



IAM

Student Handbook

&

Curriculum Guide

*International Academy of Macomb:
A Macomb County Public School & An IB World School*



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INTERNATIONAL BACCALAUREATE

International Baccalaureate Organization Authorization

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 IB programmes. Schools requesting to have an IB Programme must undergo a rigorous application and authorization process involving a lengthy written application, mentorship guidance and site visit. The International Academy of Macomb is currently an authorized as a DP Programme and a MYP Programme.

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.

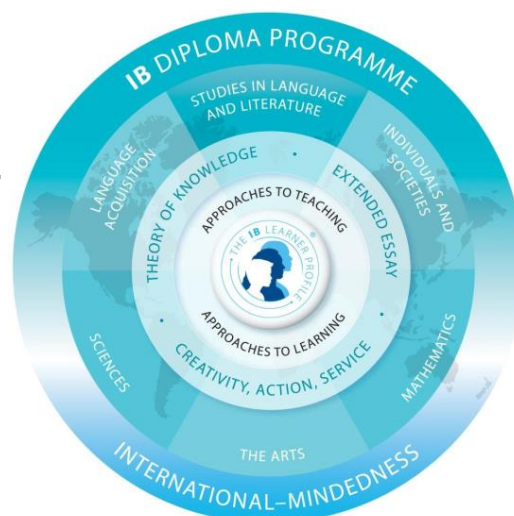
The Examinations Office, located at Cardiff, Wales in the United Kingdom, oversees the administration of two examination sessions each year. The May session serves most candidates; schools in the Southern Hemisphere subscribe to the smaller November session. Individual examiners worldwide participate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

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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, Activity, 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



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 teamwork.

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.



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IB Learner Profile

The International Academy of Macomb 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 to support their learning and personal development.

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ACADEMICS

IAM Course of Study for Grades 9 - 12

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.

Grade 9

- **1 year:**
 - Honors MYP World Literature
 - Honors MYP World History and Geography
 - Honors MYP Language B (French, German, Spanish)
 - Honors MYP Geometry
 - Honors MYP Biology
 - MYP Fine Arts (Art, Band, Choir, Drama)
 - Product Team–Character Strong, Personal Project
- **1 semester:**
 - MYP Economics—including Personal Finance
 - Speech

Grade 10

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

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Grade 11

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

Grade 12

- **1 year:**
 - IB2 English
 - IB2 History
 - IB2 Language B (French, German, Spanish)
 - IB2 Mathematics
 - IB2 Science (Biology, Chemistry, Physics, Environmental Systems & Societies)
 - IB2 Sixth Subject (ab Initio Language B, Economics, Music, Science, Visual Arts, Theatre for 2024-2025, Film-beginning in Fall 2025)
 - Electives (Product Team, Art, Band, Choir)
- **1 semester:**
 - IB2 Theory of Knowledge
 - IB Language B Culture

Graduation Requirements

Credits	Requirement
5.5	Individuals and Societies (including Government, Economics, and Beginning in Fall 2024 - Personal Finance)
5.0	Experimental Sciences
4.5	Language A (including Speech)
4.5	Language B (including Culture)
4.0	Mathematics
4.0	Electives (Art, Band, Drama, Product Team, Vocal)
2.0	Group Six Area (Fine Arts, Language B, Individuals and Society, Experimental Sciences)
1.0	Theory of Knowledge
1.0	Physical Education / Health
1.0	Product Team 9
0.50	MYP Personal Project
0.50	Extended Essay & Successful Completion of CAS Hours outside of the school day
33.5	<i>Credits needed to Graduate</i>

Graduation Diplomas

A student may earn two diplomas.

- The International Academy of Macomb Diploma is awarded in conjunction with the Home District to all IAM students who fulfill the IAM graduation requirements.
- 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 the IB Diploma is independent from the diploma awarded by the International Academy of Macomb in conjunction with the home high school district.

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Conditions For IB Diploma

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:

- Numeric grades have been awarded in all six subjects registered for the IB diploma;
- All CAS requirements have been met;
- 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;
- There is no grade 1 in any subject;
- There is no more than one grade 2 at higher level;
- There are no more than two grades 2 at standard level;
- Overall, there are no more than three grades 3 or below;
- 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);
- 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
- The final award committee has not judged the candidate to be guilty of malpractice.

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

- Numeric grades have been awarded in all six subjects registered for the IB diploma;
- All CAS requirements have been met;
- 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;
- There is no grade 1 in any subject;
- There is no grade 2 at higher level;
- There is no more than one grade 2 at standard level;
- Overall, there are no more than three grades 3 or below;
- 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);
- 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
- The final award committee has not judged the candidate to be guilty of malpractice.

