational Open Consortium and Washtenaw Intermediate Schools. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
3. Use or possession of hacking software is strictly prohibited and violators will be subject to consequences. Violation of applicable state or federal law, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

5.4 Email

A school email is provided to all students and should be used for school business only. You must adhere to the following guidelines for email use:

1. Always use appropriate language.
2. Do not transmit language or material that is profane, obscene, abusive, or offensive to others.
3. Do not send mass emails, chain letters or spam.
4. Students should maintain high integrity with regard to email content.

5. No private chatting during class without permission.
6. Email is subject to inspection by the school.

5.5 Consequences

Student use of the Tablet/Chromebook is a privilege not a right.

In order to maintain safe and appropriate use of devices, students need to ensure that they are following all the guidelines outlined in this packet. Failure to do so could result in temporary or permanent suspension of the use of the Tablet/Chromebook. In the event that students have their Tablet/Chromebook suspended temporarily or permanently, they will have access to an alternative device to use in the classroom only. Arrangements will need to be made in order to complete school work after school hours in this event.

6. PROTECTING AND STORING YOUR TABLET/CHROMEBOOK

6.1 Tablet/Chromebook Identification

Tablets/Chromebooks can be identified by the asset tag number labeled on the back of the device. Should this label start to come off, the student should immediately scan the QR Code Form so that a replacement label can be provided.

6.2 Password Protection

Students are expected to use and keep their log-in password confidential to protect information stored on their tablet.

7. INTERNET CONNECTIVITY AT HOME

7.1 Expectations for Connectivity

To ensure that students can get the most opportunity out of this technology program it is expected that students will have access to internet connectivity outside of school.

7.2 Internet Essentials from Xfinity

We encourage families who do not currently have at-home internet accessibility to look into the Internet Essentials program from Xfinity. Families who need financial assistance with this service should contact Ms. Young for more information.

- Cost: \$9.95 per month plus tax (No contract, No credit check, No installation fee)
- Included: In-home Wifi, plus access to 40 1-hour sessions of XFINITY Wifi hotspots every 30 days
- How to apply: [Internet Essentials](#) or call 1-855-8-INTERNET (1-855-846-8376)

More information about the Internet Essentials program and the opportunity to sign up will be available at the Technology Rollout events.

8. VOLUNTARY INSURANCE PROGRAM

8.1 Cost and Conditions

Students have the option of paying a one-time insurance payment to insure their Chromebook in the event of any damage, loss, or theft. This program will ensure that in the event of damage, loss, or theft students will receive a replacement Tablet/Chromebook as soon as the required paperwork has been turned in. This can be as early as the next school day.

The fees to enroll in the insurance program are \$30 for the year

8.2 Financial Assistance

In order to maintain the longevity of this technology program, we are hoping that all families will enroll their student in the Insurance Program. However, we understand the financial hardship that this program may cause some families. In order to assist with this, we have financial assistance available to families who apply in order to ensure that all devices are covered in the event of damage, loss, or theft. Please contact Ms. Young (myoung@wihi.org) for a Financial Assistance application.

8.3 Expectations of Opting-Out of Insurance Program

Students that do not choose to enroll in the Insurance Program will be responsible for the entire retail value of their device should it need to be repaired or replaced.

The retail value of the devices is \$225

PERSONAL DEVICE SECURITY RISKS

Laptops and other portable computing devices are especially vulnerable to loss and theft. Opportunistic and organized thieves may target laptops in school, on school grounds, and on transportation to and from school. Sensitive data can be harvested from a lost or stolen laptop that could cause embarrassment, loss of reputation, or have significant financial or commercial impact. To counter these risks, laptop security must be addressed in three ways:

1. Student Responsibility

WIHI/ WIMA and the consortium school district members accept no responsibility for personal property brought to the school by students. This includes laptop computers and other personal digital devices.

Students who choose to bring a laptop to school assume total responsibility for the laptop. Laptops that are stolen or damaged are the responsibility of the student and their parents or guardians. Students should take all reasonable steps to protect against the theft of or damage to their personal laptop.

2. Physical Security

Personal laptops should never be left unattended for any period of time. Laptops must not be left unattended at any time or left in sight in an unattended vehicle.

3. Access Control and Authentication

Students may only access the internet via a wireless connection using “guest” access. No student shall knowingly gain access to, or attempt to gain access to, any computer, computer system, computer network, information storage media, or peripheral equipment without the consent of authorized school or district personnel.

***Students may not use personal laptops unless they and their parents have signed and returned acknowledgement of this policy**

WIMA and WIHI Cell Phone Policy

Purpose:

Learning is the primary focus at WIHI and WIMA. We are committed to providing students with a learning environment where teaching and learning is a priority without the distractions of cell phones and earbuds. This policy will be reviewed with all students at the start of every semester to provide clarity and support for students.

Policy:

Students may NOT use cell phones or earbuds during class time. Cell phones and earbuds can be brought to school but must remain off or silent and put away during class time.

Students are expected to keep their devices off and in backpacks during class time. Texting, making phone calls, taking pictures, videotaping or use of any kind is not permitted during class time. The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms and restroom areas. WIMA & WIHI is not responsible for any damaged, lost, or stolen cell phones or electronic devices.

Supports & Consequences:

We ask that families and students read this policy carefully and adhere to all elements of the policy to prioritize learning. Students are not permitted to use cell phones or earbuds during class time. Below are the supports and consequences related to the policy:

First Incident:

- Students using phones during class the first time, will be asked to put their phones away and reminded that the purpose of the cell phone policy is to help students focus on learning. Learning is the priority.
 - Students will keep cell phones and earbuds away during class
 - Teachers will ask students to put their phones and earbuds away to focus on learning

Second Incident:

- Students using cellphones during class time for a second time will be directed by teachers to put the phone away. Teachers will report the second incident in the referral form. Parents/guardians will be notified via email and asked to discuss the importance of reducing distractions in class and focusing on learning during class time with students.
 - Students will keep cell phones and earbuds away during class
 - Teachers will:
 - Ask students to put their phone and earbuds away to focus on learning
 - Email the student and parent/guardian and cc the Dean of Students
 - Report the cell phone incident in the referral form

- Administration will:
 - Review referral data weekly to follow up with students and families with email notification aligned with the cell phone policy

Third Incident:

- Students using cellphones or earbuds during class time a third time, will be required to turn their phone off and put it away in their backpack. Teachers will report the third incident in the referral form. The Dean of students will meet with the student and call a parent/guardian to discuss the distraction to learning and notify the next steps which may include no cell phones in the building for a week.
 - Students will keep cell phones and earbuds away during class
 - Teachers will:
 - Ask students to put their phone and earbuds away to focus on learning
 - Report the cell phone incident in the referral form
 - Administration will:
 - Review referral data weekly to follow up with a student meetings and family call and email notification aligned with the cell phone policy
 - Email teachers with action aligned with the cell phone policy

Fourth+ Incident:

- Students persistently using cell phones during class time cause disruption to their own learning, the learning of others, as well disrupts the teacher's ability to focus on instruction. Teachers will report the fourth + incident in the referral form. The Dean of Students will follow up with the student: Students will be required to drop off cell phones in the main office and may only be picked up by a parent/guardian in the main office. Students will not be able to bring the phone on campus for one month.
 - Students will keep cell phones and earbuds at home for 1 month
 - Teachers will:
 - Ask students to leave their phone and earbuds at home for one month to focus on learning
 - Report the cell phone incident in the referral form
 - If teachers see a student who is not permitted to have a cellphone or earbuds in school, they will approach the student privately and ask the student to put it away and notify the student that the Dean of Students will follow up based on the cell phone policy.
 - Report it on the referral form for administration to follow up
 - Administration will:
 - Review referral data weekly to follow up with a student meetings and family call and email notification aligned with the cell phone policy

NOTE:

*Repeatedly not following the cell phone policy, despite attempts to support, remind, and educate, will be documented in power school on students' school records. A parent/guardian, student and administrator meeting may be required.

*Students who refuse to follow teacher directions and/or are disrespectful to a staff member regarding the cell phone or any school policy will face additional consequences based on the school code of conduct.

WIHI GRADUATION AND SENIOR REQUIREMENTS

4.00 WIHI Credits in Language and Literature

4.00 WIHI Credits in Language Acquisition

5.00 WIHI Credits in Individuals and Societies (including Government & Economics)

4.00 WIHI Credits in Experimental Sciences

4.00 WIHI Credits in Mathematics

1.00 WIHI Credits in Theory of Knowledge

2.00 WIHI Credits in Music or Arts

1.00 WIHI Credit in Physical Education/Health

1.00 WIHI Credits in IB Core (Personal Project & Extended Essay)

2.00 WIHI Credits in a sixth IB subject area (Music, Arts, Language Acquisition, Individuals & Societies, Experimental Sciences.)

0.5 WIHI Credits in Exam Preparation

Additional requirements of all graduates:

- Completion of all IB Exams
- Successful Completion of MYP Personal Project (if enrolled at WIHI for 10th grade)
- Successful Completion of Extended Essay
- Successful Completion of CAS (Creativity, Action, and Service Hours) Portfolio
- Successful Completion of MYP Service Requirement (if enrolled at WIHI for 9th & 10th grade)

28.50 WIHI Credits needed to graduate. The WIHI Diploma is awarded from the student's official district of enrollment to all WIHI students who fulfill the above graduation requirements.

GRADUATION DIPLOMAS

All students have the opportunity to earn two diplomas. The International Baccalaureate Organization awards the International Baccalaureate Diploma to all students who meet the IB requirements and earn the needed marks on their examinations:

- Overall total of 24 or more Diploma Program examination points
- 12 or more examination points at the IB Higher Level (HL)
- Passing IB grades (D or higher), issued by external examiners, on Extended Essay and TOK

Attainment of this diploma is independent from the diploma awarded by WIHI.

The WIHI Diploma is awarded from the student's official district of enrollment to all WIHI students who fulfill graduation requirements listed above.

WIHI IB Diploma Program Course Candidacy Policy and Request Process

All WIHI students are enrolled as IB Diploma candidates, meaning they participate in the full International Baccalaureate (IB) Diploma Program (DP) during 11th and 12th grade. All students are considered full IB diploma candidates and are expected to complete all required assessments. Students who are experiencing an extenuating circumstance which may impact their learning significantly, can meet with the 11th/12th grade counselor for social, emotional support and to discuss their options and whether or not a formal request should be submitted. If a student experiences an extenuating circumstance (personal and/or family hardship) during the 11th and/or 12th grade year, the counseling and administrative team in partnership with the student and family, may consider an IB course candidate route. This option must be approved by administration prior to any schedule or program changes.

SUPPORT PROGRAMS FOR STUDENTS

TEAM TIME

Team time takes place every Wednesday for 60 minutes. Students are on the same team with the same team teacher for 6th-8th grades and 9th-12th grades. During team time, students have the opportunity for student-to-student and student-to-teacher dialogue about important issues, providing for communication and discussion on school programs and services, and a venue for outside speakers and class meetings. In addition, teachers hold office hours during team time which allow for students to receive extra support during the regular school day.

CLUBS

Clubs are an integral part of life at WIHI & WIMA. Typically, more than 90 percent of WIHI & WIMA students are involved in at least one club or extra-curricular organization each year. To learn more about current club offerings, visit wihi.org or attend the club fair held toward the beginning of each school year.

INITIATING A CLUB AT WIHI & WIMA

In order to start a club at WIHI or WIMA, students must draft a proposal listing their goal(s), meeting dates, and interested students. Students must secure a faculty or staff sponsor and have that sponsor apply through administration to become a formal club.

STUDENT SUPPORT TEAM (SST)

SST MISSION STATEMENT

The mission of the WIMA/WIHI Student Support Team is to promote success for every student in areas of academic growth, social/emotional development and college/career preparation. Our team values include equity, inclusion, diversity, respect, open-mindedness and accepting all students and stakeholders without judgment. We work actively to advocate through a social justice lens for the needs of all students, especially those who are disadvantaged in historical and systemic ways.

SST TEAM STRUCTURE

The SST consists of certified school counselors, social workers and teacher consultants. The team works closely with school administration and restorative practices staff to ensure student success.

PHILOSOPHICAL BASIS

Students' individual needs or concerns carry substantial influence on academic development and success. Parents and students have the responsibility to provide the school with information that may be useful in making intelligent educational decisions. Schools have the responsibility to make available support services, including formal accommodations, as it deems necessary under applicable law and student circumstances, and to inform students of these services and the services of outside agencies.

SPECIAL EDUCATION & SECTION 504 PLAN POLICY

WIHI & WIMA, in conjunction with Washtenaw Intermediate School District and the student's home district, will provide free, appropriate public education to each enrolled student with special needs, regardless of the nature of any handicap, in accordance with applicable law. Appropriate accommodations will be provided to each eligible student to ensure equal access to general education curriculum and to empower students to reach their individual potential. To meet these goals, WIHI/WIMA special education staff aim to foster active partnerships among students, parents/guardians, and all school and community personnel.

WIHI & WIMA Special Education staff, led by a certified Teacher Consultant, will implement individualized education plans (IEPs) and Section 504 Plans in accordance with federal and state laws.

Under federal law, Section 504 of the Rehabilitation Act of 1973 protects students who are determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such impairment; or (3) be regarded as having such an impairment.

