



Student Handbook & Curriculum Guide

International Academy of Macomb

*A Macomb County Public School
And
An IB World School*



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The International Academy of Macomb is an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that the International Academy of Macomb believes is important for its students. Only schools authorized by the International Baccalaureate Organization (IBO) as IB World Schools can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), or the Diploma Programme.

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IB DIPLOMA PROGRAMME CURRICULUM



The subjects that comprise the core of the IB curriculum are arranged according to the following six groups from which a student must select three courses to study at the Higher Level (HL) and three courses to study at the Standard Level (SL) for the IB Diploma Examination. In addition, the Diploma candidate must engage in a unique course known as Theory of Knowledge (TOK), participate in Creativity, Action, Service (CAS) and complete an Extended Essay (EE).



GROUP 1 *STUDIES IN LANGUAGE AND LITERATURE*: is the study of literature in a student's first language, including the study of selections of world literature.

GROUP 2 *LANGUAGE ACQUISITION*: emphasizes language acquisition and use in a range of context and for different purposes.

GROUP 3 *INDIVIDUALS AND SOCIETIES*: provides for the development of a critical appreciation of human experience and behavior, the varieties of physical, economic and social environments that people inhabit and the history of social and cultural institutions.

GROUP 4 *SCIENCES*: consists of biology, chemistry, design technology, environmental systems and physics. Each of these subjects contains a body of knowledge together with scientific methods and techniques which students are required to learn and apply.

GROUP 5 *MATHEMATICS*: enables students to develop mathematical knowledge, concepts and principles; develop logical, critical and creative thinking; employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. The aims of computer science are to develop an understanding of the range and organization of computer systems and the use of computers in a variety of disciplines, applications and contexts.

GROUP 6 *THE ARTS*: includes music, theatre arts and visual arts. These subjects allow a high degree of adaptability to different cultural contexts with the emphasis on creativity in the context of disciplines, practical research into the relevant genres.

IB MIDDLE YEARS PROGRAMME CURRICULUM



The International Academy of Macomb is in the process of becoming the first International Baccalaureate Middle Years Programme in Macomb County. The IB Middle Years Programme provides a challenging academic curriculum that encourages students to understand the connections between traditional school subjects and the world around them, all while becoming critical and reflective thinkers. The curriculum is comprised of eight subject groups through five interactive areas that provide a global learning context to discuss issues that we face today. In addition, in their final year of study, students complete an independent "personal project" to demonstrate and reflect on their academic and personal growth.



- GROUP 1** *LANGUAGE A*: includes the study of literature and the instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized.
- GROUP 2** *LANGUAGE B*: is the study of a modern language other than their mother tongue, with the long-term goal of balanced bilingualism.
- GROUP 3** *HUMANITIES*: the primary aim of a humanities course is to develop technical, analytical, problem-solving and investigative skills while fostering understanding of the concepts of time, place and space, change, systems and global awareness.
- GROUP 4** *SCIENCES*: the study of science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving.
- GROUP 5** *MATHEMATICS*: the study of mathematics aims for students to understand mathematical reasoning and processes, to apply mathematics and to evaluate the significance of results, to develop strategies for problems, and to acquire mathematical intuition.
- GROUP 6** *THE ARTS*: in the study of the arts students are brought into contact with the art forms and aesthetic values of other cultures as well as their own and are helped to develop perceptions between ideas and art while being encouraged to identify particular creative abilities and to master the appropriate techniques.
- GROUP 7** *PHYSICAL EDUCATION*: the aim of this course is to cultivate a healthy and active lifestyle for students while providing different forms of self reflection, communication and team work.

GROUP 8 TECHNOLOGY: the aim of this course is problem solving in an effort to stimulate student's ingenuity devising practical solutions to given tasks while fostering awareness of the social and ethical implications of technological development.

AUTHORIZATION AND RECOGNITION OF SCHOOLS IN THE IB

Only schools officially authorized by the IB may offer the Diploma Programme and present candidates for examination. Schools wishing to participate in IB must undergo a rigorous application and authorization process involving a lengthy written application, mentorship guidance and site visit. Schools are admitted as single entities, rather than as district programs. The IAM is currently an authorized DP program and currently seeking authorization for the MYP for the 2015-16 school year.

GOVERNANCE AND ADMINISTRATION

The headquarters of the International Baccalaureate is in Geneva, Switzerland. Responsibility for the IB is vested in a Council of Foundation, chartered by the Swiss government. Members of the council include representatives of national governments supporting the program, heads of the IB schools, and additional representatives from several other countries.

The chief administrative officer responsible for the International Academy of Macomb's IB Programme will be the IB Americas Regional Director who is one of three Regional Office Directors governed by a hierarchy of directors, with the Director General in the ultimate supervisory position. Beyond the major regional offices in New York, Singapore, Argentina, and Switzerland, representative offices are in Australia, Sweden, Kenya, Jordan, Mexico, the Russian Federation and India.

The Examinations Office, located at Cardiff, Wales in the United Kingdom, oversees the administration of two examination sessions each year. The May session serves the large majority of candidates; schools in the Southern Hemisphere subscribe to the smaller November session. Individual examiners worldwide participate in the assessment of student work.

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IB LEARNER PROFILE

The International Academy of Macomb always expects students to adhere to the IB Learner Profile. The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They can assess and understand their strengths and limitations in order to support their learning and personal development.

The International Baccalaureate Diploma Programme is an integrated liberal arts course of study requiring classes and examinations in six subject areas, a theory of knowledge course, the writing of an extended research essay and participation in planned and supervised extracurricular activities related to the local, national and international community. The courses in the 9th and 10th grades at the International Academy of Macomb serve as preparation for the International Baccalaureate Diploma Programme, which begins in the 11th grade. The International Baccalaureate Diploma is widely accepted by universities and colleges around the world as evidence of superior achievement. In the DP Programme, students will select three courses at the HL level and three courses at the SL level.

IAM COURSE OF STUDY

Grade 9

- 1 year Honors MYP World Literature
- 1 year Honors MYP World History and Geography
- 1 year Honors MYP Language B (French, German, Spanish)
- 1 year Honors MYP Geometry
- 1 year Honors MYP Biology
- 1 year Fine Arts (Art, Band, Choir, Drama)
- 1 year Product Team
- 1 semester MYP Economics
- 1 semester Speech

Grade 10

- 1 year Honors MYP American Literature
- 1 year Honors MYP American History and Geography
- 1 year Honors MYP Language B (French, German or Spanish)
- 1 year Honors MYP Algebra II Trigonometry
- 1 year Honors MYP Chemistry
- 1 year Honors MYP Physics
- 1 year MYP Fine Arts (Product Team, Art II, Band, Drama, Choir)
- 1 semester MYP PE Adventure Challenge
- 1 semester MYP Health

Grade 11

- 1 year IB1 English
- 1 year IB1 History
- 1 year IB1 Language B (French, German, Spanish)
- 1 year IB1 Mathematics
- 1 year IB1 Science (Biology, Chemistry, Physics)
- 1 year IB1 Group Six Subject (ab Initio Language B, Economics, Music, Science, Theatre, Visual Arts)
- 1 semester Honors U.S. Government
- 1 semester IB1 Theory of Knowledge
- 1 year Electives (Art, Drama, French I, German I, Product Team, Spanish I, Band, or Choir)

Grade 12

1 year IB2 English
1 year IB2 History
1 year IB2 Language B (French, German, Spanish)
1 year IB2 Mathematics
1 year IB2 Science (Biology, Chemistry, Physics, Environmental Systems & Societies)
1 year IB2 Sixth Subject (ab Initio Language B, Economics, Music, Science, Theatre, Visual Arts)
1 semester IB2 Theory of Knowledge
1 semester IB Language B Culture
1 year Electives (Product Team, Art, Band, Choir)

GRADUATION REQUIREMENTS

4.50 Credits in Language A (including Speech)
4.50 Credits in Language B (including Culture)
5.00 Credits in Individuals and Societies (including Government and Economics)
5.00 Credits in Experimental Sciences
4.00 Credits in Mathematics
1.00 Credit in Theory of Knowledge
1.00 Credit in Physical Education / Health
0.50 Credit in MYP Personal Project
0.50 Credit in Extended Essay
1.00 Credit in Product Team 9
2.00 Credits in Group Six Area (Fine Arts, Language B, Individuals and Society, Experimental Sciences)
4.00 Credits in Electives (Art, Band, Drama, Product Team, Vocal)
33.00 Credits needed to Graduate

Additional requirement of all graduates:

- Successful Completion of CAS (Creative, Action, and Service) Hours

GRADUATION DIPLOMAS

A student may earn two diplomas. The International Baccalaureate Diploma is awarded by the International Baccalaureate to all students who meet the IB requirements and earn the needed scores on the examinations. Attainment of this diploma is independent from the diploma awarded by the International Academy of Macomb in conjunction with the home high school district. The International Academy of Macomb Diploma is awarded in conjunction with the Home District to all IAM students who fulfill the IAM graduation requirements.

CONDITIONS FOR THE AWARD OF THE IB DIPLOMA

The IB Diploma will be awarded to candidates whose total score is 24, 25, 26, or 27 points provided all the following requirements have been met:

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma;
- b. All CAS requirements have been met;
- c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them;

- d. There is no grade 1 in any subject;
- e. There is no grade 2 at higher level;
- f. There is no more than one grade 2 at standard level;
- g. Overall, there are no more than three grades 3 or below;
- h. At least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level);
- i. At least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level); and
- j. The final award committee has not judged the candidate to be guilty of malpractice.

The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- a. Numeric grades have been awarded in all six subjects registered for the IB diploma;
- b. All CAS requirements have been met;
- c. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them;
- d. There is no grade 1 in any subject;
- e. There is no more than one grade 2 at higher level;
- f. There are no more than two grades 2 at standard level;
- g. Overall, there are no more than three grades 3 or below;
- h. At least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level);
- i. At least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level); and
- j. The final award committee has not judged the candidate to be guilty of malpractice.

ACADEMIC CONDUCT

It is the school's intent to maintain and encourage high standards of personal conduct. These standards include personal honesty, discipline and integrity. Any school work that is turned in for credit by a student must be a result of that student's effort. Academic misconduct is a violation of both International Academy of Macomb and International Baccalaureate policies.