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COURSE DESCRIPTIONS

The course descriptions are a guide to help students understand the content and expectations of the courses at the IAM (International Academy of Macomb). 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

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 extensive experience as public speakers with introductory speeches, demonstration speeches, and longer, researched informational and persuasive speeches. Visual aids and voiceover skills are used in this course as well. 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. Additionally, this class is designed to help students prepare and gain confidence for presentations and oral exams in other classes.

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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 range 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

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 acquiring basic skills in the language. The course is designed to teach grammatical structures and vocabulary to become proficient in reading, writing, listening, and speaking. Students will build a vocabulary of unfamiliar words in French that will serve as a platform for exploring cultural themes such as shopping, ordering food, hobbies, vacation, school, and family. The present, near 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 course's goals are to communicate on a variety of topics using all three tenses in written and spoken form, understand a native speaker who uses simple language, and read at an advanced beginning level. Middle School French is neither a prerequisite for the course nor does it provide you the with skills required to succeed in French II.

HONORS MYP FRENCH II (Grade 10)

Credits: 1.0

Duration: 1 year

Prerequisite: French I

French II is a year-long course that continues to build on the language skills acquired in French I. During the year, students learn advanced structures such as object pronouns, conditional phrases, relative pronouns, and the subjunctive, as well as continuing to expand their French vocabulary. Students will continue to build their vocabulary in French that will serve as a platform for exploring cultural themes such as cooking, health & wellness, careers & future, and environmental issues. Students will demonstrate their written and oral skills through a variety of projects. 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 a variety of 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.

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IB FRENCH HL or SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Levels I and II or permission of instructor

IB French 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, SL or Ab Initio Assessments of the International Baccalaureate. The students prepare to use the language appropriately in a range of situations and contexts for a variety of purposes. Students also continue to review and learn grammar structures to aid them with the acquisition of new skills. Units are focused on the IB themes of Experiences, Identity, Human Ingenuity, Sharing the Planet, and Social Organization. During a unit, students will read and listen to authentic samples of the written and spoken word in French. They will communicate with each other to solve problems and create authentic dialogue. Students will take assessments and author essays from past IB Exams. The IB Assessments at the end of the two-year course are papers in reading, writing, and listening. The internal assessment is a recorded presentation and conversation with the teacher that will last between 12-15 minutes.

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 an **additional language** in his or her junior/senior year in addition to their 4-year Language B course. Students are prepared for the IB ab Initio Exam at the end of the senior year. As such, students can speak and respond to spoken language in instructions, requests, by using skits and presentations. Students engage in basic conversations to deal with everyday situations. Students understand short written passages and can write a variety of exercises from formal essays to informal emails. The IB Assessments at the end of the two-year course: the internal assessment is a recorded presentation and conversation with the teacher that will last between 7-10 minutes as well as 3 written tests that assess the students' abilities in reading, writing and listening in French.

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 designed to support students in making cultural connections on their IB Assessments. Through a variety of self-directed assignments, students will explore cultural topics that may include current events, history, art, architecture, music, and/or cuisine of the Francophone World, primarily focusing on a French-speaking country or region of their choice. In addition to this, students participate in a variety of projects and oral discussions in the target language to help prepare for the IB internal oral assessment.

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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. Foundational grammar topics, such as present, past, and future tense, help students practice their new vocabulary and cultural knowledge in the target language. Over the course of the year the target language is used increasingly during instruction. The cultural concepts that students learn within the units lead to tolerance, understanding, and being more internationally minded.

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 through authentic materials and exercises. The emphasis is on developing grammatical concepts and vocabulary to further their 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 entertainment, sports, travel, life in the city, the environment, health and fitness, variations among German-speaking countries, etc. Strategies to prepare students for IB German, such as question types, tasks, text types, are introduced throughout the year.

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 assorted styles and registers. Students use a range of grammatical structures and vocabulary integrated through various themes and texts. These themes include Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. 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 exam. The IB German exam is composed of interactive and individual oral assessments, reading comprehension, and written composition.

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IB AB INITIO GERMAN (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 an **additional language** in his or her junior/senior year to their 4-year Language B course. Students can understand and respond appropriately to the spoken language and engage in conversations dealing with everyday situations. Students can understand short written passages on a defined topic and 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 and listening 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 various projects including 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 necessary.

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 preterit tense, reflexive verbs, object pronouns, and stem changing verbs. Students will build a vocabulary of approximately 1,000 unfamiliar 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.

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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 about 2,500 words that will explore cultural themes like 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 emphasize how 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, SL or Ab Initio Assessments of the International Baccalaureate. Spanish is used exclusively by both the teacher and the students. Units are focused on the IB themes of Experiences, Identity, Human Ingenuity, How We Share the Planet and Social Organization. During 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 draft essays from past IB Exams. The IB Assessments at the end of the two-year course: the and the internal assessment is a recorded presentation and conversation that will last between 10-12 minutes.