WIHI & WIMA students and parents/guardians seeking service under Section 504 may request a plan in writing to the student's counselor, principal and/or teacher consultant.

SERVICES FOR STUDENTS WITH ALLERGIES

In an effort to provide a safe learning environment for all students, WIHI & WIMA encourages parents/guardians to report students' allergy and health needs in writing at the time of enrollment. While certain environmental parameters, such as a "nut-free zone," may not be in place on a permanent basis, parents/guardians may submit such requests to the School Health Coordinator for evaluation.

FAMILY INVOLVEMENT

EVENTS

WIHI & WIMA faculty and staff are committed to creating a collaborative learning community where parents and families have ample opportunities to visit school, communicate with teachers and support staff, and participate in the betterment of our school community. Families are encouraged to attend monthly PTO meetings and to regularly monitor the Master Calendar and Activities Calendar posted at wihi.org for events. Some typical family involvement events include:

- *Semester 1:* Welcome Back Ice Cream Social (August), Meet the Teacher/ Curriculum Night (September), Conferences (November), College Counseling (ongoing)
- *Semester 2:* NAAPID (February), Career Day (February), College Counseling (ongoing), 10th Grade IB Curriculum Night (February), Honors Convocation (April/Mat), Graduation (May), Senior All-Night Party (May), Beautification Day (May)

STUDENT-LED CONFERENCES

During the first semester, students and parents/ guardians have an opportunity to meet one-on-one with teachers for a 5-minute conference on their child's progress. Parents/guardians are also welcome at any time throughout the school year to contact an individual teacher to discuss their child's progress.

Parents/guardians can either email the teacher or call the school and leave a message for a return call from the teacher. A conference with all of a student's teachers can also be arranged by calling the counseling office.

PTO

The PTO is a volunteer organization of parents/guardians at WIHI & WIMA. The parents/guardians, teachers, and staff work together to support and enhance the educational growth of WIMA and WIHI students by providing educational enrichments, supplemental materials, classroom equipment, family information, and extra-curricular student social activities. These projects are supported through fundraising initiatives and providing volunteer time. The PTO meets monthly to discuss updates with a faculty representative, plan and organize their support projects.

PTO CONTACTS: President: wihipto@gmail.com // Treasury: trwihipto@gmail.com

MUSIC BOOSTERS

In Music Boosters, parents/guardians and teachers work to establish long term goals with the band, orchestra, and choir directors and raise money to support the plans for travel, uniforms, and development of a music repertoire available to the music groups. If you have questions, comments, or would like to get involved with Music Boosters, please email wihimusicboosters@gmail.com!

IMPORTANT SCHOOL GOVERNANCE POLICIES AND PRACTICES

FREE SPEECH AND EXPRESSION

One of the basic purposes of schools is to prepare students for responsible self-expression in our society. Self-expression, as permitted under the First and Fourteenth Amendments to the U.S. Constitution, must not interrupt the orderly educational process of the school or be in violation of the Code of Student Conduct.

Students have the right to:

- Be excused from any activity that is against their religious beliefs or deep personal convictions.
- With approval of the principal, assemble peaceably on school property for school related activities.
- With approval of the principal, have access to a bulletin board or its equivalent along with use of the communication facilities of the school for the purpose of making announcements and statements to the student body of school sponsored events or activities
- Students have the right to responsibly voice and express their views on a wide range of topics.

STUDENTS HAVE THE RESPONSIBILITY TO

- Request in writing to be excused from any activity which is in conflict with their beliefs.
- Seek the approval of the principal and adhere to the established regulations as to the manner, time and place of the requested assembly.
- Seek the approval of the principal and adhere to the established regulations as to the manner, time and place for using the communications facilities.
- Reasonably voice and express their views on a wide range of topics reasonably related to the WIMA and WIHI curriculum.

DISTRIBUTION OR POSTING OF WRITTEN MATERIALS

Students may express in writing their personal opinions, circulate petitions and post materials in the building subject to reasonable rules and regulations established by the administration and listed below. By accepting the right to distribute or post handwritten, printed, duplicated or other material on school premises, the student accepts full responsibility for the content of all material and accepts the rules and regulations established by the administration.

The manner of distribution of such material shall be such as to not interfere with or disrupt the educational process and shall be subject to the following proviso:

- The Superintendent, Executive Director for Instruction, or building principal may prohibit posting or distribution of any material which (1) materially and substantially interferes or threatens to interfere with the requirements of good order in the operation of a school or schools, or (2) materially disrupts or threatens to involve disorder, violence or an invasion of the rights of other students or is degrading or insulting to school staff or students.
- Distribution of materials and circulation of petitions may take place during lunch, prior to and after school in areas designated by the building administrator and which provide reasonable access to the

students. The student must be presently enrolled in the school and authorship of the materials must be identified.

- Students shall have access to specified bulletin boards and areas for the posting of notices or other communications concerning school activities. Posted notices shall (1) be subject to reasonable size and number limitations determined by the administration, (2) be dated (3) identify the sponsoring individual or organization and (4) be approved and signed by the school administration or club faculty sponsor. Notices in violation of any restriction, outdated or posted more than ten days may be removed by school authorities.

Materials to be distributed or posted in the building or on school grounds shall require prior administrative approval and shall be subject to rules published by the building administrator. If the building administrator denies permission for distribution or posting of material, the building administrator shall provide an explanation for such denial. Within five days of the denial of such written explanation, the denial may be appealed in writing to the Joint Steering Committee. The reasons for such action shall be provided for the student in writing within five school days of the Joint Steering Committee's next meeting.

SCHOOL-SPONSORED PUBLICATIONS

Student editors of school-sponsored publications shall be guided by the policies of the consortium school districts and shall ensure adherence to accepted standards of good journalism, specifically those guarding against libel, intentional distortion, statements that disrupt the educational process, demean nationalities, ethnic groups, religions or a race, or reckless disregard for the facts.

- Authorship shall be disclosed and opinions shall be identified as such.
- Student editors of school-sponsored publications shall provide opportunity for the expression of views by fellow students, teachers and administrators which differ from editorial policy.
- All materials to be published in school-sponsored publications shall be submitted for approval to the faculty sponsor and/or administration before publication.
- Materials may be rejected by the faculty sponsor or administrator who shall prepare an explanation to the student editor or author of the reasons for rejection.

Within five school days after receipt of such explanation, the rejection may be appealed in writing to the building principal who may affirm, reverse, or modify the action of the faculty sponsor. The reasons for such action shall be provided for the student in writing within five school days of receipt of the appeal.

Within five school days after receipt of the written explanation from the building principal, the principal's decision may be appealed in writing to the Joint Steering Committee who may affirm, reverse or modify the action of the building principal.

The reasons for such action shall be provided for the student in writing within five school days of the next Joint Steering Committee meeting.

CONTROVERSIAL CURRICULUM MATERIALS APPROPRIATE USE POLICY

This policy serves as a guide in the selection and use of educational materials of an inflammatory or controversial nature or which includes racial, ethnic, religious or sexual terminology of an offensive nature.

The appropriateness of educational materials will be judged according to the following criteria and guidelines:

1. The material is judged in the greater context of the unit or course curriculum. Materials should be appropriate to the context in which they are used. The teacher needs to present the material as part of a school or curricular goal. Supplemental materials need departmental approval. Textbooks need administrative and Steering Committee approval.
2. Prior to presenting materials of an inflammatory or controversial nature, the teacher needs to establish an appropriate context and student/teacher relationship. Students need to have sufficient time to feel comfortable discussing the materials and respect the teacher's educational purpose.
3. If materials reflect negatively on a nationality, ethnic group, race, religion or social group, every effort needs to be made to include appropriate contrasting materials or topics.
4. Curriculum materials of reliable "primary nature" should be given priority to develop a rich and authentic educational experience.
5. Controversial, graphic or inflammatory materials need to have a valid educational purpose. Gratuitous use of these materials is not acceptable.
6. When controversial or inflammatory materials are present in the curriculum, students should have the option to elect an alternative assignment, activity or assessment. This option should be presented as discreetly as possible.

STUDENT MEETINGS & GATHERINGS

Student meetings or gatherings in school buildings or on school grounds may function only as authorized by the Joint Steering Committee or a school administrator. Building administrators must be informed in advance and may impose reasonable restrictions on the time and place of student gatherings or assemblies.

- If the building administrator denies permission for a student gathering or assembly, the building administrator shall provide an explanation.
- Denial may be appealed in writing to the Joint Steering Committee (or its designee) who may affirm, reverse, or modify the action of the building administrator. The reasons for such action shall be provided for the student in writing within five school days of the next Joint Steering Committee meeting.

Attendance at meetings and assemblies is limited to students regularly enrolled in that building unless the building administrator gives prior approval.

PERSONAL PROPERTY OR PROPERTY ASSIGNED TO A STUDENT

Students may only bring to school that personal property which is ordinary and necessary to the performance of the academic and co-curricular tasks assigned and when necessary, to store such personal property in a manner so as not to subject it to a risk of loss. The school is not responsible for lost or stolen personal property

or property assigned to the student. Students are expected to maintain the condition of property assigned to them. The student and the student's family are responsible for replacement costs of assigned property which is lost, stolen or damaged.

IB COMPLAINTS PROCEDURE

This procedure has been created to assist all the International Baccalaureate's ("IB") external stakeholders with the resolution of complaints related to certain IB services.

The IB is committed to providing an excellent quality of service. We value your views and feedback we receive and aim to make continuous improvements to this mission.

The IB Answers service (ibanswers.ibo.org) is a dedicated hotline to answer your queries.

If you have a query, please contact IB Answers so that – wherever possible – we can answer any queries before they become complaints.

To enable the IB to handle your complaints effectively, we ask that you follow the procedure defined below.

Principles of the procedure

To ensure the complaints process is effective, the following principles are applied throughout the complaints process and provide a framework for communication between stakeholders and IB staff

Fairness – we aim to have a fair complaints procedure that ensures everyone is treated equally.

Courtesy – all communication in relation to this procedure should be based on mutual respect, trust and courtesy.

Accessibility – we aim to have a complaints procedure that is easy to understand, easy to access and well publicized.

Timeliness – we aim to ensure that all complaints are dealt with in a timely manner.

Effectiveness – the complaints procedure is monitored and reviewed to ensure it continues to be effective.

Attentiveness – you will be given every opportunity to put forward your complaint, and you can be assured that we are listening. We will update you on the process and status of your complaint as appropriate.

Scope of the procedure: What this procedure covers

Anyone who has directly accessed the IB's services, and has concerns about those services, can make a complaint to the IB which, in most cases, will result in a formal response.

To maximize the chances of a quick resolution, we ask that you submit your complaint within a period of 3 months following the incident. The IB is committed to handle it sensitively and efficiently in line with the principles of our procedure as listed above.

What this procedure does not cover: Please be aware that there are some matters that cannot be dealt with under this procedure because the IB has no legal right to do so or because there already is a separate procedure in place. The matters that cannot be dealt with are:

- Complaints regarding decisions made by an IB World School
- IB World Schools are entirely independent from the IB and are solely responsible for the implementation and quality of teaching of the programmes. The IB has no jurisdiction over decisions made by the IB World Schools, as set forth in the General Regulations.
- As a result, the IB does not resolve complaints by students, their legal guardians or teachers regarding decisions which fall within the remit of the IB World Schools. If you wish to make a complaint regarding such decisions you will need to contact the IB World School and, where they exist, you should follow the internal complaints procedures set out by the relevant IB World School
- Although we cannot treat such matters as a complaint under this policy, where matters regarding the implementation of IB programmes by an IB World School are brought to the attention of the Customer Service team, they will be passed onto the appropriate team for their information. When appropriate, matters may be raised or passed onto the school in question. Where concerns are raised about improper practices occurring within IB schools, the IB's whistleblowing policy may be applicable: refer to whistleblowing policy. It is important for anyone who wishes to report concerns regarding improper practices to first review the whistleblowing policy.
- *Requests for the re-marking of Diploma Programme, Career-related Programme or Middle Years Programme work; appeals against examination results or other assessment decisions.*
- There is a separate procedure to deal with re-marking of Diploma Programme, Career-related Programme and Middle Years Programme work. All requests for the re-marking of work or appeals against examination results or other assessment decisions must follow the procedures outlined in the handbook of procedures for coordinators and the General Regulations. Requests for remarking must be initiated by the IB Coordinator, who also registers candidates for retakes and will assist with any assessment issues. Candidates or their legal guardians should contact the IB Coordinator in their school.
- Decisions relating to candidacy or the authorization of IB World Schools;
- *Other issues the IB may deem does not fall within its mandate to investigate or make a determination on*

Making a complaint: Prior to making a complaint

Before submitting a complaint under this procedure, you need to determine if your issue relates to a matter that can be dealt with through this process.

First, check in the section above to see if your issue is a matter that the IB can help resolve.

1. If your issue relates to an assessment decision, you must follow the procedures found in the *General regulations: Diploma Programme, Career-related Programme or Middle Years Programme* (<http://www.ibo.org/become/resources/>) or contact your coordinator, as appropriate.

2. If you have an issue that relates to an IB service or department that you are already in contact with we encourage that, where possible, you initially try to resolve the situation informally before submitting a formal complaint under this procedure. Attempting to resolve the situation informally does not prevent you from making a formal complaint at a later stage if necessary.