Plagiarism/academic misconduct is defined as presenting and/or submitting work done (in whole or part) by someone else as if it were one's own. Plagiarism/academic misconduct includes, but is not limited to, the following forms:

A. Exams and Tests

- Copying from another student.
- Use of unauthorized materials including note cards, cell phone, etc.
- Verbal and non-verbal communication between students both during the exam/test and after the exam/test.

B. Essays and Assignments

- Submission of an essay written in whole or in part by someone else as one's own.
- Preparing an essay or assignment for submission by another student.
- Copying an essay or assignment.
- Allowing one's essay or assignment to be copied by someone else.
- Using direct quotations or any sized section of paraphrased material without acknowledgement.

Consequences

The penalty for plagiarism as described above shall generally result in a zero for the piece of work. A student who allows work to be copied is also subject to the same penalties. The consequences listed below may be adjusted depending on the item which is plagiarized (i.e. an Internal Assessment versus a worksheet). Incidents of plagiarism are tracked for each student and consequences for each offense are cumulative, not per class.

First Offense	"0" on Assignment	Parent/Guardian Notification	Notation in Grade book	Administration Notification
Second Offense	"0" on Assignment	Parent/Guardian Notification	Notation in Grade book	Administration Referral
Third Offense	"0" on Assignment	Parent/Guardian Notification	Notation in Grade book	Administration Referral & Suspension

This is a school-wide policy and supersedes any policies that may be found in course syllabi.

COMMON SCHOOL-WIDE GRADING PRACTICES

So that there is consistency across subjects, the following practices will be in place:

- There will be at least five summative assessments per semester.
- For 9th and 10th grade students, summative assessments constitute 70% of the grade and formative assessments will constitute 30% of the grade.
- For 11th and 12th grade students, summative assessments will constitute 80% of the grade and the formative assessments will constitute at least 20% of a student's grade.
- All courses will have a comprehensive exam.
- When semester grades are calculated, the semester-end exam will count as 20% of the grade.

For additional information, please see the full Assessment Policy at:

<http://www.iamacomb.org/academics/assessment-policy/>

APPROVED GRADING SCALES

Grading Scale: A : 93% – 100% A- : 90% – 92% B+ : 87% – 89%

B : 83% – 86%	5 : Good	A- : 3.67	<i>IB TOK & Extended Essay Scales:</i>
B- : 80% – 82%	4 : Satisfactory	B+ : 3.33	
C+ : 77% – 79%	3 : Mediocre	B : 3.0	A : Excellent B : Good C : Satisfactory D : Mediocre E : Elementary N : No Grade
C : 73% – 76%	2 : Poor	B- : 2.67	
C- : 70% – 72%	1 : Very Poor	C+ : 2.33	
D+ : 67% – 69%	0 : No Grade	C : 2.0	
D : 63% – 66%		C- : 1.67	
D- : 60% – 62%		D+ : 1.33	
F : 0% – 59%		D : 1.0	
<i>IBO Grading Scale:</i>		D- : 0.67	
7 : Excellent	<i>G.P.A. Scale</i>	F : 0	
6 : Very Good	A : 4.0		

FAILURE AND LOW GRADE POLICY

Grades 9 and 10: The International Academy of Macomb requires that failed classes (semester grade of F) in grades 9 and 10 be made up by earning a “C” or better in an approved course in summer programs or community college. The failed course must be made up during the summer following the failure. Students may not return to the IAM in the fall if they fail to make up the course over the summer.

To ensure that the IAM records are current and the failed classes are made up, the grades earned must be provided to the Counseling Office no later than the second week of August. Schedules and materials for the new school year will not be issued to students who have not provided the appropriate documentation.

Grades 11 and 12: The International Baccalaureate requires that the school ensure all IB Diploma candidates remain in “good standing.” The IB is an honors curriculum. Grades of A and B are expected of all IB students. Students with a grade of D or F are not considered in “good standing.” A semester grade of F in an IB course will require the students to return to their sending school for the remainder of their high school education. A semester grade of 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 his/her sending school. Seniors with a first semester grade of D are not eligible to sit for the IB exam in that subject thus placing the IB diploma in jeopardy. Juniors and seniors who fail a non-IB semester course must make up the credit in the manner described for grades 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.

CAREER PATHWAYS

The Career Pathways are six broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. The groupings encompass the entire spectrum of career options, providing opportunities for all students and all ability levels. According to the U.S. Bureau of Labor Statistics, there are more than 12,000 career options for today’s students to consider. The Career Pathways described below are from the Michigan Department of Career Development.

Arts and Communication: Careers in this pathway are related to the humanities and performing, visual, literary and media arts. These include architecture, graphic design, interior design, fashion design, writing, film, fine arts, journalism, languages, media, advertising and public relations.

Business, Management, Marketing and Technology: Careers in this pathway are related to the business environment. These include entrepreneurship, sales, marketing, finance, accounting, computer/information systems, personnel, economics and management.

Engineering/Manufacturing and Industrial Technology: Careers in this pathway are related to technologies necessary to design, develop, install and maintain physical systems. These include engineering, manufacturing, construction, service and related technologies.

Health Sciences: Careers in this pathway are related to the treatment of disease and the promotion of health. These include research, prevention, treatment and related health technologies.

Human Services: Careers in this pathway are related to economic, political and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services and personal services.

Natural Resources and Agriscience: Careers in this pathway are related to agriculture, the environment and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

EMPLOYABILITY SKILLS

Employability Skills are the basic skills needed to get and keep a job. They are skills needed in all types of occupations from entry level jobs to technical and professional careers. Many Employability Skills are used in other areas of life, such as parent, consumer, community member and citizen. These skills constitute three major areas: Academic, Personal Management and Teamwork.

Academic

- Read and understand written materials
- Understand charts and graphs
- Understand basic mathematics
- Use mathematics to solve problems
- Use research and library skills
- Use specialized skills and knowledge to get a job done
- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use the scientific method to solve problems

Personal Management

- Meet school/work deadlines
- Develop career plans

- Know personal strengths and weaknesses
- Demonstrate self control
- Pay attention to details
- Follow written instructions and directions
- Follow oral instructions and directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

Teamwork

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Express ideas to other group members
- Be sensitive to the group members' ideas and views
- Be willing to compromise to best accomplish the goal
- Be a leader or follower to best accomplish the goal
- Be willing to change settings and work with people of differing backgrounds

COURSE DESCRIPTIONS

The course descriptions are a guide to help students understand the content and expectations of the courses at the IAM. Though choices in the ninth and 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 Programme.

LANGUAGE A (Group 1)

HONORS MYP WORLD LITERATURE (Grade 9, required)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course provides a comprehensive survey of literature from around the world, including mythological, philosophical, historical, cultural and artistic elements. Abundant practice in language arts including reading comprehension, literary analysis, and research prepares students for higher-level work in language arts. This course requires writing in various forms including essays, journals, and creative pieces. Students will examine the connection between literature and the world around them through an interdisciplinary approach.

HONORS MYP AMERICAN LITERATURE (Grade 10, required)

Credits: 1.0

Duration: 1 year

Prerequisite: World Literature

This course provides a comprehensive survey of literature from America including mythological, philosophical, historical, cultural and artistic elements. Abundant practice in language arts including reading comprehension, literary analysis, and research prepares students for higher-level work in language arts. This course requires writing in various forms including essays, journals, and creative pieces. Students will study the global significance of American Literature as well.

SPEECH (Grade 9, required)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

This course provides a survey of speech communication topics. Students read, write, view, analyze and deliver a variety of speeches. Students gain an extensive experience in delivering short, impromptu speeches, as well as longer, researched and rehearsed speeches. In addition to speech communication, this course requires students to learn how to use appropriate vocal variation for formal and informal communication while demonstrating the etiquette of both formal and informal social interaction. Students also review elements of active listening. A comfortable learning environment is established through a variety of activities. Additionally, this class is designed to help students prepare and gain confidence for presentations and oral exams in other classes.

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

Credits 2.0

Duration: 2 years

Prerequisite: World Literature and American Literature

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. 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 Assessments: 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 presentation.

LANGUAGE B (Group 2)**HONORS MYP FRENCH I** (Grade 9)

Credits: 1.0

Duration: 1 year

Prerequisite: None

French I is a year-long course with an emphasis on the basic skills of the language. The course is designed to teach grammatical structures and vocabulary in order to become proficient in reading, writing, listening, and speaking. Each unit is divided into two chapters with similar ideas and concepts that build on each other for ease of learning. The present, future, and past tenses are covered by the end of the school year. Throughout the year, students create projects and presentations to showcase their speaking and writing abilities. The goals of the course are to be able to communicate on a variety of topics using all three tenses in both written and spoken form, understand a native speaker who uses simple language, and read at an advanced beginning level. All students create and memorize a presentation on a pre-approved topic using all three tenses and appropriate vocabulary. Presentations are approximately fifteen sentences long.

FRENCH I CULTURE (Grade 9)

Credits: 0.5

Duration: 1 semester

Prerequisite: French I

French I Culture is a supplement to the French I course. The course is designed to help students gain insight into the French-speaking world. The focuses are on geography, school, holidays and celebrations, stereotypes, and the arts. The course is project oriented to showcase the students' understanding of the cultural differences and similarities between the United States and the many countries in the French-

speaking world. The resources for this course include maps, short stories, magazines, music, and the Internet. The goals of French I Culture are to gain knowledge of the size of the French-speaking world, learn about general history, and understand how traditions and culture affect people's lives.

HONORS MYP FRENCH II (Grade 10)

Credits: 1.0

Duration: 1 year

Prerequisite: French I

French II is a year-long course that continues the lessons from French I. In this course, students continue to learn the five fundamental skills of the French language. During the year, students learn three more verb tenses, the imperfect, the conditional, and the subjunctive, as well as vocabulary. The course is project-oriented to improve the students' written and oral skills. In addition to the textbook, outside sources such as music, books, magazines, and the Internet will be used to aid the students' progress. The goals of this course are to have students communicate effectively using all tenses in both written and oral form, read at an intermediate level, and understand a native speaker who is using simple language on a variety of topics. Students also write and present a PowerPoint presentation of approximately 30 complex sentences on a pre-approved topic using all tenses and appropriate vocabulary.