Submitting a formal complaint: If it has not been possible to resolve your issue informally or you wish to submit a formal complaint, the following procedure outlines how to submit your complaint to the IB:

Initial submission of a formal complaint

Complaints should be submitted in writing to the email address complaints@ibo.org.

Please provide as much information as possible about the nature of your complaint and the departments or services involved. Specifically, you must supply us with the following:

Your name, a contact address and telephone number or email address to allow the IB to contact you with regards to the complaint.

- If you are an IB student (or legal guardian of an IB student), the name and code of the IB World School which you attend or have attended.
- If you are an IB Educator, your personal code and your role(s).
- The service and/or department your complaint relates to.

The details of your complaint including any previous attempts to resolve the matter and copies of all relevant documentation (where available).

The Customer Service team will acknowledge receipt of your complaint within three business days and will forward your complaint to the appropriate head of department, director or chief officer.

The head of department, director or chief officer will oversee an investigation of the matter, and you may be contacted for further information if this is necessary. The head, director or chief officer will aim to respond to you with his or her conclusions within fifteen business days of receipt of the complaint from the Customer Service team. Where more time is required you will be notified, with an estimate of the timeline for receiving a final response.

The IB reserves the right to cease corresponding with a complainant if their correspondence is, in our reasonable opinion, frivolous, vexatious, abusive or if the matter has reached a conclusion within the framework of the formal complaint process.

Appeal against the response of the head of department, director or chief officer:

If your complaint falls within the scope of this procedure, and you remain dissatisfied with the response you receive, you may appeal to the Director General of the IB.

The appeal to the Director General should be made within fifteen business days of you receiving a final response from the head, director or chief officer. Please provide full details of the reasons for the appeal and any relevant information including all correspondence with the IB in relation to the complaint and the response you have received from the head, director or chief officer.

Your appeal should be clearly marked as “an appeal against the response received in relation to a complaint”, be addressed to the Director General and emailed to: director.general@ibo.org

Please note that you will not receive a response if you have not first submitted your complaint through complaints@ibo.org and received a reply from a head of department, director or chief officer. Similar to the submission of complaints, receipt of your application will be acknowledged within three business days.

The Director General will aim to communicate to you the outcome of his/her review within thirty business days of receiving your application. Where more time is required, you will be contacted without delay and provided with an update on progress of the review and an estimate of when you will receive a final response.

1 Complaints submitted which concern matters that cannot be dealt with via this procedure will not be treated as a complaint. The Customer Service team will respond and endeavour to direct your enquiry on to the correct person or process for your matter.

2 Please note that complaints that are not submitted in accordance with this process will not be processed.

3 Please note that the IB cannot accept formal complaints via telephone.

SCHOOL PARKING POLICIES

PARKING PERMITS

Driving to school is a privilege offered to students in grades 11 and 12. Grade 10 students may also apply for this privilege if space is available. Students who are permitted to drive to and park at the school are responsible for following the parking rules.

1. All student drivers must register their vehicles by presenting a copy of the vehicle registration, proof of insurance, driver's license, and a school parking application. Upon receipt of these documents and the \$5 parking fee, WIHI will issue the student a personal parking permit. If a permit is lost or stolen, a new permit must be purchased.
2. All automobiles parked on the school grounds must be registered with the school and must visibly display (on front windshield or dashboard) the current permit assigned to that car at all times. Failure to display the parking permit may result in a fine and/or the car being towed.
3. Parking is strictly limited to the Student Parking area in lots A and C, and students are expected to ONLY park in a marked parking spot. Lot B is reserved for Faculty and Visitors. Students who park in Lot B or in another/unassigned spot may be subject to fines and/or the car being towed.
4. All students must be licensed and covered by insurance. The school is not responsible for the automobile or its contents while it is on school premises.
5. During regular school hours, there is to be no loitering in the parking lot or visitation of a car without permission. Students who are leaving campus during school hours may only do so with prior parent/guardian consent and must sign out in the front office.
6. During lunch hours, there is to be no loitering in the parking lot or visitation of a car without permission. Students are not permitted to eat lunch in their car or use their car to leave campus for lunch without permission.
7. There will be no driving over 10 miles per hour, or any form of reckless driving, on school grounds.
8. Student vehicles may be subject to search if there are reasonable grounds to believe that drugs, alcohol, stolen property, or other contraband might be present in that vehicle.
9. Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Suspension of driving privileges, towing, ticketing of vehicles, and/or suspension from school may occur when violations of these regulations occur. Ticketing and/or towing will be at the student's expense.
10. Students applying for and receiving permits fully understand their responsibility in following these rules.

LOSS OF PARKING/DRIVING PRIVILEGES

Parking/driving privileges may be revoked* for the following infractions**:

- Speeding
- Careless/reckless driving
- Failure to pay fines in a timely manner
- Being in the parking lot without permission
- Violation of closed campus policies
- Entering a car during school hours without permission
- Leaving school grounds after arrival without permission
- Loitering on the street of adjoining neighborhoods

*Loss of parking or driving privileges does not preclude additional disciplinary action

**This list is not all inclusive. Infractions will be reviewed on a case by case basis to determine what consequences will follow. For a first offense, students may receive a warning. After a second offense, or if the first offense is seen as an egregious violation, students may lose driving and/or parking privileges.

BICYCLES

Bicycle racks are located on school grounds and are available for storage at the user's risk. WIHI/WIMA is not responsible for lost or stolen bicycles.

Motorcycles, mopeds, and mini-bikes are to park in the designated area. No two-wheeled vehicles may be parked near any area providing direct entry to the building.

WIHI AND WIMA STUDENT CODE OF CONDUCT

(adapted from Michigan Model School Code of Conduct, 2019)

WIHI and WIMA are dedicated to creating and maintaining a positive learning environment for all students. All members of our learning community-including students, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), parents/guardians, and engaged service providers-must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate for the learning community. Those responsibilities include, but are not limited to, the following:

Students (persons enrolled in grades K-12) have the responsibility to:

1. Take responsibility for your learning and recognize that it is a process.
2. Attend school regularly, arrive on time, and be prepared to learn.
3. Respect yourself and others in class, on school grounds, on buses, and at any school-related activity.
4. Respect the rights and feelings of fellow students, parents/guardians, educators (including teachers, secretaries, custodians, aides, paraprofessionals, and other school personnel), visitors, and guests.
5. Work within the existing structure of the school to address concerns.
6. Know and comply with school rules and policies.
7. Participate in your learning communities, including helping formulate rules and procedures in the school, engaging in school-related activities, and fostering a culture of respect for learning and for others.

Parents/Guardians have the responsibility to:

1. Take responsibility for your child(ren)'s development as learners by, as much as possible, providing a home environment suited for learning and developing good study habits.
2. See that your child(ren) attends school regularly and on time.
3. Provide for your child(ren)'s general health and welfare as much as possible.
4. Teacher and model respect for yourself, your child(ren), and all members of the school community.
5. Support the school's efforts to provide a safe and orderly learning environment.
6. Know and support the school rules and policies and work within the existing structure of the school to address concerns.
7. Advocate for your child(ren) and take an active role in the school community.
8. Attend your child(ren)'s student-led conferences.

Educators have the responsibility to:

1. Take responsibility for students' development as learners, including their academic success and positive social-emotional development, recognizing that children should be subject to behavior management and discipline policies appropriate to their ages and levels of understanding, while following trauma-informed principles and instructing the whole child.

2. Model and provide a mutually respectful and accountable atmosphere for learning that includes all members of the school community
3. Cooperate and schedule conferences with students, parents/guardians, and other school personnel in an effort to understand and resolve academic and behavioral problems. Make every effort to accommodate families whose work schedules, access to transportation, or distance from school limits their ability to meet or participate.
4. Keep parents/guardians informed of their students' challenges, effort, and success.
5. Encourage students to participate in classroom, extracurricular and other school-related activities.
6. Know and enforce the rules and policies consistently, fairly, and equitably, particularly procedures involving student due process and required consideration of the 7 factors.
7. Participate in formulating rules and procedures and other learning and developmental opportunities in the school.
8. Participate in training and professional learning communities provided by the district that supports providing a positive culture and climate and promotes student learning.

The Code of Conduct sets forth student rights and responsibilities while at school and school related activities, and the consequences for violating school rules. It defines behaviors that undermine the safety and learning opportunities for all members of the school community and favors actions that encourage positive behavior and learning over actions designed to punish. When determining the consequences of student misconduct, school officials may use intervention strategies and/or disciplinary actions. Recognizing the important of keeping students in school learning as much as possible, educators will consider the severity or repetition of misconduct, age and grade level of the student, circumstances surrounding the misconduct, impact of the student's misconduct on others in the school community, and any other relevant factors in determining how they will address misconduct.

The Code of Conduct will be administered fairly, without partiality or discrimination. The Code of Conduct does not diminish any rights under federal law (20 U.S.C. 1400 et seq.) of a student determined to be eligible for special education programs and services.

When and Where the Code of Conduct Applies

The Code of Conduct applies before, during, and after school and whenever a student is engaged in a school-related activity. Each student is expected to follow this code of conduct:

- "At school," meaning 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.
- When a student's conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school district staff.
- When a student is using school telecommunications networks, accounts, or other district services.

Regarding Exclusionary Discipline

Numerous studies have shown that exclusionary discipline often sets the stage for student disenfranchisement, academic failure, dropout, negative school climate, and potential criminalization. This runs counter to the

Michigan State Board of Education's (SBE) mission and goal that all students will graduate prepared for careers, college and community.

Further, based on a preponderance of research, the U.S. Department of Education (USED) links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. We will also employ social and emotional learning, positive behavioral expectations, restorative practices and constructive discipline measures and early intervention/diversion strategies that focus on screening and treatment to minimize a suspended student's time away from school and potential court involvement.

To foster each student's academic success and pro-social development, the school will consider research-based social and emotional learning strategies and options designed to promote positive behavior and modify negative behavior while holding students accountable and minimizing exclusion time. These may include research- or evidence-based preventative and discipline measures such as:

- Positive Behavioral Interventions and Supports (PBIS)
- Michigan Model for Health
- Focused instruction to avert academic failure
- Restorative practices
- Early intervention/diversion programs for substance abuse and other appropriate violations
- Family supports and referrals to available community-based resources as appropriate
- Trauma informed schools
- Addressing school climate and culture

Recognizing that grades should reflect learning rather than behavior, when suspension is used, students have the right to complete, turn in, and receive any credit earned on assignments and tests scheduled during their disciplinary absences.

Administered well and appropriately, positive discipline can become a powerful tool for teaching students to succeed. When considering intervention options, we will strive to address disciplinary matters as opportunities for learning and reserve exclusion for only the most serious offenses.

WASHTENAW INTERNATIONAL RESTORATIVE MISSION AND VISION

Mission: Restorative Practices is a whole school initiative that seeks to build, strengthen and repair relationships in our community in order to make WIMA and WIHI a healthier and more equitable place to learn and thrive.

Vision: Restorative practices and restorative justice allows for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and

mutual understanding. Our vision is that restorative practices will be widely recognized and utilized in our learning community to promote a positive culture at WIMA & WIHI. (edited from RJJ)

BENEFITS OF RESTORATIVE APPROACHES IN THE SCHOOL SETTING

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness within our community. The need to belong and feel valued by one another.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations

PURPOSE

WIHI and WIMA are committed to developing and implementing Restorative Practices to cultivate a caring and collaborative culture which promotes responsibility, accountability, and reflection within the classroom and school community. Restorative practices are essential in developing skills to foster positive relationship building among all learners.

PROCESS - PROACTIVE

1. All students will practice Restorative skills: conflict resolution, advocacy, communication of disappointment, self regulation, self care, and team building in passport sessions throughout the year.
2. All staff will be trained by the Restorative Practices Coordinator throughout the year on Restorative Practices in Professional Learning sessions with an emphasis on shared language, caring and collaborative classroom culture.
3. Parents and families will be invited to participate in community engagement focused on restorative practices.
4. Monthly e-newsletter on Restorative Practices for community resources
5. Peer Mediation at WIHI

PROCESS - RESPONSIVE

1. Students are referred to the RPCD coordinator and administration for conflict resolution and code of conduct violations through:
 - a. Online anti-bullying report
 - b. Online mental health report
 - c. Staff referrals
 - d. Student referrals
 - e. Parent/Guardian referrals
2. Student Statements

3. Student Restorative Reflection form
4. Staff Statements reviewed and consultation
5. Discussion of consequences with administration
6. Parent/Guardian conference calls and meetings with student present
7. Counseling supports
8. Peer Mediation
9. Restorative Conference planning and preparation meeting
10. Restorative Conference
11. Follow up meeting for supports from the RPCD

WIMA AND WIHI STUDENT DRESS CODE

The student dress code was developed by WIHI students, staff, families, and administrators to provide guidance for student dress while simultaneously allowing students to express themselves through clothing. Student dress codes should support equitable educational access and should not reinforce gender stereotypes. Student dress codes and administrative enforcement should not reinforce or increase marginalization or oppression of any group based on race, gender, ethnicity, religion, sexual orientation, household income, gender identity, size or cultural observance.

This Dress Code is modeled after the Oregon NOW dress code and has been specifically created collaboratively with students, families, staff, and administrators to promote a safe, inclusive, and equitable school culture.