IB FRENCH HL or SL (Grades 11 and 12))

Credits: 2.0

Duration: 2 years

Prerequisite: Levels I and II or permission of instructor

This is a two year program that focuses on developing fluency in speaking and writing in the target language. The students prepare to use the language appropriately in a range of situations and contexts for a variety of purposes. The skills of reading, writing, listening, and speaking are developed through a wide range of oral and written texts covering many different topics. Students also continue to learn grammar structures to aid them with the acquisition of new skills. IB Final Assessments: External - three-hour examination at the conclusion of the two years Internal - taped oral presentation

IB FRENCH CULTURE (Grade 12)

Credits: 0.5

Duration: 1 semester

Prerequisite: Enrolled in the first year of the IB Language B course

This is a semester-long culture course that is a continuation of the 9th grade Culture class. Students explore the history, art, architecture, music, and cuisine of the Francophone World, primarily focusing on France and French-speaking Asia. In addition to this, students participate in a variety of projects and oral discussions in the target language.

IB AB INITIO FRENCH (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

This two-year language course is intended for a student who wishes to study a new language in his or her junior year. Students are prepared for the IB ab Initio Exam at the end of the senior year. As such, students are able to speak and respond to the spoken language in the form of instructions, requests, by using skits and also presentations. Students engage in basic conversations in order to deal with everyday situations. Students understand short written passages as well as being able to write a variety of types of exercises from formal essays to informal emails. IB Final Assessments: External – three-hour examination at the conclusion of the two years; Internal – taped oral presentation.

HONORS MYP GERMAN I (Grade 9)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This is a full-year language class where students learn the fundamentals of the German language in listening, speaking, reading and writing. Vocabulary acquisition includes greetings and farewells, numbers, telling time, weather, classroom objects, family members, etc. A range of topics including family and daily life, school, land and its people, and work and leisure allows students to speak and discuss what they learn with regards to themselves and German speakers. Listening skills are improved through the use of listening comprehension sound and video clips in different genres in the target language. The readings vary from poems, songs, letters, and short stories that cover the unit themes of study. Over the course of the year the target language is used increasingly more during instruction. The cultural differences and similarities that students learn within the unit lead to tolerance, understanding, and being more internationally minded. Students learn to speak and write in the present, future, and past perfect tenses.

GERMAN I CULTURE (Grade 9)

Credits: 0.5

Duration: 1 semester

Prerequisite: German I

This is a one-semester course that is offered in conjunction with the learning of the German language. The emphasis of this course is to introduce the general concept of culture, and to make students aware of differences in the German-speaking countries as compared to their own. This is primarily a project-based class which covers a variety of topics of interest to students and importance to the understanding and thinking of the German-speaking world. Topics which may be covered include: schools, family life, holidays, stereotyping, geography, immigration, politics, art, music, literature and current events. The course is taught primarily in English, but supplemental vocabulary is incorporated throughout to support the learning happening in German I.

HONORS MYP GERMAN II (Grade 10)

Credits: 1.0

Duration: 1 year

Prerequisite: German I

Students further their studies and learning of the German language in listening, speaking, reading and writing. The emphasis is on developing grammatical concepts and vocabulary to further the proficiency in the target language. German is the primary language of instruction, with English being for support and clarification. Students cover topics and appropriate vocabulary in areas such as travel, life in the city, the environment, clothing and shopping, health and fitness, variations among German-speaking countries, etc. Oral, written and cultural proficiency is stressed. Outside sources such as books, magazines, newspaper articles, songs, video clips, as well as textbook materials, aid in the students' language acquisition. IB exam taking strategies, question types and tasks are also introduced throughout the year. At the end of the year, students are prepared for the ab initio (2-year) exam, which is composed of interactive and individual oral assessments, reading comprehension, and written composition.

IB GERMAN HL or SL (Grades 11 and 12)

Credits 2.0

Duration: 2 years

Prerequisite: Levels I and II or permission of instructor

IB German is a two-year course that focuses on the four skills of reading, writing, listening, and speaking in the target language. These skills are developed through a wide range of oral and written texts of different styles and registers. Students use an appropriate range of grammatical structures and vocabulary that are integrated through a variety of themes and texts. These themes include: social relationships, global problems, communication and media, health, customs and traditions, science and technology, cultural diversity, leisure. The target language, German, is used exclusively by both the teacher and the students during this course. Students communicate with each other to create authentic dialogue, resolve problems, and discuss social and cultural issues. Topic tests, vocabulary quizzes, written compositions, reading comprehension assignments, and individual and interactive oral activities are used to re-enforce material and as preparation for the IB Final Assessment. The IB German exam is composed of interactive and individual oral assessments, reading comprehension, and written composition.

IB GERMAN CULTURE (Grade 12)

Credits: 0.5

Duration: 1 semester

Prerequisite: Enrolled in the first year of the IB Language B course

This semester course is designed support the learning in German, and to help prepare students with the cultural background knowledge they will need to be successful on the IB German Exam. Students explore cultural aspects of history (including the GDR era), culture as represented in German art (literature, film, fine art), and how current events reflect culture and issues in German speaking countries. Students also participate in a variety of projects that include presentations and oral discussions (debates, skits, speeches, etc.). In addition, they develop and hone strategies for the various

components of the IB exam. This includes extensive discussion of sociocultural conventions of various text types, which is used for the written composition, and a larger ongoing discussion about the ways in which language and culture are interconnected. The class is taught primarily in German with English only used when absolutely necessary.

IB AB INITIO GERMAN (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

This is a two-year course intended for students who wish to study a new language in their junior year. Students are able to understand and respond appropriately to the spoken language and engage in conversations dealing with everyday situations. Students are able to understand short written passages on a defined topic and to extract specific information from texts such as brochures, guides, and letters. The student is also able to carry out writing tasks such as a short essay, letter and memo writing, etc. At the end of the year, students take the ab initio (2-year) exam, which is composed of interactive and individual oral assessments, reading comprehension, and written composition.

HONORS MYP SPANISH I (Grade 9)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This year-long course takes the students from the basics of Spanish grammar and vocabulary through the present tense, the preterite tense, reflexive verbs, object pronouns, and stem changing verbs. Students will build a vocabulary of approximately 1,000 new words that will serve as a platform for exploring such cultural themes as food, daily routine, shopping, hobbies, vacations, school, and family. By the end of the course students will also be able to hold a simple conversation of about five minutes and will be able to write a 100-word composition using two tenses. Students will also have some exposure to the music, arts, history, customs, religious life, and overall culture of the Latin world. Middle School Spanish is neither a prerequisite for the course nor does it provide you the with skills required to succeed in Spanish II

SPANISH I CULTURE (Grade 9)

Credits: 0.5

Duration: 1 semester

Prerequisite: Spanish I

Spanish I Culture is a one-semester course that is taken in conjunction with Spanish I and focuses on Latin America. During the first ten weeks, students explore the geography, history, political systems, current events and culture of South and Central America. During the second ten weeks, the emphasis is on Mexico. Students explore the geography and history of the country and then move into an investigation of more contemporary issues such as immigration, the environment, and culture.

HONORS MYP SPANISH II (Grade 10)

Credits: 1.0

Duration: 1 year

Prerequisite: Spanish I

This year-long course takes the student beyond the past and the present tense into the imperfect tense, the future and conditional tenses, the subjunctive and imperfect subjunctive, and to compound tenses. Students will build a vocabulary of approximately 2,500 words that will serve as a platform for exploring such cultural themes as home life, technology, the environment, the world of work, art, and current events. By the end of the course students will be able to hold a simple conversation of about ten minutes in length and write a composition of 200 words using a wide variety of tenses. Proceeding through each chapter, students will use the vocabulary and grammar lessons to explore and write about that aspect of the Latin world. By the second semester the course will begin to emphasize how the students are assessed on the IB Exam.

IB SPANISH HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Levels I and II or permission of instructor

IB Spanish is a two-year course focusing on the four skills of reading, writing, listening, and speaking in addition to vocabulary acquisition. Students practice the skills needed to be successful on the HL or the SL Assessments of the International Baccalaureate. Spanish is used exclusively by both the teacher and the students. Units are focused on topics of particular emphasis to the IB such as travel and immigration, young people, foods and customs of other cultures, art, and the environment among other subjects. In addition to the importance of skill acquisition, there will be a unit on important literary figures of the Hispanic world. In the course of a unit students will read and listen to authentic samples of the written and spoken word in Spanish. They will communicate with each other to solve problems and create authentic dialogue. Students will take assessments and write essays from past IB Exams. The IB Assessments at the end of the two-year course: the external assessment is a three-hour examination and a written assignment and the internal assessment is a recorded presentation and conversation that will last between 8-10 minutes.

IB SPANISH CULTURE (Grade 12)

Credits: 0.5

Duration: 1 semester

Prerequisite: Enrolled in the first year of the IB Language B course

Spanish Culture is a class focusing on two distinct elements of the IB Spanish Assessment. First the students will prepare for the SL and the HL Written Assignment. SL students will research and practice the skills needed to be proficient on their task while HL students will be reading and discussing short stories for possible use on their task. Secondly all students will also practice extensively for the internal oral assessment and perform two interactive oral assessments.

IB AB INITIO SPANISH (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

This two-year language course is intended for a student who wishes to study a new language in his or her junior year. Students will be prepared for the IB Ab Initio Exam at the end of the senior year. As such students will be able to speak and respond to the spoken language in the form of instructions, requests, by using skits and also presentations. Students will engage in basic conversations in order to deal with everyday situations. Students will understand short written passages as well as be able to write a variety of types of exercises from formal essays to informal emails. The IB Assessments at the end of the two-year course: the external assessment is a three-hour examination and a written assignment and the internal assessment is a recorded presentation and conversation that will last between 8-10 minutes.

INDIVIDUALS AND SOCIETIES (Group 3)**HONORS MYP ECONOMICS** (Grade 9, required)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

Economics is a required course that satisfies the State of Michigan graduation requirement. It is an introductory course on the principles of economics and focuses primarily on microeconomics, looking at economic life mainly from the perspective of the choices made by consumers and firms. Some economic theory is covered in the class, as are a limited number of macroeconomic topics such as the Federal Reserve System, money/banking and Gross Domestic Product.