Our values are:

- All students and staff should understand that they are responsible for managing their own personal actions without regulating the clothing/self expression of others.
- All students and families are responsible for determining what is and is not appropriate clothing for school while adhering to the school dress code.
- All students should be able to dress comfortably for school without unnecessary discipline or body shaming, or the fear thereof.
- Teachers can focus on teaching without the additional burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent discipline should be minimized whenever possible.

GOALS OF A STUDENT DRESS CODE

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.

- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence, or the use of alcohol or drugs.
- Prevent students from wearing clothing that reveals private parts and areas
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

RECOMMENDED DRESS CODE POLICY

The primary responsibility for a student’s attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students should be given the most choice possible in how they dress for school. Any restrictions must be necessary to support the overall educational goals of the school and must be explained within the dress code.

Basic principle: certain body parts must be covered for all students.

Clothes must be worn in a way such that genitals, buttocks, and the majority of the chest are covered with opaque material. All items listed in the “must wear” and “cannot wear” categories below must meet this basic principle.

STUDENTS MUST WEAR

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoes requirements are permitted (for example for sports)
- High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls’ bodies or promoting culturally-specific attire.

STUDENTS CANNOT WEAR

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible underwear.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance)

TRAINING FOR SCHOOL ADMINISTRATORS, TEACHERS & STUDENTS

A school dress code is most effective when school administrators and teachers are trained to *understand and embrace* the intent of the code, how to *apply and enforce* the code equitably, and how to *talk about* the dress code and the reasoning behind it.

- School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce it with the least impact on student learning and self-confidence.
- School administrators and teachers must enforce the district dress code consistently, once it is adopted. School administration and staff should not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
- School staff should be trained and able to use student/body-positive language to explain the code and to address code violations respectfully and when possible privately.

DRESS CODE ENFORCEMENT AT SCHOOLS

A school dress code is only as effective and fair as its enforcement. Historically school dress codes have been unintentionally written and enforced in ways that disproportionately impact girls, students of color, and gender expansive students.

- Enforcement should be consistent with a school's overall commitment to student-centered learning, focused mission and should not result in discipline unless the student is refusing to adjust clothing and being insubordinate.
- Students should never be removed from a classroom / lose class time solely as a result of a dress code violation with the exception of a brief private conversation regarding dress code violation.
- Students should never be forced to wear extra school clothing when they are in violation of the code. They can be asked to put on their own clothing or a friend's clothing, if available, to be dressed according to the dress code.
- Students' parents will never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity.
- The dress code should be clearly conveyed to students, not just in the student handbook, but also in dean emails, and reminder announcements.
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes but is not limited to kneeling or bending over to check attire fit, measuring straps or skirt length, asking students to account for their attire in the classroom, and directing students to correct a dress code violation during instructional time.

TEACHING ABOUT CONSENT + SEXUAL HARASSMENT: A STEP BEYOND DRESS CODE

Schools have a role to play in setting clear anti-harassment policies and in teaching curricula that promote positive messages about consent-only sexual activity.

CONSENT

Schools should teach all students and administrators and teachers about consent (yes means yes) so there is a clear message that individual students are responsible for their own actions and that consent is required before any sexual or other physical contact or comment. The Physical Education and Health department includes a unit focused on consent.

This educational video is a great tool to teach consent to students in middle school and older as well as other adult members of the community: <https://www.youtube.com/watch?v=pZwvrXVavnQ>

SEXUAL HARASSMENT

Schools should have clear and well publicized anti-sexual harassment policies for students and staff. Schools should educate students and staff to not engage in sexual harassment and to recognize what it is and how to address it. All students are encouraged to report bullying or harassment online [here](#) and on the school website: www.wihi.org.

SEXUAL HARASSMENT POLICY

It is the policy of WIHI & WIMA to maintain a learning and working environment that is free from sexual harassment. The student needs to adhere to the Code of Conduct.

It shall be a violation of this policy for any member of the staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass another student through conduct or communications of a sexual nature as defined below.

Unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student constitute sexual harassment when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

1. verbal harassment or abuse;
2. pressure for sexual activity;
3. unwelcome touching;
4. repeated remarks to a person, with sexual or demeaning implications;

5. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.

Examples of such conduct described above might include: off-color language, jokes, cartoons, or nicknames, propositions, repeated unwanted social invitations verbally or in written form, gestures, touching, sexually oriented posters, suggestive or insulting sounds.

Any person who alleges sexual harassment by any staff member or student in WIHI/WIMA may use WIHI & WIMA's procedure, or may file a complaint directly to the building principal, guidance counselor or other individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

The right to confidentiality, both of the complainant and of the accused will be respected consistent with WIHI & WIMA's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

A substantiated charge against a staff member at WIHI/ WIMA shall subject such staff member to disciplinary action, which may include discharge.

A substantiated charge against a student in WIHI/ WIMA shall subject that student to disciplinary action including suspension or expulsion, consistent with the Student Discipline Code.

STUDENT RIGHTS AND RESPONSIBILITIES

If a student feels unsafe or is threatened, the student or the student's parent/guardian should contact the principal.

Individual rights relate to individual responsibilities and must be seen in relation to the safety, health, and welfare of all members of the school community. Expectations of student conduct should be kept within the bounds of reasonable behavior expected of all members of the community. Students should have freedom and encouragement to express their individuality in school, as long as their conduct does not intrude upon the freedom or safety of others. This applies especially to the freedom of fellow students to receive instruction. There must be a balance between individual freedom and the orderly operation of a classroom, but educators must prioritize keeping students engaged in learning as much as possible. The practices outlined above are powerful tools educators have used successfully to address misconduct and conflict at all levels.

All students should recognize the consequences of their language, manners, and actions toward each other, school staff, and volunteers. Students need to understand that they benefit from an orderly school operation and as members of the school community, acknowledge their responsibility to promote a mutually respectful learning environment and support the reduction of any disruption to learning. The following pages list actions that can cause disruptions and, therefore, require some action to address the harm they cause. Whenever

possible, the action to address this misconduct should include steps to heal the harm and restore the community members affected.

ANTI-BULLYING POLICY

It is the policy of the District to provide a safe educational environment for all students. Bullying of a student at school is strictly prohibited. This policy shall be interpreted and enforced to protect all students and to equally prohibit bullying without regard to its subject matter or motivating animus.

PROHIBITED CONDUCT

1. **Bullying.** Bullying of a student at school is strictly prohibited. For the purposes of this policy, "bullying" shall be defined as:
 - a. Any written, verbal, or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:
 - i. Substantially interfering with educational opportunities, benefits, or programs of one or more students;
 - ii. Adversely affecting a student's ability to participate in or benefit from the District's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
 - iii. Having an actual and substantial detrimental effect on a student's physical or mental health; or
 - iv. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.
2. **Retaliation/False Accusation.** Retaliation or false accusation against a target of bullying, anyone reporting bullying, a witness, or another person with reliable information about an act of bullying is strictly prohibited.

REPORTING AN INCIDENT

If a student, staff member, or other individual believes there has been an incident of bullying in violation of this policy, they shall promptly report such incident to the appropriate program administrator or designee, or the Responsible School Official, as defined below.

- A report may be made in person, via telephone, or in writing (including electronic transmissions). If an incident of bullying is reported to a staff member who is not the appropriate program administrator or designee, or the Responsible School Official, the staff member shall promptly report the incident to one or more of the aforementioned individuals.

COMPLAINTS AGAINST CERTAIN SCHOOL OFFICIALS

Complaints of bullying by the program administrator or designee may be reported to the Director of WEOC. Complaints of bullying by the Director of WEOC may be reported to the WEOC Joint Steering Committee.

INVESTIGATION

All reported allegations of a policy violation or related complaint about bullying shall be promptly and thoroughly investigated by the program administrator or designee. A description of each reported incident, along with all investigation materials and conclusions reached by the program administrator or designee shall be documented and filed separately with similar materials in the District's central administrative office.

NOTICE TO PARENT/GUARDIAN

If the program administrator or designee determines that an incident of bullying has occurred, s/he shall promptly provide written notification to the parent/guardian of the victim of the bullying and the parent/guardian of the perpetrator of the bullying.

ANNUAL REPORTS

At least annually, the program administrator or designee, or the Responsible School Official shall report all verified incidents of bullying and the resulting consequences, including any disciplinary action or referrals, to the Board of Education. The annual Board report may be given in writing, in person at a regular Board meeting, or as otherwise requested by the Board of Education.

RESPONSIBLE SCHOOL OFFICIAL

The Superintendent ("Responsible School Official") shall be responsible for ensuring the proper implementation of this policy throughout the District. The foregoing appointment shall not reduce or eliminate the duties and responsibilities of a program administrator or designee as described in this policy.

POSTING/PUBLICATION OF POLICY

Notice of this policy will be: (a) annually circulated to all students and staff, (b) posted in conspicuous locations in all school buildings and departments within the District, (c) annually discussed with students, and (d) incorporated into the student handbook.

DEFINITIONS

1. "At school" means 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. "At school" also includes any conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if the device or provider is owned by or under the District's control.
2. "Telecommunications Access Device" means that term as defined in Section 219a of the Michigan Penal Code, 1931 PA 328, MCL 750.219a, as may be amended from time to time. As of January 2012, "Telecommunication Access Device" is defined to mean any of the following:
 - a. Any instrument, device, card, plate, code, telephone number, account number, personal identification number, electronic serial number, mobile identification number, counterfeit number, or financial transaction device defined in MCL 750.157m (e.g., an electronic funds transfer card, a credit card, a debit card, a point-of-sale card, or any other instrument or means of access to a credit, deposit or proprietary account) that alone or with another device can acquire, transmit, intercept, provide, receive, use, or otherwise facilitate the use, acquisition, interception, provision, reception, and transmission of any telecommunications service.

- b. Any type of instrument, device, machine, equipment, technology, or software that facilitates telecommunications or which is capable of transmitting, acquiring, intercepting, decrypting, or receiving any telephonic, electronic, data, internet access, audio, video, microwave, or radio transmissions, signals, telecommunications, or services, including the receipt, acquisition, interception, transmission, retransmission or decryption of all telecommunications, transmissions, signals, or services provided by or through any cable television, fiber optic, telephone, satellite, microwave, data transmission, radio, internet based or wireless distribution network, system, or facility, or any part, accessory, or component, including any computer circuit, security module, smart card, software, computer chip, pager, cellular telephone, personal communications device, transponder, receiver, modem, electronic mechanism or other component, accessory, or part of any other device that is capable of facilitating the interception, transmission, retransmission, decryption, acquisition, or reception of any telecommunications, transmissions, signals, or services.
3. "Telecommunications Service Provider" means that term as defined in Section 219a of the Michigan Penal Code, supra, as may be amended from time to time. As of January 2012, "Telecommunications Service Provider" is defined to mean any of the following:
 - a. A person or entity providing a telecommunications service, whether directly or indirectly as a reseller, including, but not limited to, a cellular, paging, or other wireless communications company or other person or entity which, for a fee, supplies the facility, cell site, mobile telephone switching office, or other equipment or telecommunications service.
 - b. A person or entity owning or operating any fiber optic, cable television, satellite, internet based, telephone, wireless, microwave, data transmission or radio distribution system, network, or facility.
 - c. A person or entity providing any telecommunications service directly or indirectly by or through any distribution systems, networks, or facilities.

MCL 380.1310b, MCL750.157m, MCL 750.219a

Date Adopted: May 22, 2012

PROHIBITED BEHAVIOR

Students are subject to the authority of their District officials, WIMA and WIHI staff, and WIMA and WIHI Uniform Code of Student Conduct, going to and from school, school-sponsored events and activities, and school-sponsored events and activities which take place both on and off school premises (i.e., off-campus). Students are responsible for adhering to the IB Learner Profile.

Students are also prohibited from engaging in off-campus misconduct of a serious and/or criminal nature which poses a likelihood of danger to the health (physical or emotional) or welfare of students of WIHI/WIMA personnel (i.e., selling drugs off campus, or which reasonably makes the continued presence of the student in the school disruptive to the educational process (i.e., committing a crime off-campus which is vicious in nature).

A student who has engaged in misconduct resulting in expulsion or long-term suspension in another school system but who has withdrawn from said school system before such misconduct was established by an appropriate hearing, which misconduct, if true, is of sufficient gravity to pose a threat to the health or welfare of students WIHI/WIMA personnel, or makes the presence of the student in the school disruptive to the educational process, may be subject to suspension or removal where such misconduct has been established in a hearing before the Joint Steering Committee (or designee).

Certain administrative procedures may occur during the disciplinary process. For example, a student may be isolated from other students, appropriate social or medical agencies may be contacted for assistance, and disciplinary action may be recorded on a student's disciplinary record. If a prohibited behavior occurs which impacts staff members, a restorative may be recommended and if this is not deemed appropriate, a re-entry meeting to review expectations and norms prior to re-entering the shared space will be required with administration, student and staff, as appropriate.

The appropriate police agency will be contacted in all cases involving violation of local or township ordinances, state or federal law. Administrative communication with parents is strongly encouraged and is required in cases of suspension and/or police involvement.

The number codes appearing after each behavior refer to the action which may be taken as defined in the DISCIPLINARY ACTION CODE.