HONORS MYP WORLD HISTORY AND GEOGRAPHY (Grade 9, required)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This required course satisfies the State of Michigan graduation requirement. It provides a comprehensive historical survey of the world through the use of such conceptual tools as the IB MYP Global Contexts and Approaches to Learning. Students are introduced to many of the world's major cultures including Africa, Asia (with a focus on China and India), and Europe in order to explore the condition of our world today. Key Concepts such as globalization, trade and sustainability are examined as well as development of social, political, cultural and economic systems in the context of geography and history. The content of the course requires extensive writing, research, presentation, debate and other creative and analytical expressions.

HONORS MYP AMERICAN HISTORY AND GEOGRAPHY (Grade 10, required)

Credits: 1.0

Duration: 1 year

Prerequisite: World History and Geography

This required class satisfies the State of Michigan graduation requirement. An intensive year-long study of American history, this course provides students with a chronological and thematic foundation for the nation's past. The development of American foreign and domestic policies is examined in the context of IB MYP Key and Related Concepts, as well as cultural trends. Students are responsible for reading college level texts, as well as extensive writing, research, presentation, debate and other creative and analytical expressions. Students will learn to critically examine supplementary readings including the text of original documents and scholarly readings.

GOVERNMENT (Grade 11, required)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

This required course satisfies the State of Michigan graduation requirement. The class explores the philosophical and historical roots of the American system of government and its legal basis in the U.S. Constitution, examines the national government and the making and pursuit of national policy, and includes a final project where students develop and advocate for a position on an issue of their choice that has national and international implications.

IB HISTORY HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: World History and Geography and American History and Geography

This two-year course emphasizes the 20th century history of Europe. In the junior year, European history focusing on the origins, course, and effects of World War I, the peace treaties that ended the war and their effects, as well as the rise of authoritarian and single-party states in the build-up to WWII are studied. In the senior year, the origins, course and effects of the Second World War are studied, with special in-depth study focused on the history of the Soviet Union, the Arab-Israeli Conflict, and the Cold War. All texts and materials are at college level. During the junior year, each student is required to undertake an in-depth study on a historical subject of their choosing. IB final assessments include external assessments. For HL, there are three separate exams that total five hours. For SL, there are two exams completed at the conclusion of the final year totaling 2.5 hours. The internal assessment is a 1500-2000 word research paper on an approved 20th Century world history topic.

IB ECONOMICS HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

In this two-year course, students focus on economics from the micro- and macro-perspective, while covering a wide range of concepts and theories such as markets and resources, the objectives of firms, unemployment, inflation, money and government policy. This course engages students in lessons that promote international mindedness through the exploration of economics from a global perspective. Students apply the economic principles they have learned to international markets, and analyze the economic, political and social implications of foreign trade. Students develop a rational and unbiased ability to evaluate economic theories, concepts, situations, and data, while acquiring an international perspective that features respect for and understanding of the interdependence and diversity of economic realities. This course is designed for students who enjoy business, the stock market, and foreign relations, as well as a wide variety of other economic topics. The external assessments for HL are three papers totaling four hours. The external assessments for SL are two papers totaling three hours. The internal assessment for both HL and SL is a portfolio of three commentaries.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (Grade 11 & 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

Environmental Systems and Societies is a two year, Standard Level (SL), trans-disciplinary course that counts as a Group 4 or 6 subject. This course explores the interrelationships that exist between humans and the natural environment, as well as human attitudes towards the environment at the local, national and global level. An in-depth look at systems and models, ecosystems, human population, carrying capacity, resource use, conservation, biodiversity, pollution management and global warming takes place. The external assessment consists of two papers totaling three hours and the internal assessment is field work/investigation totaling 30 hours.

EXPERIMENTAL SCIENCES (Group 4)**HONORS MYP BIOLOGY (Grade 9, required)**

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course focuses on developing and expanding students' understanding of the basic biological principles essential to the science of living organisms. Through classroom discussion and lab work, students learn basic biological chemistry, cell biology, genetics, and ecology. The course aims to delve deeper into the content learned in middle school, while providing a solid background to potential advanced studies in the IB diploma program. Skills including hands-on experimental work, data analysis, independent inquiry, and the universal themes of scientific processes are developed in line with the IB program ideals of global understanding and collaboration.

HONORS MYP PHYSICS (Grade 10, required)

Credits: 1.0

Duration: 1 year

Prerequisite: Biology

This course focuses on introducing basic concepts of physics while developing problem solving and analysis skills. Emphasis is placed on the mathematical nature of physics and the laws and equations that predict and explain the world around us. Semester 1 focuses on measurement skills and accuracy, motion and Newton's Laws, and an introduction to energy and its various sources. Semester 2 picks up on the concept of energy, light, sound waves and electricity. The course is meant to share the importance and fundamental value of physics, while satisfying high school requirements and preparing students who choose to pursue IB Physics.

HONORS MYP CHEMISTRY (Grade 10, required)

Credits: 1.0

Duration: 1 year

Prerequisite: Biology

Chemistry provides a challenging conceptual science experience. The first semester introduces basic chemistry concepts such as atomic structure, significance of the periodic table, chemical bonds, chemical reactions and stoichiometry. The second semester includes investigation of gas properties, solution chemistry, thermochemistry and organic compounds. The course is designed for students to learn through inquiry and exploration. The lab component of the course allows students to design investigations, collect and process data, evaluate findings and reflect on limitations of lab designs.

IB BIOLOGY HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Biology

This two-year course focuses on the essential topics and concepts of the biological sciences. Topics covered in this course include ecology, biochemistry, cell structure and function, genetics, evolution, and human anatomy and physiology. A significant portion of this course will be conducted in the laboratory. Students will learn to design and perform their own experiments. IB Final Assessments: External - 3 examinations totaling 4 ½ hours Internal - a portfolio of investigations and a 10-hour open-ended interdisciplinary investigative group 4 project – one full investigation including data analysis and presentation, and a 10-hour open-ended interdisciplinary investigative group project.

IB CHEMISTRY HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Chemistry

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: Thermo-chemistry, Kinetics, Equilibrium, Bonding, Acids/Bases, Electrochemistry, Organic Chemistry and two additional topics that vary from year to year. 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. Following the IB syllabus, chemical aspects of human reproduction and contraceptives may be covered. IB Final Assessments: External - 3 examinations totaling 4 ½ 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

Duration: 2 years

Prerequisite: Physics

This two-year course focuses on concepts integral to the understanding of classical physics, as well as experimental lab work. Students are expected not just to learn about the laws of physics, but also to engage in scientific inquiry. This course is comprehensive and the level of understanding expected is quite high. It is divided into ten major units: Measurement, Mechanics, Thermal-Physics, Waves and Optics, Electricity and Magnetism, Atomic and Nuclear Physics, Energy, Power and Climate Change, Digital Technology, Medical Physics and Astro-Physics. This course is taught both at the standard level and higher level. Much of physics is centered on conducting experiments and testing theories. Students spend approximately 40 to 60 hours in the lab. IB Final Assessments: External - three examinations totaling 4 ½ hours; Internal - a portfolio of investigations and a ten-hour open-ended interdisciplinary investigative group four project.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (Grade 12)

Credits: 1.0

Duration: 1 year

Prerequisite: None

Environmental Systems and Societies is a one year, Standard Level (SL), trans-disciplinary course that counts as a Group 4 subject for 12th grade students only. This course explores the interrelationships that exist between humans and the natural environment, as well as human attitudes towards the environment at the local, national and global level. An in-depth look at systems and models, ecosystems, human population, carrying capacity, resource use, conservation, biodiversity, pollution management and global warming takes place. The external assessment consists of two papers totaling three hours and the internal assessment is field work/investigation totaling 30 hours.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (Grade 11 & 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

Environmental Systems and Societies is a two year, Standard Level (SL), trans-disciplinary course that counts as a Group 4 or 6 subject. This course explores the interrelationships that exist between humans and the natural environment, as well as human attitudes towards the environment at the local, national and global level. An in-depth look at systems and models, ecosystems, human population, carrying capacity, resource use, conservation, biodiversity, pollution management and global warming takes place. The external assessment consists of two papers totaling three hours and the internal assessment is field work/investigation totaling 30 hours.

MATHEMATICS (Group 5)**HONORS MYP GEOMETRY (Grade 9)**

Credits: 1.0

Duration: 1 year

Prerequisite: Algebra I in 8th grade

This Geometry course is required by the State of Michigan. In this course, students explore plane, solid and coordinate geometry and how it relates to abstract mathematical concepts as well as real-world situations. The focus is on logic and mathematical proof designed to provide each student with the fundamental reasoning skills that are essential in making good decisions. The units of study are: geometric structure, introduction to geometric proof, triangles, quadrilaterals, similarity, right triangle trigonometry, transformations, circles, geometric measurement and dimension with modeling, and geometric equations.

HONORS MYP ALGEBRA II/TRIGONOMETRY (Grade 9 or 10)

Credits: 1.0

Duration: 1 year

Prerequisite: Algebra I and Geometry

This course is required by the State of Michigan and builds upon concepts taught in Algebra I and Geometry. Specifically, Algebra II continues the study of functions taught in Algebra I and includes exponential and logarithmic functions. This course requires students to use the concepts of functions to model real-life situations and prepared students for IB Mathematics. The units of instruction are: linear relations and function, quadratic, polynomial and radical functions, advanced functions, discrete mathematics, and trigonometry.

IB MATH STUDIES SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Algebra I, Geometry, Algebra II/Trigonometry, and B Average in previous math class or teacher approval

This is a two-year course that concentrates on mathematics which can be applied to contexts related as far as possible to other curriculum subjects, to common general world occurrences and to topics that relate to home, work and leisure situations. Students will study the topics of number and algebra, descriptive statistics, logic, sets, and probability, statistical applications, geometry and trigonometry, mathematical models, and an introduction to differential calculus. In addition students will prepare and complete an individual mathematical exploration. IB Final Assessments: 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 MATHEMATICS SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Algebra I, Geometry, Algebra II/Trigonometry, and A average in previous math class or teacher approval

This two-year course is designed to accommodate students with a solid background in algebra and geometry and planning to pursue a math related field at the university. The compulsory core is comprised of studies in algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, and the first semester of college calculus. IB Final Assessments: External - Two examinations totaling 3 hours Internal – an individual exploration investigating an area of mathematics.

IB MATHEMATICS HL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisites: Algebra I, Geometry, and Algebra II/Trigonometry

Students who are expecting to include mathematics as a major component of their university studies should consider this two-year course. The required advanced core topics are limits and their properties, differentiation and its applications, integration, iterations, complex numbers, transformations, vector geometry, induction, logarithms, exponential, and other transcendental functions, integration techniques, L'Hopital's Rule and improper integrals, infinite series, probability and statistics, circular functions and trigonometry. Students will also study the advanced Calculus option, connecting with topics typically taught in a Calculus 3 college course. IB Final Assessments: External - Three examinations totaling 5 hours. Internal - an individual exploration investigating an area of mathematics. The final research project will be a 10-12 page document which demonstrates their knowledge and application of mathematics.

FINE ARTS AND ELECTIVES (Group 6)

MYP ART I (Grade 9, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: None

In the first year of the visual arts program, students use a variety of art materials to develop basic skills and learn techniques using a variety of media. The focus this year is on rendering, color theory and the Elements of Art/Principles of Design. While creating art and learning art processes, students examine the role that art and artists have played in various world cultures. From the cave paintings of Lascaux, to the radial symmetry of Islamic art, to the expressive brush strokes of Sumi-E painting, students will be able to relate to a variety of artists and art making. Activities throughout this course enable the student to articulate the meaning of a work of art. This course is designed to challenge all skill levels and to instill the desire to become an inquiring, knowledgeable, reflective thinker concerning the visual arts.

MYP ART II (Grade 10, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: Art I

In this intermediate visual arts course, students advance beyond the basics using specific media and skills in the areas of drawing, 2-D and 3-D design, painting, ceramics, and digital photography. Students acquire a more sophisticated knowledge of the Elements of Art and Principles of Design. They also become aware of cultural and historical aspects of American art in their sophomore year. Activities throughout the course encourage the student to pursue creative expression of thought while developing technical skill. Caring about the arts of the world, being open-minded and inquisitive about the art they observe help the students become better communicators of the visual arts, through their work and through discussion and reflection.

ART III (Grade 11, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: Art I and II

In this advanced visual arts course, students will explore and develop art concepts and techniques in a broad range of stylistic approaches and media, both 2-D and 3-D. Students will produce meaningful and creative works of art. Their artistic production will be related to personal research that demonstrates in written and visual terms understanding and analysis of art from their own and other cultures. During this course, students will develop a portfolio of artwork and an investigation workbook where they will record their research, exploration, and execution, of all projects.

IB VISUAL ARTS (Grades 11 and 12)

Credits 2.0

Duration: 2 years

Prerequisite: Art I & II

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 productions are 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 investigation workbooks recording the research, exploration, execution, and evaluation of all projects as related to personal themes. During the second year, students will achieve more independent exploration and development of art concepts and techniques in a broad range of stylistic approaches and media, continuing to produce meaningful and creative works of art. 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. IB Final Assessment: External - Presentation of the students' portfolio of student and personal interview. Internal - Investigation workbook

MYP VOCAL MUSIC (Grades 9 through 12, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course focuses on basic theoretical concepts, vocal technique, ensemble and a cappella singing. Musicians perform as one choir for choral festival. Repertoire includes various world cultures and styles. Vocal technique, 2-3 part singing, sight-reading, music composition, and ensemble singing are developed. Several rehearsals, concerts, and performances are required outside of the school day.

MYP CONCERT BAND (Grade 9, elective)

Credits: 1.0

Duration: 1 year (of a 4 year program)

Prerequisite: Middle School Band or director's approval (for students wishing to learn an instrument)

Concentration is on basic theoretical concepts, scales and techniques, as well as band repertoire. The repertoire includes marches, overtures, larger works, as well as music from various parts of the world. Students are introduced to and explore the execution of a wide breadth of musical styles and terms. Musicians are required to perform as soloists, or in small ensembles ranging from 2-8 players. Throughout the school year, attendance at rehearsals and concerts outside of the school day is required.

SYMPHONIC BAND (Grades 10 through 12, elective)

Credits: 1.0

Duration: 1 year (of a 4 year program)

Prerequisite: Freshmen Band or director's approval

Concentration is on advanced theoretical concepts, scales and techniques, as well as advanced band literature. The repertoire includes marches, overtures, larger works, as well as music from various parts of the world. Students continue to explore the execution of a wide breadth of musical styles and terms. Musicians are required to perform as soloists, or in small ensembles ranging from 2-8 players. Throughout the school year, attendance at rehearsals and concerts outside of the school day is required.

GUITAR (Grades 9 through 12, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course is designed to provide an introduction to guitar and music appreciation for non-band and choir students. Using a beginning guitar method book, students learn the basics of acoustic guitar playing. The 1st semester covers reading musical notation, understanding and counting various rhythms, classical guitar position, flat picking, tuning, basic chords, basic chord progressions, and reading tabs. The 2nd semester covers more difficult note reading and songs, complex chords, finger-style picking, and ensemble playing. The school equips each student with an instrument, but purchasing a practice guitar for home use is recommended.

IB MUSIC HL or SL (Grades 11 and 12)

Credits 2.0

Duration: 2 years

Prerequisite: Band 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 Assessments: External - Listening exam with five musical extracts and five compulsory questions on the prescribed works studied; Internal - an 1200-1500 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

DRAMA (Grade 10, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course studies theatre from the actor's point of view. Individual acting techniques, observations, concentration, sense recall, imagination and emotional response are developed. Students engage in various skits: some scripted; some improvised. Exercises in voice improvement, stage movement, characterization, dialects, and stage combat are completed. Serious and comical scenes are equally emphasized. Students are taught how to memorize lines and do so for the many scenes and monologues performed. Students are expected to participate and perform in the school-wide Talent Show in the spring of the school year.

IB THEATRE (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: None

This Diploma Programme theatre course is designed to encourage students to examine theatre in its diversity of forms around the world. Students explore these forms from the perspective of researcher, director, performer, designer, technician, critic and spectator. Numerous creative outlets are provided for students to investigate theatre in the making, theatre in performance and theatre in the world. Through these outlets, students study the theory and history of theatre, the culture of theatre and find expression through workshops: improvised work or scripted performance. IB Final Assessments: External: A. Research Investigation B. Practical Performance Proposal Internal: A. Theatre Performance and Production Presentation B. Independent Project Portfolio

MYP PE ADVENTURE CHALLENGE (Grade 10, required)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

This is a required physical education class for sophomores that will fulfill their physical education requirement for graduation. It is based on the experiential learning concepts developed by the company Project Adventure. Adventure Challenge engages students in a variety of non-competitive games and physical problem-solving activities focused on developing the social and cognitive skills needed to work productively in work and team settings. It seeks to combine physical challenges with physical development. This is not a traditional gym class, but rather it seeks to include many aspects of personal health and well being with physical challenges as well. Adventure Challenge will include teambuilding activities, individual sports, team sports, dancing, micro-teaching, and a class field trip towards the end of the year.

MYP HEALTH (Grade 10, required)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

In this class, students explore the development and maintenance of a positive healthy lifestyle. Some of the topics include alcohol, tobacco, and other drug use/addictions; sexual harassment; HIV/AIDS; and human sexuality. From time to time students may choose such topics or issues for debate, oratory, or research projects. If parents object to such topics being discussed, please notify the school, in writing, and we will exclude your child, without penalty, from such classroom sessions. If a student is excused from the classroom session they must complete the required assignments outside of the classroom.

OTHER IAM REQUIREMENTS:**PRODUCT TEAM 9 (Grade 9)**

Credits: 0.5

Duration: 1 semester

Prerequisite: None

Self-directed product teams are cross-grade groups of students organized in one classroom. Students work with an in-school coach or mentor on a semester- or year-long project which links academic learning to a tangible product and organized process. Each team maintains a focused mission, submits quarterly reports, and produces a finished product that meets the needs of the community, consortium school districts, or an external partner. Students utilize a combination of both shared and individual responsibility to plan and accomplish their goals.

Product teams are engaged in a variety of projects including: community service, in school services, service to consortium schools, and business and international partnerships. The primary organizational, management and task responsibilities remain with the students.

The main project presented in Product Team 9 is the Personal Project for the Middle Years Programme. The personal project is a significant body of work produced over an extended period. It is a product of your own initiative and should reflect your experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the skills you have learned in approaches to learning.

It provides an opportunity for you to select a topic or theme about which you are enthusiastic, and to show commitment to the completion of your own project. It is designed to assess your ability to organize and create. The Personal Project will begin their 9th grade year and will conclude with their overall presentation in their 10th grade year.

PRODUCT TEAM (Grades 10 through 12)

Credits: 0.5

Duration: 1 semester

Prerequisite: None

Self-directed product teams are cross-grade groups of students organized in one classroom. Students work with an in-school coach or mentor on a semester- or year-long project which links academic learning to a tangible product and organized process. Each team maintains a focused mission, submits quarterly reports, and produces a finished product that meets the needs of the community, consortium school districts, or an external partner. Students utilize a combination of both shared and individual responsibility to plan and accomplish their goals.

Product teams are engaged in a variety of projects including: community service, in school services, service to consortium schools, and business and international partnerships. The primary organizational, management and task responsibilities remain with the students.

Product team specifically focuses on goal setting, organization, resume writing, and college planning. Students will begin to research colleges and scholarship opportunities available to them. This is a class designed to help students prepare for their future beyond high school.

PRODUCT TEAM YEARBOOK (Grades 10 through 12)

Credits: 1.0

Duration: 1 year

Prerequisite: None

Product Team Yearbook is a class that is primarily focused on the creation of the IAM yearbook each year. Students are given the opportunity to design and plan the layout of the yearbook and are required to take photographs, interview students and write descriptive paragraphs about all the happenings around the IAM. Students should have an interest in the development of the yearbook and be willing to complete some minor original tasks that are also required.