This information can be clarified by a listing of specific rules and the consequences that will result if you choose not to observe those rules. However, no listing of rules can be all-inclusive. You will be subject to disciplinary action any time your behavior is disruptive, illegal, or inconsiderate of others.

VIOLATIONS OF THE CODE OF CONDUCT

Various types of student misconduct are defined below. These definitions of misconduct are not all-inclusive, but only representative and illustrative. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action, including “snap suspension” by a teacher for misconduct in a class, subject or activity.

School district staff may use intervention strategies including preventative measures such as social-emotional learning, PBIS, restorative practices, intensive instruction, teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for every type of violation listed here. As required by law, the staff will refer the last group of violations directly to school administrators due to the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the school board or designee will consider any mandatory sanctions as required by law.

VIOLATION DEFINITIONS

1. **Cheating/Academic Misconduct:** A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline.
2. **Defacement of Property:** A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray painting surfaces are acts of defacement.
3. **Destruction of Property:** A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.
4. **Disorderly Conduct:** A student will not knowingly misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly if a teacher is prevented from starting an activity or lesson, or had to stop instruction to address the disruption.
5. **Failure to Serve Assigned Detention:** A student shall serve an assigned detention of which students and/or parents/guardians have been notified. The detention notification method must be confirmed by a school employee. Alternative consequences may, on a case-by-case basis, be approved by school administrators for students who lack transportation.
6. **False Identification:** A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel, to avoid discipline, to falsely obtain money or property, or for any other reason.
7. **Fighting:** A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.
8. **Forgery:** A student will not sign the name of another person for the purpose of defrauding another.
9. **Fraud:** A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.
10. **Gambling:** A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
11. **Gang Activity:** A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Per Michigan Penal Code 750.411u gangs are

defined as an ongoing organization, association, or group of 5 or more people, other than a nonprofit organization, that identifies itself by all of the following:

- a. A unifying mark, manner, protocol, or method of expressing membership, including a common name, sign or symbol, means of recognition, geographical or territorial sites, or boundary or location.
 - b. An established leadership or command structure.
 - c. Defined membership criteria
12. Harassment/Intimidation: A student will not engage in or participate in any behavior that is included in the definition of harassment or intimidation. "Harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment or intimidation includes, but is not limited to, a gesture or written, verbal, or physical act.
13. Hazing: The act of hazing is a crime in Michigan and will not be tolerated in the school. A student will not engage in or participate in any behavior that is included in the definition of hazing. The term "hazing" means "an intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against an individual and that the person knew or should have known endangers the physical health or safety of the individual, and that is done for the purpose of pledging, being initiated into affiliating with, participating in, holding office in, or maintaining membership in any organization." The term "organization" means "a fraternity, sorority, association, corporation, order, society, corps, cooperative, club, service group, social group, athletic team, or similar group whose members are primarily students at an educational institution." [MCL 750.411t].
14. Improper, Negligent, or Reckless Operation of a Motor Vehicle: A student will not intentionally or recklessly operate a motor vehicle so as to endanger the safety, health, or welfare of others on school property.
15. Public Display of Affection: Students will not engage in inappropriate displays of affection.
16. Appropriate Dress and Grooming: A student will not dress or groom in a manner that does not align with the school dress code.
17. Appropriate Use of Electronic Communication Devices: Students may possess a cellular telephone or other electronic communication device while at school provided that during school hours and on a school vehicle the cellular phone or electronic communication device remains off and out of sight unless authorized school personnel have given students permission to use them.
18. Insubordination/Unruly Conduct: A student will not willfully ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listen herein, refusing to leave a hallway or any other location when instructed by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.
19. Leaving School Without Permission: A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.
20. Loitering: A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.

21. Possession of Inappropriate Personal Property: A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to, pornographic or obscene material, laser lights, or personal entertainment devices. Certain devices may be permitted for health or other reasons, if approved by the administration.
22. Profanity and/or Obscenity Toward Students: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any other student.
23. Profanity and/or Obscenity Toward Staff: A student will not verbally, in writing, electronically, or with photographs or drawings direct profanity or insulting, obscene gestures toward any school district staff members or adult volunteers.
24. Sexual Harassment: A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities. A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, school district personnel, or adult volunteers.
25. Smoking: A student will not smoke, or use e-smoking devices, use tobacco or alternative cigarette options, or possess any substance containing tobacco or nicotine in any area under the control of a school district, including all activities or events supervised by the school district.
26. Tardiness: A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.
27. Technology Abuse: A student will not violate the district's "Technology Use Guidelines."
28. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in their possession property which does not belong to the student.
29. Threat/Coercion: A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.
30. Trespassing: A student will not enter the premises of the school district, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.
31. Truancy: A student will not willfully and repeatedly fail to report to the school's assigned class or activity without prior permission, knowledge, or excuse by the school and parent/guardian.
32. Weapon Look-A-Likes: A student shall not possess, use, sell, or distribute a toy weapon, a look-a-like or replica weapon except with the prior approval of a teacher or an administrator for appropriate educational use.

SCHOOL RESPONSES TO VIOLATIONS

The school community will maintain a safe and supportive environment and persistently check that students can identify respectful and accountable conduct toward themselves, their peers, adults, and property. In the event that students violate any part of the Code of Conduct, the school community will apply support and guidance to increase the opportunity for the student to both offer restitution and learn from mistakes.

School administrators and staff should use mutually respectful and accountable intervention strategies, as determined by local district policies including, but not limited to, restorative practices, staff and student/family conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and

peer mediation, and programs for anger management and violence prevention. They may also refer students and/or their families to community-based services such as mental health care, substance abuse prevention and diversion, and others. Any of the following intervention strategies and disciplinary actions may be used alone or in combination:

- administrator/student conference
- administrator and teacher-parent/guardian conference
- referral and conferences involving various support staff or agencies
- daily/weekly progress reports
- behavioral contracts
- behavior intervention plan
- behavior intervention teacher training
- coordinate behavior intervention strategies among all personnel who work with the student
- consultation with a behavioral specialist
- cooperate with the parent/guardian to ensure follow-through on behavior intervention
- counseling and psychological services
- change in student's class schedule
- school service assignment
- confiscation of inappropriate item
- support restitution of offense
- restoration for all affected parties
- before- and/or after-school detention
- denial of participation in class and/or school activities
- weekend detention
- lunch detention
- in-school suspension
- other intervention strategies, as needed
- out-of-school suspension
- expulsion
- law enforcement agency notification

Intervention strategies are not limited to those listed herein. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Educators will seek the option that maximizes students' learning and pro-social development while prioritizing keeping students engaged in learning.

SERIOUS VIOLATIONS

Legal mandates and community safety may require removal of individuals subject to MCL 380.1310(d) who possess weapons, commit arson, or engage in criminal sexual conduct (Gun Free Schools Act, 1994; Michigan Compiled Laws under MCL 380.1311), make bomb threats or engage in verbal assault (MCL 380.1311a), and who commit physical assault against another (380.1310, 380.1311, 380.1311a, 380.1312). However, the USED links school attendance with academic success and links exclusionary discipline with lower school performance and higher rates of students' academic failure. Recognizing exclusionary discipline's negative impact, the school community will reserve exclusion for only the most serious offenses. The district will employ discipline measures and early intervention/diversion strategies with a focus on screening and treatment to minimize suspended students' time

away from school and potential court involvement. Districts shall consider the 7 factors and rebuttal resumption, where appropriate before using exclusionary practices such as suspension and expulsion.

When the student's misconduct requires legal action, the principal, director of WEOC or their designee will take the following steps:

- To the extent practicable, the school will explain what the student is accused of and will give them the opportunity to speak with an adult advocate such as a parent or other family member, guardian, mentor, friend, and/or attorney.
- If the student's disciplinary action requires a hearing, the school will provide the student and their representative with copies of all documents that might be used in the hearing, a list of all witnesses and an opportunity to prepare for the hearing ahead of time.
- If the student is found not guilty of the alleged misconduct in a criminal trial, the school district may consider re-evaluating the student's expulsion.

The school community will persistently check that students understand what is respectful and accountable conduct toward themselves, their peers, adults and property. In the event that students violate the following rules, the school community will apply any of the options listed above with the support and guidance to increase the opportunity for the student to offer restitution, learn from mistakes and restore both the offender and the offended.

1. Alcohol and Drugs: A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as their use and possession of the prescribed medication is authorized at school and the student follows the required possession and use protocols as defined by the school.
2. Arson (starting a fire): A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person. If a student commits arson in a school building or on school grounds or other school property, the school board or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. "Arson" means a felony violation as set forth in Chapter X of the Michigan Penal Code [MCL 750.71 to MCL 750.80].
3. Extortion: A student will not make another person do any act against their will, by force or threat, expressed or implied.
4. False Fire Alarm or Bomb Report; Tampering with Fire Alarm System: Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

If a student enrolled in grade six or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the school board or its designee may be required to suspend or expel the student from the school district for a period of time as determined at the discretion of the school board, or its designee [MCL 380.1311a(2)].

5. Felony: A student will not commit a criminal act that approximates a felony offense.

6. Fireworks: A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers on school property or any school-related event.
7. Interference with School Authorities: A student will not interfere with administrators, teachers, or other school personnel or volunteers by threat or violence.
8. Physical Assault: A student will not physically assault another person. If a student enrolled in grade six or above commits a physical assault at school against another student, then the Joint Steering Committee or its designee may be required to suspend or expel the student from the school district for up to 180 school days [MCL 380.1310(1)].

If a student enrolled in grade six or above commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by the school, then the Joint Steering Committee or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement under MCL 380.1311a(5) [MCL 380.1311a(1)].

“Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence [MCL 380.1310(3)(b), MCL 380.1311a(12)(b)].

9. Robbery: A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.
10. Sexual Assault: A student will not sexually assault another person. If a student commits and is convicted of a criminal sexual conduct the Joint Steering Committee or its designee may be required to expel the student from the school district permanently, subject to possible reinstatement in a different school from the victim, pursuant to MCL 380.1311(5) [MCL 380.1311(2)]. “Criminal sexual conduct” means a violation set forth in Chapter LXXVI of the Michigan Penal Code [MCL 750.520b to MCL 750.520g].
11. Theft or Possession of Stolen Property: A student will not, without permission of the owner or custodian of the property, take property or have in their possession property valued at more than \$100.00 that does not belong to the student.
12. Weapons: Dangerous Instruments: A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to, chemical mace, pepper gas or like substances, stun guns, BB guns, pellet guns, razors, or box cutters.
13. Weapons: Dangerous Weapons: A student will not possess, handle, transmit, or use as a dangerous weapon an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles [MCL 380.1313]. Except as noted below, the school board or its designee may be required to expel permanently a student who possesses a dangerous weapon, subject to possible reinstatement.

Under Michigan law, school boards are not required to expel a student for weapons possession if the student can establish in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon
- The weapon was not knowingly possessed by the student

- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon
- The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

14. Weapons: Use of Legitimate Tools as Weapons: A student will not use a legitimate tool, instrument, or equipment as a weapon with the intent to harm another. These items include, but are not limited to pens, pencils, compasses, or combs.

CONTROLLED SUBSTANCES

- The use, possession, or sale of tobacco as defined in the tobacco-free schools law.
 - 1st Offense 1, 4, 5, 12, 14, 20, 21
 - 2nd Offense 1, 4, 5, 12, 14, 15,
 - 3rd Offense 1, 4, 5, 12, 15, 19, 20
- Under the influence, use, or possession of alcohol or drugs as defined in the controlled substance Act of 1971. Use, sale, or possession of imitation controlled substances as defined in Michigan PA 1984, #347. This includes imitation alcoholic beverages and drug paraphernalia.
 - 1st Offense 1, 4, 5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
 - 2nd Offense 1, 4, 5, 12, 15, 16, 17, 18, 19, 20, 21
 - 3rd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21
- The sale or distribution of alcohol/drugs as defined in the controlled substance Act. of 1971 or imitation controlled substances as defined in the PA 1984, #347.
 - 1st Offense 1, 4, 5, 12, 15, 16, 17, 19, 20, 21
 - 2nd Offense 1, 4, 5, 18, 19, 20, 21
- Sale, use, distribution, or possession of inhalants, such as whippets, whiteout, glue, aerosol cans, etc., shall be treated as controlled substances
 - 1st Offense 1, 4, 5, 12, 15, 16, 17, 19, 20, 21
 - 2nd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21 or more
- Unauthorized use, distribution, possession of, sale of, or under the influence of prescription drugs.
 - 1st Offense 1, 4, 5, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
 - 2nd Offense 1, 4, 5, 16, 17, 18, 19, 20, 21

ACADEMIC MISCONDUCT

- All students who engage in academic malpractice are subject to the following possible consequences:
 - 1, 2, 3, 4, 10, 13, 14, 15, 16, 19, 20