ADDITIONAL IB REQUIREMENTS:**IB THEORY OF KNOWLEDGE** (Grades 11 and 12)

Credits 1.0

Duration: 2 semesters

Prerequisite: IB Diploma student

The Theory of Knowledge Curriculum is presented in two semesters, one taken in the 11th grade year, and one taken in the 12th grade year. The Theory of Knowledge (TOK) program is central to the educational philosophy of the International Baccalaureate. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. In all other DP courses, teachers are responsible for helping students make connections among the curriculum they are learning, their lives, and the world around

them. In TOK, students are supported with instruction in the skills necessary, given the opportunity, and asked to take responsibility for making these connections.

As a thoughtful and purposeful inquiry into different ways and into different kinds of knowledge, the TOK program is composed almost entirely of questions. The most central of these questions is ‘How do I, or how do we, know that a given assertion is true, or a given judgment is well grounded?’ Assertions or judgments of this sort are termed ‘knowledge claims,’ while the difficulties that arise in addressing these questions are the broad areas known as ‘problems of knowledge.’ The program entails the application of this central question to many different, yet interrelated, topics.

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

Prerequisite: IB Diploma student Duration: 3 Semesters

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 take part in a range of activities (approximately 150 total hours with reasonable balance between creativity, action and service). Included in these activities is a project involving teamwork that integrates two or more of the three areas and is of significant duration. Students are required to 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.

EXTENDED ESSAY (Grades 11 and 12)

Credit: 0.5

Duration: 2 Semesters

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.

ACCEPTABLE USE POLICY FOR COMPUTERS

1. Introduction: As Chippewa Valley Schools/International Academy of Macomb (“the district”) administers computers and networks, users should be apprised of the issues that accompany technology, Internet and network use in schools. This document defines the policy of the school district regarding the use of technology.

The use of the computer, the network, the Internet and other related technologies is a privilege, not a right, and unacceptable use may result in a cancellation of the privilege. The district may deny, restrict, revoke or suspend specific user accounts at any time. In addition, the district may take other disciplinary action for violations of the acceptable use policy. Nothing in this acceptable use policy is intended to preclude the supervised use of the system under the direction of a teacher or other approved user acting in conformity with the district policy and procedure. Network account holders are held responsible for their actions and activity within their accounts.

2. Maintain and protect security. Users are to assume other users’ information is private property and treat it accordingly. Password sharing is prohibited. Users may not allow others to use their accounts except for purposes of technical support by an authorized technician. Users may not attempt to access folders, directories or network resources not designated for their use.

3. Help maintain operability. Users shall not knowingly upload or download any software, file or other content which adversely affects the performance or availability of the system, or which contains any virus, worm, cancelbot, harmful component or corrupted data. To protect the integrity of the system, only Technology Services or authorized persons will conduct software installations. Any attempt to harm or destroy the data of another user, computer, network or system, either internal or external to Chippewa Valley Schools/International Academy of Macomb, is a violation of the acceptable use policy.

4. Follow the law. State and federal laws govern the use of the district systems. Users shall follow laws and help enforce them. Users shall obey copyrights and not violate trade secrets. The unauthorized installation, use of storage or distribution of copyrighted software or similar unauthorized materials on district systems and technology is prohibited.

5. Use the district’s computers and technology for educational purposes and to conduct the business of the Chippewa Valley Schools/International Academy of Macomb. Accounts are not intended to conduct or promote personal or private businesses. Any costs incurred by a user are the user’s responsibility. Users shall not distribute material throughout the network, which, without the approval of Chippewa Valley Schools/International Academy of Macomb, contains any advertising, promotion or solicitation of goods or services for commercial purposes; or endorses political or religious viewpoints. “Spamming” (mass emailing of “junk mail”) is not allowed. Users must not create, distribute or seek out material that is profane, vulgar or that advocates or condones violence or discrimination towards other people.

6. Preserve personal safety, especially for students. District web pages and other electronic documents must preserve student safety. Public documents may not include a child’s telephone number, street address or box office number, or names of other family members. Public documents may not include any information that indicates the physical location of a student at a given time other than attendance

at a particular school or participation in school activities. Photos which identify students will not be published on web pages without parent permission. The district shall instruct students about online safety practices. Such instruction may include the following key points:

- Students should not reveal their personal information or that of others;
- Students should not meet anyone in person that they have met online without permission; and
- Students should report to system/building administrator or teacher any web page, unsolicited email, security problem or information that makes them uncomfortable.

7. There is no guarantee of privacy when using district technology. Chippewa Valley Schools/International Academy of Macomb has the right, but not the obligation, to examine the content of users' documents or email or track websites visited by users. Routine maintenance and monitoring of the system may lead to discovery that a user has violated the law or a district policy. Furthermore, the Internet employs systems owned by others and beyond the control of the district. Email may be intercepted by third parties. Email can be viewed by others. Email and account name data is public information and subject to the Freedom of Information requests by citizens. Users are advised not to put anything in an email that they would not put on school letterhead.

8. Online information, including web pages, must meet district standards. The district's web pages, emails and other communications must be consistent with the missions and philosophies of the Chippewa Valley Schools/International Academy of Macomb as a public school district. Documents may not contain objectionable material or contain links that point directly or indirectly to objectionable material. Documents must conform to school board policies and established school guidelines. The district reserves the right to edit from its web site pages any material that does not meet the district's standards.

9. Things will change. The settings and configurations of the network and its related components will be constantly evaluated and changed when necessary to better meet the needs of the district and the users. Similarly, changes to other policies, regulations and laws may affect the operation and management of the network. The district reserves the right to change this policy.

10. General use. Users must make efforts to conserve limited system resources. The district may impose individual limitations on bandwidth, electronic storage capacity, printer capability and other resources. Users should act in a way to conserve the resources. For example, users should regularly delete old email messages and unwanted files.

Student Computer Usage Reminders

- The Acceptable Use Policy, signed by students and parents, regulates how the assigned computer can be used. If any violation is committed, privileges may be revoked and school disciplinary or legal action may be taken.
- Remember that the assigned computer is a school computer, not a personal computer.
- The laptop is a fragile electronic device that can be damaged if handled in an inappropriate manner. Students are responsible for repair costs.

- Always back up school documents by saving to the USB drive or a CD drive while at home. On school property, save work to the H drive.
 - Do not use the school assigned computer to go to websites that are unrelated or unapproved by the school. Going to My Space or Facebook is a violation of policy.
 - Students may not download anything that has not been approved by the teachers for educational use. This includes music, games, videos, etc.
 - Do not disclose personal information (i.e., name, address, phone number, personal appearance, school name, friends' names, hobbies and frequented places). Remember, nothing written on the web is private.
 - Do not email or IM anyone unknown or accept/open a message from an unknown source. Always delete emails and messages from unknown sources.
 - Immediately report to parents, teachers or a building administrator any disturbing material that appears on the computer.
 - Do not place stickers, markers, etc. on the computer.
- All IAM students are issued a laptop computer for school use. It is the responsibility of the student to abide by the Chippewa Valley Acceptable Use Policy and the following pledge.

*Student Laptop Pledge**

**All students at the IAM pay a one- time technology fee of \$150 for the use of the laptop computer. At the end of the senior year, after re-imaging, students keep the laptops.*

- I will take good care of my laptop and know that I will be issued the same laptop each year, as long as I attend the International Academy of Macomb.
- I will never leave the laptop unattended. I will know where my laptop is at all times.
- I will never loan my laptop to other individuals.
- I will never share my password with anyone except my parents and IAM staff when requested.
- I will charge my laptop battery daily.
- I will keep food and beverages away from my laptop since they may cause damage to the computer.
- I will not disassemble, nor allow anyone else to disassemble, any part of my laptop or attempt any repairs.
- I will protect my laptop by only carrying it while it is in a case.
- I will use my laptop computer in ways that are appropriate and educational.
- I will not upload or download any personal music, pictures or videos.
- I will not write on or decorate my laptop or power cords with stickers, markers, etc.
- I understand that my laptop and carrying case are subject to inspection at anytime without notice.
- I will follow the policies, at all times, which are outlined in the Acceptable Use Policy of Chippewa Valley Schools.
- I will file a police report in case of theft, vandalism and other acts covered by insurance.
- I will be responsible for all damages or loss caused by usage, neglect or abuse.
- I agree to pay for the replacement of my power cords or battery in the event any of these items are lost, stolen or damaged.

- I agree to return the laptop and power cords in good working condition.
- I agree to return my laptop and power cord by the last day of classes; otherwise, they will be considered lost or stolen.
- I will not install or update any program including the Internet browser, virus protection or Windows.
- I will not allow anyone other than the IAM's technician to attempt repairs on my computer

SCHOOL YEAR AND DAY

The school year consists of 190 days of instruction. The high school day extends from 7:45 a.m. until 2:35 p.m. and is divided into four 90 minute class periods.

BLOCK SCHEDULE

All classes meet every other day. Students have four of their eight classes on one day and the remaining four classes the next day. This format permits students to better schedule their time and provides opportunities for students to meet with teachers about concerns before the next class. The 90 minutes of class time allow for more interactive and activity-based instruction.

DAILY CLASS SCHEDULE

Block A Day / B Day

1 7:45 a.m. – 9:20 a.m. 6 7:45 a.m. – 9:20 a.m.
2 9:25 a.m. – 11:00 a.m. 7 9:25 a.m. – 11:00 a.m.

Lunch 1 11:00 a.m. – 11:25 a.m. Lunch 1 11:00 a.m. – 11:25 a.m.
Lunch 2 12:05 p.m. – 12:30 p.m. Lunch 2 12:05 p.m. – 12:30 p.m.

3 11:05 a.m. – 1:00 p.m. 8 11:05 a.m. – 1:00 p.m.
4 1:05 p.m. – 2:35 p.m. 9 1:05 p.m. – 2:35 p.m.

Block A and Block B (C) Day Half Day

1 7:45 a.m. – 8:30 a.m. 1/6 7:45 a.m. – 8:30 a.m.
2 8:35 a.m. – 9:20 a.m. 2/7 8:35 a.m. – 9:20 a.m.
3 9:25 a.m. – 10:10 a.m. 3/8 9:25 a.m. – 10:10 a.m.
4 10:15 a.m. – 11:00 a.m. 4/9 10:15 a.m. – 11:00 a.m.

Lunch 11:00 a.m. – 11:25 a.m.

6 11:00 a.m. – 12:30 p.m.
7 12:35 p.m. – 1:10 p.m.
8 1:15 p.m. – 1:55 p.m.
9 2:00 p.m. – 2:35 p.m.

LUNCH TIME

The International Academy of Macomb operates a closed campus during the school day. All students must remain in the building during the lunch period and behave appropriately in the cafeteria. Students may purchase a nutritious, reasonably-priced lunch or bring lunch and purchase milk. No fast food is

allowed on the premises. The monthly menu is posted at school and can be accessed on the school's website (<http://www.iamacomb.org/index.htm>). Families who cannot afford to buy lunches may be eligible for the federal free or reduced-price meal program. Applications for the program are available by request in the school office or at www.lunchapp.com. Applications take about two weeks to process.

LUNCH PRE-PAY

Students at the International Academy of Macomb may use their student identification card in the cafeteria as a debit card. To put funds into their accounts, students simply give the cashier, in the cafeteria, the amount of money, in cash or check that they would like to deposit. Each time students use their debit card to purchase food or beverages, that amount is deducted from their accounts. Students may check their balance or add funds at any time with the cashier.

VISITORS TO THE BUILDING

All visitors must report to the security desk when they enter the building and show a form of identification (Driver's License or State Issued I.D.). A Visitor Pass will be issued at that time. Students may not bring guests to school.

ATTENDANCE

Absence Line: (586)723-7299. The absentee line is available 24 hours a day. Please call this line before 8 a.m. to report absences, early dismissals and late arrivals. The International Academy of Macomb believes that academic achievement requires high expectations and a strong commitment. Regular and punctual attendance is essential for effective learning.

Excused Absences Parents/guardians who wish a student's absence to be recorded as excused must telephone the school office, preferably by 8 a.m. and no later than the end of the school day (2:35 p.m.) on the day of the absence. If the school is not contacted within this time frame, the absence will be recorded as unexcused. Notes from home are not accepted to excuse an absence after it has occurred. Administrators may request a doctor's verification for excused absences. Parents/guardians should give a specific reason for the absence.

Students have one class period for each class period of excused absence to make up their missed work. For example, if a student misses his or her history class on Monday and is excused, the work for that day must be turned in by the end of Wednesday's class meeting, or an arrangement to turn it in at another time must be made with the history teacher.

Students who are absent two or more days for pre-arranged family trips, college visits, etc. must contact administration and teachers to obtain assignments which will be given while absent. Unless prior arrangements have been made with the teacher, students are not given any extra time to make up missed work. Work is due immediately upon return to class. Any work due on or during the absences must be turned in before the student leaves unless other plans are made with the teacher.

The school strongly discourages long planned absences or extending school vacations into lengthier holidays. A student's ability to maintain good grades is impacted by extended absences. Each school day and each class is important.

Exempted Absences are not counted toward the maximum number of absences allowed in a course for a quarter. Students have one day for each day they are absent to submit the work they missed.

Teachers must be contacted for appropriate assignments within a reasonable amount of time, if possible, prior to the following absences.

- Funerals of immediate family members
- Chronic illness certified in writing by a doctor
- Extended illness (5+ consecutive school days) certified in writing by a doctor

The following absences must be prearranged. Work is due immediately before the student leaves, unless other plans are made with the teacher. Unless a prior arrangement has been made with the teacher, students are not given extra time to make up missed work.

- Sports competitions
- College visits
- Mandatory college/scholarship interviews, presentations, performances
- Field trips or other school-sponsored activities
- Religious holidays
- Outside school competitions or activities - These will be handled on a case-by-case basis.

Unexcused Absences will be considered unexcused for the following reasons:

- Oversleeping
- Parent tardiness or forgetfulness
- Skipping a class
- Studying for a test
- Leaving class or school without permission
- Tardy to class more than 5 minutes (15 minutes in first block)
- No specific reason for absence
- An absence not called in by the end of the school day (2:35pm) on the day of the absence.

The main difference between excused and unexcused absences is that work missed or due on an unexcused absence day will receive a zero; work on an excused day can be completed and turned in for credit at an arranged time. Extenuating circumstances may be discussed with administration. The school reserves the right to determine which absences will remain unexcused and which will be converted to excused. **Work missed or due on an unexcused day cannot be completed/submitted for full value.**

Attendance Alerts School personnel will notify parents/guardians when a student is in attendance danger (four absences from a course in a quarter). Parents/guardians should discuss the attendance issue with the students. In the case of continued absences, parents/guardians will be notified again and an in-person meeting may be required. If the problem continues, a referral to the County Truancy Officer may be made.

Tardiness Students are expected to be in their seats ready to work at the start of class throughout the day. Students who arrive tardy in the morning must sign in at the front office and obtain a pass from the secretary. Tardiness of five minutes (fifteen minutes in first block) or longer is considered an unexcused absence.

Tests/Quizzes/Assignments If there is a test, quiz or assignment due prior to an absence and a student is absent in the class period the test or quiz would take place or the assignment is due, it is expected that a student will be prepared to take the test, quiz or turn in the assignment upon returning to class. It is the student's responsibility to make arrangements with the teacher to schedule the test, quiz or assignment.

Attendance Consequences If a student's unexcused absences or tardies become excessive, the student may be subject to facing disciplinary consequences.

LEAVING SCHOOL DURING THE DAY

Students who leave the International Academy of Macomb for any reason during the school day must sign out in the main office. Approval to leave the school requires either a written note from the parent prior to departure or parental permission by phone. The student should present the note to the principal's secretary upon arriving at school and a pass will be issued for the requested sign-out time. Before leaving the building, the student must sign out in the main office. Upon returning to school, the student must sign in at the main office. Students who fail to sign out or fail to supply the school with prior parent permission will be considered unexcused and will face administrative action.

INCLEMENT WEATHER DAYS

The International Academy of Macomb will be closed when the Chippewa Valley School District is closed due to inclement weather. Students should listen to local radio stations or TV stations for the announcement that "Chippewa Valley School District is closed." If a student's sending school district and/or transporting districts are closed, but the IAM is open, parents should decide if it is safe for the student to travel to the IAM. If the family determines that it is not safe to travel to the IAM, the parent must call in the absence to the attendance office at 586.723.7299. The absence will be marked as exempted and not counted toward the cap of allowable absences. Students should check Edmodo for assignments.

EMERGENCY CARD

Parents should designate on the school emergency card where their student should go in the event that school is closed and parents are not at home. Please notify the school office immediately if your child's emergency card information changes.

MEDIA RELEASE INFORMATION

Recordings of various school and classroom activities with interviews, photography and video equipment may occur throughout the year. These recordings may be featured in school publications, local media and the Internet, or aired on cable access television. If parents/guardians do not wish to have a child photographed or videotaped, please complete the Media Release Denial Form which is available in the school office. In addition, students may opt to not participate in individual recordings.

CELL PHONES AND ELECTRONIC EQUIPMENT

Students may bring a cellular telephone or other electronic communication device to school. Cell phones should not be utilized in the classroom.

BUS TRANSPORTATION

Students who are bused to school must recognize that riding the school bus is a privilege that may be denied for misconduct. Students must obey the bus driver and adhere to all school rules while they are on the bus.

IAM DRESS CODE

The International Academy of Macomb takes pride in its students and expects they will dress in a manner that reflects the high quality of its program. Students should dress for success in business casual attire.

Prohibited Attire

- Indecent, tattered or unsafe dress or footwear, or attire that calls undue attention to the wearer or has lettering or symbols that are disrespectful or derogatory;
- Clothing that is considered disruptive or immodest;
- Flip-flops, beachwear, low-cut tank tops, sleeveless tops, tops with cutouts, see-through clothing, short skirts (more than two inches above the knee), short shorts (more than two inches above the knee), sleepwear, and clothing exposing undergarments, the shoulders, mid-section or cleavage;
- Baggy pants, jeans with holes, sweats, athletic shorts/slacks, yoga pants and tights or leggings worn as slacks;
- Outerwear, such as coats, hats and headbands;
- Clothing that promotes illegal substances or drugs, illegal activities, violence, sex, tobacco or alcohol;
- Clothing or head coverings worn as group identifiers that promote a disruptive school climate;
- Accessories such as bike chains, dog chains, wallet chains and sharp-studded jewelry that may be deemed dangerous.

OFF-CAMPUS ATTIRE Students should be appropriately attired for visiting out-of-school sites as part of their International Academy of Macomb experience. Business attire is appropriate; blue jeans and gym shoes are not appropriate.

SUBSTANCE ABUSE

Being under the influence, use or possession of alcohol, illicit drugs, controlled substances, drug paraphernalia (i.e. pipes, cigarette wrapping paper, roach clips), or a substance which is represented as a drug or “look-alike drug” on school property by students is prohibited. The prohibition of these substances and/or items includes during extracurricular or school-related activities that take place both at or away from school. Students who violate this policy will receive the following consequences:

- First Violation: 5 to 10-day suspension. The building administrator may reduce the suspension if the student seeks help through the school’s substance abuse program or through an approved outside agency and satisfactorily follows the recommendations. Failure to complete the recommended program will result in the remainder of the suspension being imposed. A parent conference is required for re-admittance to school.
- Second Violation: 10-day suspension (no reduction). A parent conference is necessary for re-admittance to school.
- Third Violation: Immediate suspension pending further disposition. A recommendation for expulsion may be initiated through the Superintendent of Schools.

Note: Any student involved with the sale or distribution of illicit drugs, controlled substances, look-alike drugs and/or alcohol, or possession of an amount that would reasonably indicate sales, will be automatically suspended. A recommendation for expulsion may be initiated and the local police will be involved.

STUDENT SMOKING

School district policy and Michigan law prohibits students from smoking in school vehicles, on premises owned or used by the district and at school-related functions. Smoking is defined as follows:

- A student seen puffing on a lighted cigarette, cigar or using chewing tobacco;
- A student seen with a lighted or unlighted cigarette, cigar, etc.;
- A student seen discarding a cigarette butt; and
- A student acting as a look-out.

First offense: One day suspension. Parents must be contacted and informed of the offense and the disciplinary action.

Second offense: Two day suspension. A parent conference must be held before the student may re-enter school.

Third offense: Three or more day suspension. A parent conference must be held before the student may re-enter school.