HAZARDOUS CONDUCT

- Includes all acts of misconduct such as, inciting, provoking, bullying or participating in fighting, threatening or hostile remarks, assault, battery, bomb threats, false fire alarms, and all other similar misconduct.
 - 1st Offense 4, 12, 13, 14, 15, 16, 17, 19
 - 2nd Offense 4, 15, 16, 17, 18, 19, 20, 21
- Includes intentional conduct through action, speech, display, or graffiti such as those which explicitly demean the race, sex, religion, color, creed, disability, sexual orientation, national origin, or ancestry of another person.
 - Any Offense 4, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- Includes involvement in gang related activity (i.e., gestures, symbols, paraphernalia, and/or articles of clothing) and/or secret organizations in school, on school grounds, or at school related activities.
 - Any Offense 4, 12, 13, 14, 15, 16, 17, 18, 19, 20
- Includes all other misconduct deemed by the administration to be injurious to self or others i.e., throwing snowballs, intentional injury in sports)
 - 1st Offense 2, 3, 12, 13, 14, 15
 - 2nd Offense 4, 13, 14, 15, 16
 - 3rd Offense 15, 16, 17, 18, 19, 20

DISOBEDIENCE/DISRUPTIVE BEHAVIOR

- Insubordination, disobedience, disrespect toward a school employee, failure to carry out disciplinary action, being on school property without permission during an assigned suspension from school, failure to follow approved school and classroom rules, disruption of class and/or school activities (such as pranks).
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 3, 4, 14, 15, 16, 17
 - 3rd Offense 15, 16, 17, 18, 19, 20

TRUANCY

- Leaving school without prior permission, misuse of a pass, violation of closed lunch regulations, presence in unauthorized areas as defined by the school administration, chronic tardiness, unauthorized absence from a class or school.
 - 1st Offense 2, 3, 4, 7, 11, 13, 15
 - 2nd Offense 2, 3, 4, 7, 11, 13, 14, 15, 16
 - 3rd Offense 2, 3, 4, 7, 11, 13, 14, 15, 16, 19
 - 4 or more Offenses 2, 3, 4, 7, 13, 14, 15, 16, 17, 18, 19, 20

FOOD, BEVERAGE, LITTERING

- Improper disposal of food and refuse, removal of food from the cafeteria, improper lunchroom behavior, consumption and/or littering of food and beverages in hallways, classrooms and unauthorized areas. Failure to pick up food, paper and food related items after lunch
 - 1st Offense 1, 2, 3, 12, 13
 - 2nd Offense 1, 2, 3, 13, 15

- 3rd Offense 1, 3, 13, 14, 15, 16
- 4th Offense 15, 16, 17, 19, 20

VEHICLES

- Hazardous driving, unauthorized parking, violation of other student vehicle regulations as outlined in the student's handbook.
 - 1st Offense 2, 7, 8, 9, 13, 14
 - 2nd Offense 8, 9, 14, 15
 - 3rd Offense 8, 9, 15, 17, 19, 20

INDECENCY

- Abusive, profane, or vulgar language, gestures, displays, or graffiti, including those of an intimidating or hostile nature with respect to race, sex, religion, color, creed, disability, sexual orientation, national origin or ancestry.
- Incidental type, not specifically directed toward another person or group.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 2, 3, 4, 13, 14, 15
 - 3rd Offense 3, 15, 16, 17, 18, 19, 20
- Directed type, use of vulgar acts, obscenities, gestures, symbols, or racial, religious or ethnic slurs, displays or graffiti towards another person or group.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2nd Offense 3, 4, 14, 15, 16
 - 3rd Offense 3, 14, 15, 17, 18, 19, 20
- Indecent or inappropriate attire.
 - 1st Offense 2, 3, 4, 12, 13, 14, 15
 - 2 or more Offenses 2, 3, 4, 13, 14, 15

PROPERTY MISCONDUCT

- Involvement in theft, robbery, malicious destruction, defacement, or unauthorized use of any aspect of personal or school property totaling less than \$100 (i.e., building vehicles, equipment, grounds, and/or similar objects).
 - 1st Offense 1, 2, 3, 4, 6, 12, 13
 - 2nd Offense 1, 3, 6, 14, 15, 16, 17, 18, 19, 20, 21
- Involvement in theft, robbery, malicious destruction, defacement, or unauthorized use of any aspect of personal or school property through the use or assistance of a computer or computer technology, or totaling more than \$100.
 - Any Offense 1, 2, 3, 4, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- Involvement in theft, robbery, destruction, alteration or unauthorized use of personal or school computer software or data.
 - Any Offense 1, 2, 3, 4, 6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- Involvement in intentional damage or defacement of the property of another because of that person's race, sex, religion, color, creed, disability, sexual orientation, national origin or ancestry.

- Any Offense 1, 2, 3, 4, 6, 14, 15, 16, 17, 18, 19, 20, 21

OTHER PROHIBITED BEHAVIOR

- Deception, forgery, lying, card playing, gambling, and possession or use of paging and/or communication devices.
 - 1st Offense 1, 3, 4, 12, 13, 14
 - 2nd Offense 1, 3, 4, 13, 14, 16
 - 3rd Offense 14, 15, 16, 17, 18, 19, 21
- Displays on personal property or possession of articles (i.e., shirts, jackets, magazines, books) that promote prohibitive behaviors specified in the Uniform Code of Student Conduct.
 - Any Offense 1, 2, 4, 12, 13
- Unauthorized use of electronic devices such as cell phones, pagers, tape/CD players, games, etc.
 - 1st Offense 1, 2, 4, 12, 13, 14, 21
 - 2nd Offense 1, 2, 4, 13, 14, 16, 21

HAZING

- The act of hazing is a crime in the State of Michigan and will not be tolerated. A student will not engage in any behavior that is intentional, knowing, or reckless that is directed against an individual and that the student knew or should have known endangers the physical health and safety of the individual, and that is done for the purpose of pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. Further, the term “organization” means
 - 1st Offense 2, 3, 9, 12, 13, 14, 15
 - 2nd Offense 4, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21

PERSISTENT DISOBEDIENCE

- Will be defined as three violations of any of the prohibitive behaviors within one school year.
 - Any Offense 1- 20

M. WEAPONS/DANGEROUS MATERIAL AND/OR INSTRUMENTS

A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self protection. Dangerous instruments include but are not limited to, chemical mace substances, pepper gas or like substances, stun guns, BB guns, pellet guns, razors or box cutters.

- Possession, use, sale or distribution of dangerous materials such as fireworks, explosives, smoke bombs, mace, pepper gas, and other objects of similar nature.
 - 1st Offense 1, 2, 3, 4, 13, 14, 15, 16, 17, 18
 - 2nd Offense 17, 18, 19, 20, 21
- Possession or use of dangerous or deadly weapons such as knives, chains, pipe sections, razor blades, or use or threatened use of any weapon or instrument in a manner intended to inflict bodily harm (see Section 13 for rules regarding guns, arson, or rape).
 - Any Offense 1, 4, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

DISCIPLINARY ACTION CODES

1. Material will be confiscated.
2. Student may be required to spend up to 5 hours in after school detention and/or satisfactorily complete a written assignment.
3. Students may be required to complete up to 30 hours of school community service such as general clean-up or light repair of school property or double the time in after school detentions
4. Student may be required to make use of counseling services.
5. Student may be required to attend a special clinic on alcohol, smoking or substance abuse.
6. Student will be required to make full financial restitution.
7. Student may be denied permission to operate or park a vehicle on school property for up to 20 school days.
8. Vehicles will be towed at student or owner expense or a parking ticket will be issued which will carry a fine.
9. Parking permit may be revoked for the semester or up to 90 school days.
10. A failing grade, (zero points) shall be assessed for the specific work associated with cheating or plagiarism.
11. Students shall not receive credit for class work missed unless designated by the principal or his/her designee.
12. First offense of misconduct on a bus will result in up to three days suspension from future bus trips; second and subsequent offenses will result in suspension from riding a bus for one or more semesters.
13. Students may be required to attend the in-school suspension program not to exceed three days per incident. Students will receive credit for work completed on time during the in-school suspension; however, they may not attend after school activities.
14. The student may be assigned Saturday morning detention for up to four hours per Saturday.
15. Students may be suspended from school premises and activities for a period not to exceed three days per incident and/or pending conference with parents. Principal or his/her designee will determine either or both actions. At the discretion of the principal, the conference may be made a condition for re-admission.
16. Students may be suspended from school premises and activities for a period of no less than four and no more than ten days with a conference required with parents, the principal (or designee) and the police liaison officer. Legal action may be taken.

17. Student may be suspended from school premises for an extended time period subject to intensive counseling and until receipt of statement from counselor, psychologist or psychiatrist that behavior is not likely to be disruptive or dangerous to himself/herself or others.
18. Students may be subject to actions applicable to the offense and may be subject to the requirements of Article D, be suspended from school and excluded from premises and activities for the balance of the semester with subsequent loss of credits for the semester.
19. A recommendation for removal from school may be made to the Joint Steering Committee of schools (or designee).
20. Student may be placed on probation for the balance of a semester or the school year. Activities of such a student shall be monitored by the principal (or designee) through required attendance at scheduled conferences. The student will be expected to conform strictly to the Uniform Code of Student Conduct. Any violation of probation may result in the student being suspended subject to the requirements of Article D for the balance of a semester or the school year.
21. Students may be placed on probation for the balance of a semester or the school year. Co-curricular and extracurricular activities of such a student may be restricted. The student will be expected to conform strictly to the Uniform Code of Student Conduct and activities of such a student will be monitored by the principal (or designee) through attendance at scheduled conferences. Any violation of probation may result in the student being suspended subject to the requirements of Article D for the balance of a semester or the school year.
22. Ypsilanti police will be notified; further action may be taken.
23. Student may be denied permission to participate in certain school functions such as enrichments/trips.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, desks and student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

A student's refusal to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

RULES REGARDING SEARCHES

STUDENT LOCKERS

All lockers assigned to students are the property of the school. At no time does the school relinquish its exclusive control of its lockers. The school principal or their designee shall have custody of all combinations to all lockers or locks. Students are prohibited from placing locks on any locker without the advance approval of the school principal or their designee.

The school assigns lockers to students for their convenience and temporary use. Students are to use lockers exclusively to store school-related materials and authorized personal items such as outer garments, footwear, grooming aids, or lunch. Students shall not use the lockers for any other purpose, unless specifically authorized by the school, principal or their designee, in advance of students bringing the items to school. Students are solely responsible for the contents of their lockers and should not share their lockers with other students, nor provide locker combinations to other students, unless authorized by the principal or their designee.

Random searches of school lockers and their contents may have a positive impact on deterring violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for students and staff. Accordingly, the principal or their designee is authorized to search lockers and locker contents at any time, without notice, and without parent/guardian or student consent.

The principal or their designee shall not be obligated to but may request the assistance of a law enforcement officer in conducting a locker search. The public school principal or their designee shall supervise the search. In the course of a locker search, the school principal or their designee shall respect the privacy rights of the pupil regarding any items discovered that are not illegal or against school policy and rules.

PERSONAL SEARCHES

A student's person and/or personal belongings (e.g., purse, book bag, jacket, pockets, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person or a search of pockets, footwear, or garments is conducted, it will be conducted in private by a school official of the same sex and with an adult witness of the same sex when possible.

AUTOMOBILE

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable ground to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice and without student consent.

SEIZURE OF ILLEGAL OR UNAUTHORIZED MATERIALS

When conducting locker, person and/or automobile searches, the school principal or their designee may seize any illegal or unauthorized items, items in violation of school policy or rules, or any other items reasonably determined by the school principal or their designee to be a potential threat to the safety or security of others. Such items include, but are not limited to, the following: firearms, explosives, dangerous weapons, flammable material, illegal controlled substances or controlled substance analogues or other intoxicants, contraband, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or seizure of items that schools are required to report to law enforcement agencies under the Statewide School Safety Information Policy. Any items seized by the school principal or their designee shall be removed from the place it was found and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor student, or a student eighteen years of age or older, shall be notified by the principal or their designee of items removed from a student's locker, their person and/or the students automobile.

SUSPENSION AND REMOVAL FROM WIMA AND WIHI

The school is a part of the total community. School rules and regulations are established for the protection of all of its members. Violations of school rules and regulations (on school property, en route to or from school or school activities, on school vehicles, and during or in connection with school-sponsored activities or off-campus misconduct of a serious or criminal nature) are cause for action as described herein.

In considering students' suspension or expulsion, WIHI/WIMA shall comply with MCL 380.1310(c)(d) as follows:

A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, harassment and cyberbullying.

As used in this section, “restorative practices” means practices that emphasize repairing the harm to the victim and the school community caused by a student’s misconduct. Restorative practices may include:

- Victim-offender conferences that are initiated by the victim;
- That are approved by the victim’s parent or legal guardian or, if the victim is at least age 15, by the victim;
- That are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender;
- And that provides an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm.

The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants.

Before suspending or expelling a pupil under section 1311(1), the joint steering committee, executive director, principal, or other designee, shall consider each of the following factors;

- The pupil’s age
- The pupil’s disciplinary history
- Whether the pupil is a student with a disability
- The seriousness of the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
- Whether restorative practices will be used to address the violation or behavior committed by the pupil.
- Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

In exercising discretion with regard to a suspension of more than 10 days or an expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the joint steering committee, or its designee, can demonstrate that it considered each of the seven factors listed. For a suspension of 10 or fewer days, there is no rebuttable presumption, but the joint steering committee, or its designee, shall consider each of the factors listed.

This section does not apply to a student being expelled under section 1311(2) for possessing a firearm in a weapon free school zone.