District administrators must notify the police when a student’s violation of a policy is a criminal offense.

HARASSMENT

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

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

Any student that believes s/he has been or is the victim of harassment should immediately report the situation to the teacher, the principal or assistant principal, or may report it directly to the Assistant Superintendent of Human Resources.

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

If the investigation finds harassment occurred it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employee, exclusion for parents, guests, volunteers and contractors, and removal from any officer position and/or a request to resign for Board members.

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

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

Harassment Definition

- A. submission to such unwelcomed conduct or communication is made either an explicit or implicit condition of utilizing or benefiting from the services, activities, or programs of the School District;
- B. submission to, or rejection of, the unwelcomed conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed student in the terms, conditions, or privileges of the School District;

- C. the unwelcomed conduct or communication interferes with the student's education, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the student's educational opportunities. This may include racial slurs, mocking behavior, or other demeaning comments.

Sexual Harassment may include, but is not limited to:

- A. verbal harassment or abuse;
- B. pressure for sexual activity;
- C. repeated remarks with sexual or demeaning implications;
- D. unwelcome touching;
- E. sexual jokes, posters, cartoons, etc.;
- F. suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

Note: Any administrator, teacher, coach, other school authority who engages in sexual or other inappropriate physical contact with a student may be guilty of criminal "child abuse" as defined in State law. M. C. L. A. 722.621 et. seq.

Racial Harassment

Racial harassment is a form of racial discrimination and is a physical, oral, or written act which is based on a person's race, ethnic background, nationality, language or cultural background and is unwanted and offensive/ humiliating to the person.

Racial harassment may also have the effect of creating a hostile environment if such harassing conduct is sufficiently severe, persistent or pervasive as to interfere or limit the ability of an individual to participate in the educational or employment environment.

Examples of racial harassment include:

- Physical: Intimidating gestures, physical violence, assault or threats of injury because of a person's race or ethnicity.
- Oral: Derogatory remarks about a person's skin color or appearance based on race, ethnic background, nationality, language or cultural background; unwelcome remarks about a person's cultural observances, racist jokes and comments.
- Written or graphic material: Including graffiti, defacing notices or posters, cartoons, caricatures, written threats and derogatory statements of a racial nature.

Confidentiality

Every reasonable effort will be made to maintain confidentiality during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Notification

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

Titles VI and VII of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

The Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

The Handicappers' Civil Rights Act, M.C.L.A. 37.1101 et seq.

The Elliott-Larsen Civil Rights Act, M.C.L.A. 37.2101, et seq.

Child Protection Act, M.C.L.A. 722.621 et seq.

Policies on Bullying, Michigan State Board of Education, 7-19-01

HAZING

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

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

Hazing involves conduct such as but not limited to:

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

[NOTE: If the school club or organization does not have an official and approved initiation procedure, and if no school staff is involved in the activity, there is a significant likelihood that the activity may result in violation of this policy. Michigan law also makes hazing a crime, punishable by fine and/or imprisonment.]

Administrators, faculty members, and other employees of the District shall be alert particularly to possible situations, circumstances, or events which might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent/designee. Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties.

The Superintendent/designee shall distribute this policy to all students and District employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in-service programs.

BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

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

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

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

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

This policy applies to all "at school" activities in the District, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

Notification

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

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

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

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

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

Procedure Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

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

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

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

Non-Retaliation/False Reports

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

substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

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

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

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

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the District.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

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

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

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or

damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.

- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

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

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

"Staff" includes all school employees and Board members.

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

MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011)
Policies on Bullying, Michigan State Board of Education
Model Anti-Bullying Policy, Michigan State Board of Education

POSSESSION OF A DANGEROUS WEAPON, ARSON AND CRIMINAL SEXUAL CONDUCT

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

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

Students with disabilities under IDEA or Section 504 shall be expelled only in accordance with District Policy and Federal due process rights appropriate to students with disabilities.

CRIMINAL ACTS

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

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

DISCIPLINE OF STUDENTS WITH DISABILITIES

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

SEARCH AND SEIZURE

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

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

Dogs may be used for the purpose of detecting drugs and/or explosives for the safety of students and staff.

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

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

Review of such information may be done by the school with or without the student's knowledge or permission. The use of passwords does not guarantee confidentiality, and the school retains the right to access information in spite of a password.

DUE PROCESS RIGHTS

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

Suspension from School

When a student is being considered for a suspension of ten (10) days or less, the administrator in charge will notify the student of the charges. The student will then be given an opportunity to explain his/her side and the administrator will then provide the student the evidence supporting the charges. After that informal hearing, the administrator will make a decision whether or not to suspend. If a student is suspended, s/he and his/her parents will be notified, within one (1) day, of the reason for and the length of the suspension. The suspension may be appealed, within three (3) days after receipt of the suspension notice, to the building principal. The request for an appeal must be in writing. Suspension from co-curricular and extra-curricular activities may not be appealed.

During the appeal process, the student shall not be allowed to remain in school. The appeal shall be conducted in a private meeting and the student may be represented.

When a student is suspended, s/he may make up work missed. Any learning that cannot be made up, such as labs, field trips, skill-practices or any learning that the student chooses not to make up, may be reflected in the grades earned.

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

Suspension for Definite Period

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 Steering Committee (or designee) only after an opportunity for hearing is given.
- Causes for suspension for a definite period are those defined in the Michigan School Code.
- The school administration shall recommend cases for suspension for a definite period to the Steering Committee.
- Parents and/or legal guardians and the student, if 18 years of age, shall be notified in writing of this action.
- The Steering Committee is vested with final authority in all cases of suspension for a definite period subject to appeal procedures set forth. The 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 conference satisfactory to school administrations, and only in the event the student has met all reasonable conditions established for readmission.
- The Steering Committee shall notify the parents and/or legal guardians and student, if 18 years of age, in writing.

Appeal of Suspension

Appeals of disciplinary actions or discrimination based on race, sex or handicap may be initiated by students or parents 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 building level for suspension of ten (10) days or less.

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 Steering Committee

- A request for an appeal shall be made within three (3) school days of the date the 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.)
- 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.
- The student and/or the student's parents 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.
- 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.

EXPULSION

Expulsion is to be interpreted as follows:

- Removal from the International Academy of Macomb facilities for more than the remainder of the semester by action of the Steering Committee. The student must petition the Steering Committee for readmission, and the written petition must evidence satisfactory elimination of the cause for removal and the compliance with all reasonable conditions established for readmission.
- This action may be taken by the Steering Committee only after an opportunity for hearing is given.
- Causes for expulsion are those defined in the Michigan School Code.
- The school administration shall recommend cases for expulsion to the Steering Committee.

- Parents and/or legal guardian and the student, if 18 years of age, shall be given notice in writing of the recommendation.
- The Board of Education is vested with final authority in all cases of expulsion from a school district.

Expulsion Procedures

Initiation of Expulsion: The building principal (or designee) shall recommend in writing to the Steering Committee (or designee) that expulsion be considered. The Steering Committee will notify the student's superintendent that expulsion is being considered.

Hearing of Expulsion: The Steering Committee shall appoint a panel of three members to hear expulsion cases. The hearing date will be set by the panel chairperson. The chairperson (or designee) will conduct a hearing in accordance with the Code of Student Conduct.

Notice of Hearing for Expulsion: 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 expulsion decision has been presented to the Superintendent of the student's district, the policy will be enforced. The notice shall be mailed to the address of record of the student at least five (5) days prior to the scheduled hearing date and shall specify;

- A. The date, time and place for hearing;
- B. The names of witnesses who might be called to testify with respect to the charges;
- C. The student has the right to be represented at the hearing by legal counsel;
- D. The right of the student to present witnesses on the student's behalf and to cross examine witnesses called by the administration; and
- E. The charges which have been made along with the terms of the expulsion.

Procedure at the Hearing for Expulsion

If the student (or representative) attends the hearing, the chairperson (or designee) of the hearing panel shall advise the student and/or parents 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 his/her own behalf. The student shall be asked if s/he is represented by counsel.

A. The student will then be asked if, understanding the charges, s/he admits or denies those 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 his/her counsel to make a statement on his/her behalf and for the chairperson (or designee) and/or the hearing panel to question the student as to reasons for his/her behavior. This procedure is intended to assist the panel in arriving at a determination of the appropriate penalty to recommend to the Joint Governance 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 his/her attorney will

have the opportunity to present his/her 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 witness.

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/charges, the panel shall make recommendations to the Joint Governance 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 Governance Committee at its next scheduled meeting. The Joint Governance Committee will then, by resolution, affirm, modify or reverse the recommendation of the hearing panel.

D. The student or the parent(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 Governance Committee.

If neither a student nor his/her 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).

STUDENT RECORDS

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

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

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

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

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

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

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

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

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

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

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

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

The Superintendent will provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school

year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

A. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information for otherwise providing that information to others for that purpose); and

B. the administration of any survey by a third party that contains one or more of the items described in A through H above.

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

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW 20202-4605 Washington, D.C. www.ed.gov/offices/OM/fpc Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and PPRA@ED.Gov.

NONDISCRIMINATION IN EDUCATION

In compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Elliot-Larsen Civil Rights Act and the Persons with Disabilities Civil Rights Act, it is the policy of the International Academy of Macomb that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight or marital status, be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance.

Any person believing that the International Academy of Macomb has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2), Title VII of the Civil Rights Act of 1964, (3) Title IX of the Educational Amendment Act of 1972, (4) Section 504 of the Rehabilitation Act of 1973, (5) the Age Discrimination Act of 1975, (6) Title II of the American with Disability Act of 1990, the Elliot-Larsen Civil Rights Act and the Persons With Disabilities Civil Rights Act may bring forward a complaint.

Please contact the Dean of Students at the International Academy to file a complaint, (586) 723-7206.

Student Name: _____

Guidebook Acknowledgement

We reviewed the International Academy of Macomb Student Handbook and Curriculum Guide. We understand that it is our responsibility, as parent(s)/guardian(s) and student, to read and become familiar with the contents of this handbook. This is including, but not limited to, the sections on Disciplinary Policies, Academic Integrity, Student Conduct and the Acceptable Use of Technology.

Parent/Guardian Signature _____ Date _____

Student's Signature _____ Date _____