Consideration of the factors listed above is mandatory before suspending or expelling a student under section 1310, 1311(1), 1311(2), or 1311a. The method used for consideration of the factors is at the sole discretion of the joint steering committee or its designee.

Subject to 1310(d), Michigan law requires a school district to permanently expel (subject to reinstatement) a student who possesses a dangerous weapon in a weapon-free school zone unless that student meets one of four exceptions (listed below) provided in the law. Michigan law also required permanent expulsion (subject to possible reinstatement) of students who commit arson, criminal sexual conduct (as defined in the law and noted below), or a physical assault against a school employee, contractor, or volunteer. Michigan law also requires school districts to suspend or expel a student in grades 6 and above who commits physical assault

against another student. Those exclusions can last no more than 180 days. The following information describes the law.

WEAPONS, ARSON, OR CRIMINAL SEXUAL CONDUCT EXPULSION

School districts are required to permanently expel (subject to possible reinstatement) students who possess a dangerous weapon, commit arson, or engage in criminal sexual conduct in a school building or on school grounds. The law allows for possible reinstatement [MCL 380.1311]. The term “criminal sexual conduct” is defined in Michigan Penal Code, 1931, PA 328 MCL 750.520. It refers to sections which describe various levels of sexual penetration, sexual conduct, and assault with intent to commit criminal sexual conduct [MCL 750.520b, 520c, 520d, 520e, 520g]. The term “dangerous weapon” means a firearm, dirk, dagger, stiletto, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, and brass knuckles [MCL 380.1313(4)]. The definition of “firearm” in section 380.1311 refers to the definition of that term in the federal Gun-Free Schools Act of 1994, which in turn refers to another section of federal law which defines “firearm” as:

- Any weapon (including starter gun) which will or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.
 - The frame or receiver of any such weapon.
 - Any firearm muffler or firearm silencer.
 - Any destructive device.
1. Dangerous Weapon Exceptions: School boards are not required to expel a student if the student can establish in a clear and convincing manner at least one of the following:
- a. The object or instrument possessed by the student was not possessed for use as a weapon, or for direct or indirect delivery to another person for use as a weapon
 - b. The weapon was not knowingly possessed by the student
 - c. The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon
 - d. The weapon was possessed by the student at the suggestion, request or direction of, or with the express permission of school or police authorities.

There is a rebuttable presumption that expulsion under subsection (2) for possession of a weapon is not justified if both of the following are met:

- The school board or its designee determines in writing at least 1 of the factors listed has been established in a clear and convincing manner.
- The pupil has no history of suspension or expulsion.

A student who possesses a weapon in a weapon-free school zone or commits arson or criminal sexual conduct at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or

unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement procedure.

If a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that within three (3) days after the expulsion an official of the school district refers the individual to the appropriate county department of health and human services or county department of community mental health agency, and notifies the individual/s parent or legal guardian, or, if the individual is at least age 18 or an emancipated minor, notifies the individual of the referral [MCL 380.1311(5)].

2. **Weapon-Free School Zone and School Property Definition:** “Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property [MCL 750.237a]. “School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses [MCL 380.237a].
3. **Reporting Requirements:** If a dangerous weapon is found in the possession of a student while the student is attending school or a school activity, or while the student is en route to or from school on a school bus, the superintendent of the school district or intermediate school district, or his or her designee, shall immediately report that finding to the student’s parent/guardian and their local law enforcement agency [MCL 380.1313(1)].

Physical Assault - Student to Employee, Contractor or Volunteer

A student in grade six (6) or above who commits a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, shall be expelled permanently, subject to possible reinstatement. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1311a].

A student expelled for committing physical assault against an employee, contractor, or volunteer of a district at school or on school grounds is expelled from all Michigan public schools unless the school district operates or participates in an alternative education program appropriate for expelled students or unless the student is reinstated by the expelling board of education pursuant to the statutory reinstatement process.

If a student in grade six (6) or above is expelled for committing a physical assault against a school employee, contractor, or volunteer, the school board shall ensure that within three days after the expulsion an official of the school district refers the individual to the Washtenaw County Department of Human Services or Department of Community Mental Health agency, and notifies the individual’s parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral [MCL 380.1311(4)].

Physical Assault - Student to Student

A student in grade six (6) or above who commits physical assault against another student shall be suspended or expelled for up to 180 school days by the Joint Steering Committee or its designee if the physical assault is reported to the joint steering committee, director, or principal. The term “physical assault” means “intentionally causing or attempting to cause physical harm to another through force or violence” [MCL 380.1310].

Bomb Threats or Similar Threats

If student in grade six (6) or above makes a bomb threat, or similar threat, directed at a school building, other school property, or a school-related event, then the school board or the designee on behalf of the school board, as described in MCL 380.1311(1), shall suspend or expel the pupil from the school district for a period of time as determined at the discretion of the school board or its designee.

SUSPENSION

Students who face suspension due to violation of WIHI/WIMA, state, local or school district policies, rules or regulations shall first be brought before the principal, or their designee, and then the Joint Steering Committee, if necessary, or upon appeal of the principal's decision.

In the event of removal from WIHI/WIMA, students will return to their home district where they will also be subject to that local district policy.

Prior to implementation of a suspension of greater than 10 days or removal, the student will be informed of the infraction and will be given an opportunity to respond to the charges made.

In-school Suspension

In-school suspension is exclusion from regular class(es) and school activities for up to three (3) full days with the requirement that the student attend the In-School-Suspension Program.

- This action may be taken by the building principal (or designee).
- Cause for this action is a violation of school rules and regulations.
- Parent(s) and/or legal guardian(s) and the student, if 18 years of age, shall be notified of this action by phone, email and/or letter. The school administration will determine the need for a parent/guardian conference prior to student readmission. If, however, the parent/guardian requests a conference, the administrator will honor this request. There is no appeal of an in-school suspension beyond the principal.

Out-of-school Suspension

Out-of-school-suspension up to ten (10) days is exclusion from school premises, classes and activities for a period not to exceed ten (10) days.

- This action may be taken by the building principal (or designee).
- Cause for this action is a violation of school rules or regulations.
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified of this action by phone and email or letter. The school administration will determine the need for a parent/guardian conference prior to the student re-entering. If, however, the parent/guardian requests a conference, the administrator will honor this request. There is no appeal beyond the principal for suspensions of 10 days or less.

Suspension for an extended period of time is to be interpreted as follows:

- Removal from school pending action at a higher level, or awaiting disposition of civil authorities.
- This action may be taken by the recommendation of the principal with a specified time limit to the suspension. The student or parent/guardian has the right to appeal.
- Causes for this action are "gross misdemeanor" or "persistent disobedience," "the student's inability to be educated in the school environment, causes designated in the Code of Conduct or conduct which endangers the welfare of other pupils or the welfare of property of other persons or the welfare of school district property."
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified in writing of this action.
- The Principal (or designee) shall notify the Joint Steering Committee of the student's suspension in writing within three (3) days with recommendation for action. In no event shall extended suspension extend for more than thirty (30) days unless the Joint Steering Committee authorizes an extension of time where there is sufficient reason for extension.

Counting Suspension Days

The day the student is removed from school will be counted as a day of suspension providing they were denied class participation or school activities before noon of that day. Times when school is not officially scheduled are not to be counted as part of the suspension time.

Suspension for a Definite Period of Time

Suspension for definite period, in excess of ten (10) days is to be interpreted as follows:

- Removal from school/class assignments for a specified period of time.
- This action may be taken by the principal or Joint Steering Committee only after an opportunity for a hearing is given.
- Causes for suspension for a definite period are those defined in the Michigan School Code or the WIHI/WIMA School Code of Conduct.
- The school administration shall recommend cases for suspension for a definite period to the Joint Steering Committee.
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified in writing of this action.
- The Joint Steering Committee is vested with final authority in all cases of suspension for a definite period subject to appeal procedures set forth. The Joint Steering Committee may establish conditions which must be met prior to readmission of the student.

- The student will be readmitted at the end of the period only after a parent/guardian conference satisfactory to school administration, and only in the event the student has met all reasonable conditions established for readmission.
- The Joint Steering Committee shall notify the parents and/or legal guardians and student, if 18 years of age, in writing.

APPEAL FOR SUSPENSION

Appeals of disciplinary actions or discrimination based on race, sex or handicap may be initiated by students or parents/guardians of minor students. Appeals must first be directed to the building principal, who will specify the appropriate level for the appeal to begin. There will be no appeal process beyond the principal level for suspensions of 10 days or less. There is no appeal for suspensions of three days or less.

The following appeal levels are available in cases of in-school suspensions and out-of-school-suspensions of four (4) to ten (10) days. There is no appeal of suspensions of three days or less.

- **Building Principal Review Hearing.** The hearing process to be determined by the principal with the student or the student's parents/guardians having a reasonable opportunity to respond to the charges and circumstances. The decision of the principal or his/her designee(s) is final.

The following appeal levels are available in cases of out-of-school-suspensions of eleven (11) or more days:

First Level - Building Principal Review Hearing

Second Level - Joint Steering Committee or its designated committee of no less than three members

1. A request for an appeal shall be made within three (3) school days of the date disciplinary action was taken and must be made in writing stating the adjustments being requested and the reasons thereof. (An oral appeal may be made if three or fewer days remain in the semester.)
2. Based on the review of the appeal, the building principal, within five (5) school days, will notify in writing the adult student or the parents or legal guardian of a student under the age of 18 years of his or her decision to adjust, revoke or sustain the disciplinary action.
3. The student and/or the student's parents/guardian and affected teachers or coaches have a right to be present at all review hearings and must be notified in advance of the time and place. Both the affected student and the school administration have the right to present a witness at all review hearings.
4. Unless the principal permits the student to remain in school and participate in all activities pending the outcome of the appeal, the student is suspended from school until the outcome of the hearing for a time period not to exceed 10 days. If the student is a danger to themselves, other students, school staff or school property, the principal may remove the student from school and school activities until the completion of the hearing process.
5. Appeal to the next level must be made in writing within three (3) days of receipt of the decision at the lower level and the review hearing at the next level must be held within five (5) days of receipt of the appeal.

REMOVAL FROM WIMA & WIHI

Removal from WIHI and WIMA are to be interpreted as follows:

- Removal from the WIHI and WIMA facilities for more than the remainder of the semester by action of the Joint Steering Committee. The student must petition the Joint Steering Committee for readmission and the written petition must evidence satisfactory elimination of the cause for removal, and compliance, with all reasonable conditions established for readmission.
- This action may be taken by the Joint Steering Committee only after an opportunity for a hearing is given.
- Causes for removal from WIMA and WIHI are those defined in the Michigan School Code and school code of Conduct.
- The school administration shall recommend cases for removal to the Joint Steering Committee.
- Parents and/or legal guardians and the student, if 18 years of age, shall be given notice in writing of the recommendation.
- The Board of Education of the student's school district is vested with the final authority in all cases of removal from a school district.

REMOVAL PROCEDURES:

Initiation of Removal:

- The building principal (or designee) shall recommend in writing to the Joint Steering Committee (or designee) that removal be considered. The Joint Steering Committee will notify the student's superintendent that removal is being considered.

Hearing of Removal:

- The Joint Steering Committee shall appoint a panel of three members to hear removal cases. The hearing date will be set by the panel chairperson. The chairperson (or designee) will conduct a hearing in accordance with this Uniform Code of Student Conduct.

Notice of Hearing for Removal and Decision:

- The Principal/Chairperson (or designee) shall provide written notice to the parents or legal guardian of the student if under 18 years of age and to the student only if 18 years of age or older. Once the removal decision has been presented to the Superintendent of the student's district, that policy will be enforced. The notice shall be mailed to the address of record of the student, at least 5 days prior to the scheduled hearing date and shall specify:
 - The date, time and place for hearing;
 - The names of witnesses who might be called to testify with respect to the charges;
 - The student has the right to be represented at the hearing by legal counsel;
 - The right of the student to present witnesses on the student's behalf and to cross examine witnesses called by the administration; and

- Shall advise the student that the hearing will be open to the public unless a request is made in writing by the student or the parents/guardian of a minor student that it will be a closed hearing.
- The charges which have been made along with the terms of the removal.

PROCEDURE AT HEARING FOR REMOVAL

If the student (or representative) attends the hearing, the chairperson (or designee) of the hearing panel shall advise the student and/or parents/guardian of the charges. The student shall then be advised that the purpose of the hearing is to determine the validity of these charges. The student shall be advised that the student or the student's attorney will have the right to question witnesses who will be present to give testimony in support of the charges. The student shall be advised of the right to present witnesses on their own behalf. The student shall be asked if they are represented by counsel.

- a. The student will then be asked if, understanding the charges they admit or deny the charges. If the student admits or does not contest the charges, it will not be necessary for the hearing panel to proceed with the hearing. However, it will be permissible for the student or their counsel to make a statement on their behalf and for the chairperson (or designee) and/or the hearing panel to question the student as to reasons for their behavior. This procedure is intended to assist the panel in arriving at a determination of the appropriate penalty to recommend to the Joint Steering Committee.
- b. If the student denies or contests the charges, the hearing shall proceed with the appropriate school official presenting witnesses to give testimony as to the charges. The student or their attorney will have the opportunity to cross-examine each witness. The student or their attorney will also be given the opportunity to present their own witnesses, including the opportunity for the student to testify. The members of the hearing panel and/or the chairperson (or designee) may ask questions of any witnesses.
- c. Upon conclusion of the presentation of evidence, the panel shall make findings on each of the charges which have been brought. In the event the student is found to have committed some or all of the acts charged, the panel shall make recommendations to the Joint Steering Committee as to the action which should be taken. These recommendations shall be reduced to a written report and a copy of the report sent to the student and/or parents or guardian together with notice that the recommendation will be made to the Joint Steering Committee at its next regular meeting or a meeting conducted specifically to address the findings. The Joint Steering Committee will then, by resolution, affirm, modify or reverse the recommendation of the hearing panel.
- d. The student or the parents(s) or legal guardian(s) of a student who is under the age of 18 years shall be notified in writing of the decision of the Joint Steering Committee. If neither a student nor his representative appears, the review panel shall permit the administration to summarize the evidence it intended to present. The panel will conclude the hearing and proceed with the requirements of paragraph 4, (c) and (d)

PETITION FOR REINSTATEMENT

For students in grades six (6) or above, although the law calls for the “permanent” expulsion, if the district has considered the 7 factors and not found a suitable lesser intervention, of a student who possesses a dangerous

weapon in a weapon-free school zone, commits arson, criminal sexual conduct, or a physical assault against an employee, contractor, or a volunteer of a district, at school or on school grounds, the law provides a process for petitioning for reinstatement to school [MCL 380.1311(5) and 380.1311(5)]. It is the responsibility of the partitioning person (a parent, legal guardian, or the expelled student if he or she is at least 18 years of age or is an emancipated minor) to prepare and submit the petition for reinstatement.

WEOC may consider early reinstatement, particularly in cases where students have followed through on district recommendations and services such as counseling, social skills training, etc.

PETITION FOR STUDENT TO RETURN TO SCHOOL

If a petition form is requested by a person wishing to be reinstated, the school board must make the petition form available.

For a student in grade six (6) or above that is expelled for possessing a dangerous weapon in a weapon-free school zone, or who commits arson or criminal sexual conduct, the parent/guardian or the student (if they are at least 18 years of age or an emancipated minor) may file a petition with the Joint Steering Committee requesting reinstatement to WIMA/WIHI and their district's Board of Education requesting reinstatement to the district or WIMA/WIHI. Approval of both bodies will be necessary for return to WIMA/WIHI. The petition can be initiated any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

For a student in grade six (6) or above that is expelled for committing a physical assault against an employee, contractor, or volunteer, the parent/guardian or the student (if they are at least 18 years of age or an emancipated minor) may file a petition with the Joint Steering Committee requesting reinstatement to WIMA/WIHI and their district's Board of Education requesting reinstatement to the district or WIMA/WIHI. Approval of both bodies will be necessary for return to WIMA/WIHI. The petition can be initiated any time after 150 school days following the date of expulsion. A student may be reinstated not earlier than 180 school days following the date of expulsion.

COMMITTEE REVIEW AND RECOMMENDATION

If a petition for reinstatement is received by the Joint Steering Committee it can hear the petition or appoint a committee to review both the petition and information provided by the student's Superintendent.

The committee, in accordance with the school code, will make a recommendation to the Joint Steering Committee for unconditional reinstatement, conditional reinstatement or against reinstatement. The Joint Steering Committee will act on the petition for reinstatement. The petition for reinstatement to the school district will be processed in accordance with the district's policy. The decision of the Steering Committee and the local Board is final

APPENDIX A

LEGAL BASIS FOR SCHOOL DISCIPLINE (School Code of 1976)

- **Sec. 1300.**
 - The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, and carrying on of the public schools of the district, including

regulations relative to the conduct of pupils concerning their safety while in attendance at school or en route to and from school.

● **Sec. 1311.**

- (1) Subject to subsection (2), the school board, or the school district superintendent, a school building principal, or another school district official if designated by the school board, may authorize or order the suspension or expulsion from school of a pupil guilty of gross misdemeanor or persistent disobedience if, in the judgment of the school board or its designee, as applicable, the interest of the school is served by the authorization or order. If there is reasonable cause to believe that the pupil is a student with a disability, and the school district has not evaluated the pupil in accordance with rules of the superintendent of public instruction to determine if the pupil is a student with a disability, the pupil shall be evaluated immediately by the intermediate school district of which the school district is constituent in accordance with section 1711.
- (2) If a pupil possesses in a weapon free school zone a weapon that constitutes a dangerous weapon, commits arson in a school building or on school grounds, or commits criminal sexual conduct in a school building or on school grounds, the school board, or the designee of the school board as described in subsection (1) on behalf of the school board, shall expel the pupil from the school district permanently, subject to possible reinstatement under subsection (5). However, a school board is not required to expel a pupil for possessing a weapon if the pupil establishes in a clear and convincing manner at least 1 of the following:
 - (a) The object or instrument possessed by the pupil was not possessed by the pupil for use as a weapon, or for direct or indirect delivery to another person for use as a weapon.
 - (b) The weapon was not knowingly possessed by the pupil.
 - (c) The pupil did not know or have reason to know that the object or instrument possessed by the pupil constituted a dangerous weapon.
 - (d) The weapon was possessed by the pupil at the suggestion, request, or direction of, or with the express permission of, school or police authorities.
- (3) If an individual is expelled pursuant to subsection (2), the expelling school district shall enter on the individual's permanent record that he or she has been expelled pursuant to subsection (2). Except if a school district operates or participates cooperatively in an alternative education program appropriate for individuals expelled pursuant to subsection (2) and in its discretion admits the individual to that program, and except for a strict discipline academy established under sections 1311b to 1311l, an individual expelled pursuant to subsection (2) is expelled from all public schools in this state and the officials of a school district shall not allow the individual to enroll in the school district unless the individual has been reinstated under subsection (5). Except as otherwise provided by law, a program operated for individuals expelled pursuant to subsection (2) shall ensure that those individuals are physically separated at all times during the school day from the general pupil population. If an individual expelled from a school district pursuant to subsection (2) is not placed in an alternative education program or strict discipline academy, the school district may provide, or may arrange for the intermediate school district to provide, appropriate instructional services to the individual at home. The type of services provided shall meet the requirements of section 6(4)(u) of the state school aid act of 1979, MCL 388.1606, and the services may be contracted for in the same manner as services for homebound pupils under section 109 of the state school aid act of 1979, MCL 388.1709. This subsection does not require a school district to expend more money for providing services for a pupil expelled pursuant to subsection (2) than the amount of the foundation allowance the

school district receives for the pupil as calculated under section 20 of the state school aid act of 1979, MCL 388.1620.

- (4) If a school board expels an individual pursuant to subsection (2), the school board shall ensure that, within 3 days after the expulsion, an official of the school district refers the individual to the appropriate county department of social services or county community mental health agency and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral.
- (5) The parent or legal guardian of an individual expelled pursuant to subsection (2) or, if the individual is at least age 18 or is an emancipated minor, the individual may petition the expelling school board for reinstatement of the individual to public education in the school district. If the expelling school board denies a petition for reinstatement, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may petition another school board for reinstatement of the individual in that other school district. All of the following apply to reinstatement under this subsection:
 - (a) For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 60 school days after the date of expulsion. For an individual who was enrolled in grade 5 or below at the time of the expulsion and who has been expelled pursuant to subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time. For an individual who was in grade 6 or above at the time of expulsion, the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may initiate a petition for reinstatement at any time after the expiration of 150 school days after the date of expulsion.
 - (b) An individual who was in grade 5 or below at the time of the expulsion and who has been expelled for possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 90 school days after the date of expulsion. An individual who was in grade 5 or below at the time of the expulsion and who has been expelled pursuant to subsection (2) for a reason other than possessing a firearm or threatening another person with a dangerous weapon shall not be reinstated before the expiration of 10 school days after the date of the expulsion. An individual who was in grade 6 or above at the time of the expulsion shall not be reinstated before the expiration of 180 school days after the date of expulsion.
 - (c) It is the responsibility of the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, of the individual to prepare and submit the petition. A school board is not required to provide any assistance in preparing the petition. Upon request by a parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual, a school board shall make available a form for a petition.
 - (d) Not later than 10 school days after receiving a petition for reinstatement under this subsection, a school board shall appoint a committee to review the petition and any supporting information submitted by the parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, by the individual. The committee shall consist of 2 school board members, 1 school administrator, 1 teacher, and 1 parent of a pupil in

the school district. During this time the superintendent of the school district may prepare and submit for consideration by the committee information concerning the circumstances of the expulsion and any factors mitigating for or against reinstatement.

- (e) Not later than 10 school days after all members are appointed, the committee described in subdivision (d) shall review the petition and any supporting information and information provided by the school district and shall submit a recommendation to the school board on the issue of reinstatement. The recommendation shall be for unconditional reinstatement, for conditional reinstatement, or against reinstatement, and shall be accompanied by an explanation of the reasons for the recommendation and of any recommended conditions for reinstatement. The recommendation shall be based on consideration of all of the following factors:
 - (i) The extent to which reinstatement of the individual would create a risk of harm to pupils or school personnel.
 - (ii) The extent to which reinstatement of the individual would create a risk of school district liability or individual liability for the school board or school district personnel.
 - (iii) The age and maturity of the individual.
 - (iv) The individual's school record before the incident that caused the expulsion.
 - (v) The individual's attitude concerning the incident that caused the expulsion.
 - (vi) The individual's behavior since the expulsion and the prospects for remediation of the individual.
 - (vii) If the petition was filed by a parent or legal guardian, the degree of cooperation and support that has been provided by the parent or legal guardian and that can be expected if the individual is reinstated, including, but not limited to, receptiveness toward possible conditions placed on the reinstatement.
 - (f) Not later than the next regularly scheduled board meeting after receiving the recommendation of the committee under subdivision (e), a school board shall make a decision to unconditionally reinstate the individual, conditionally reinstate the individual, or deny reinstatement of the individual. The decision of the school board is final.
 - (g) A school board may require an individual and, if the petition was filed by a parent or legal guardian, his or her parent or legal guardian to agree in writing to specific conditions before reinstating the individual in a conditional reinstatement. The conditions may include, but are not limited to, agreement to a behavior contract, which may involve the individual, parent or legal guardian, and an outside agency; participation in or completion of an anger management program or other appropriate counseling; periodic progress reviews; and specified immediate consequences for failure to abide by a condition. A parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, the individual may include proposed conditions in a
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- (6) A school board or school administrator that complies with subsection (2) is not liable for damages for expelling a pupil pursuant to subsection (2), and the authorizing body of a public school academy is not liable for damages for expulsion of a pupil by the public school academy pursuant to subsection (2).
 - (7) The department shall develop and distribute to all school districts a form for a petition for reinstatement to be used under subsection (5).

- (8) This section does not diminish any rights under federal law of a pupil who has been determined to be eligible for special education programs and services.
- (9) If a pupil expelled from a public school district pursuant to subsection (2) is enrolled by a public school district sponsored alternative education program or a public school academy during the period of expulsion, the public school academy or alternative education program shall immediately become eligible for the prorated share of either the public school academy or operating school district's foundation allowance or the expelling school district's foundation allowance, whichever is higher.
- (10) If an individual is expelled pursuant to subsection (2), it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable alternative educational program and to enroll the individual in such a program during the expulsion. The office of safe schools in the department shall compile information on and catalog existing alternative education programs or schools and nonpublic schools that may be open to enrollment of individuals expelled pursuant to subsection (2) and pursuant to section 1311a, and shall periodically distribute this information to school districts for distribution to expelled individuals. A school board that establishes an alternative education program or school described in this subsection shall notify the office of safe schools about the program or school and the types of pupils it serves. The office of safe schools also shall work with and provide technical assistance to school districts, authorizing bodies for public school academies, and other interested parties in developing these types of alternative education programs or schools in geographic areas that are not being served.
- (11) As used in this section:
 - (a) "Arson" means a felony violation of chapter X of the Michigan penal code, 1931 PA 328, MCL 750.71 to 750.80.
 - (b) "Criminal sexual conduct" means a violation of section 520b, 520c, 520d, 520e, or 520g of the Michigan penal code, 1931 PA 328, MCL 750.520b, 750.520c, 750.520d, 750.520e, and 750.520g.
 - (c) "Dangerous weapon" means that term as defined in section 1313.
 - (d) "Firearm" means that term as defined in section 921 of title 18 of the United States Code, 18 USC 921.
 - (e) "School board" means a school board, intermediate school board, or the board of directors of a public school academy.
 - (f) "School district" means a school district, a local act school district, an intermediate school district, or a public school academy.
 - (g) "Weapon free school zone" means that term as defined in section 237a of the Michigan penal code, 1931 PA 328, MCL 750.237a.
- **History:** 1976, Act 451, Imd. Eff. Jan. 13, 1977;Am. 1993, Act 335, Imd. Eff. Dec. 31, 1993;Am. 1994, Act 328, Eff. Jan. 1, 1995;Am. 1995, Act 250, Imd. Eff. Jan. 2, 1996;Am. 1999, Act 23, Imd. Eff. May 12, 1999;Am. 2007, Act 138, Imd. Eff. Nov. 13, 2007;Am. 2008, Act 1, Imd. Eff. Jan. 11, 2008.

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