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 an **additional language** in his or her junior/senior year in addition to their 4-year Language B course. 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 presentations. Students will engage in basic conversations to deal with everyday situations. During each 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 text types from past IB Exams. The IB Assessments at the end of the two-year course: the and the internal assessment is a recorded presentation and conversation that will last between 7-10 minutes as well as 3 written tests that assess the students' abilities in reading, writing and listening in Spanish.

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IB SPANISH CULTURE (Grade 12)

Credits: 0.5

Duration: 1 semester

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

IB Spanish Culture is a second semester Senior year course which focuses on the cultural aspects of the Spanish Language. SL students will research topics of importance to both Latin America and Spain. Ab Initio and SL students will practice with pictures, while HL students will be reading and discussing short stories. All students will also practice extensively for the internal oral assessment.

INDIVIDUALS AND SOCIETIES

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 economics, macroeconomic objectives, policy making, and microeconomics and 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.

PERSONAL FINANCE (Grade 9, required)

Credits: 0.5

Duration: Embedded in XXXXXX courses JA will write exquisite language

Prerequisite: None

INFORMATION TO BE ADDED 01-19-24

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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 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, and Europe to explore our world's condition today. Key Concepts such as globalization, trade and sustainability are examined and development of social, political, cultural, and economic systems in the context of geography and history 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, 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.

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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 of the Second World War, the rise and methods of authoritarian states, and the causes, practices and effects of Twentieth Century Wars are studied. All texts and materials are at college level. During the junior year, each student must undertake an in-depth study on a historical subject of their choosing. This is the internal assessment, a 2200-word research paper on an approved world history topic. 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.

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, policy making, foreign relations, development issues as well as a wide variety of other economic topics. The external assessments for SL are two papers focused on application. HL includes an additional paper with a focus on data and policy recommendation. The internal assessment for both HL and SL is a portfolio of three commentaries.

IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL (Grade 11 and 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.

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EXPERIMENTAL SCIENCES

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 CHEMISTRY (Grade 10, required)

Credits: 1.0
Duration: 1 year
Prerequisite: Biology

Chemistry provides a challenging conceptual science experience. The first semester introduces basic qualitative chemistry concepts such as atomic structure, significance of the periodic table, chemical bonds and chemical reactions. The second semester is a quantitative study including stoichiometry, investigation of gas properties, solution chemistry, thermochemistry, and acid and base chemistry. 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.

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 data 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 and data analysis skills, and concepts related to motion, forces, energy, and momentum. Semester 2 topics include electricity, sound, light, and nuclear physics. The course is designed to meet high school graduation requirements and to provide a solid foundation for students who choose to pursue IB Physics.

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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, anatomy, and physiology. A sizable portion of this course will be conducted in the laboratory. Students will learn to design and perform their own experiments. IB Final Assessments: External - 2 examinations totaling 3 hours (multiple choice, data analysis, and essay), an internal assessment of lab skills through the composition of a 2500-word lab report, and a 10-hour open-ended interdisciplinary investigative group 4 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 will focus on the investigation of the following core concepts: Acids/Bases, Bonding, Electrochemistry, Equilibrium, Kinetics, Organic Chemistry, and Thermochemistry. 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. Students will learn to design and perform their own experiments. IB Final Assessments: External - 2 examinations totaling 3 hours (multiple choice, data analysis, and short answer), an internal assessment of lab skills through the composition of a 2500-word lab report, 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 core concepts integral to the understanding of classical and modern physics. This course is comprehensive, and the level of understanding expected is quite high. Topics covered in this course include measurement, motion, forces, energy, momentum, oscillations, fluids, heat/thermodynamics, electrostatics, circuits, magnetism, induction, sound, light, atomic/nuclear physics, and relativity. Students will also engage in scientific inquiry through lab work by designing experiments, analyzing data, and effectively communicating results. IB Final Assessments include two external examinations (multiple choice, data analysis, and short answer), one internal assessment related to scientific inquiry (2500-word lab report), an internal assessment of lab skills through the composition of a 2500-word lab report, and a 10-hour open-ended interdisciplinary investigative group 4 project.

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

Credits: 2.0

Duration: 2 years

Prerequisite: None

Environmental Systems and Societies is a two-year, interdisciplinary 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. This includes an in-depth look at systems and models, ecosystems, human population, carrying capacity, resource use, biodiversity, pollution management and global climate change. The HL course includes investigation of additional lenses: Environmental Ethics, Environmental Law and Environmental Economics. The external assessment has two papers, and the internal assessment is a field work/lab report totaling 30 hours.

MATHEMATICS

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 critical thinking. The units of study are Tools of Geometry, Logic and Introduction to Proof, Parallel lines, Congruence and similarity, right triangle trigonometry, quadrilaterals, circles, probability, surface area and volume.

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 prepare students for IB Mathematics. The units of instruction are linear relations and function, quadratic, polynomial and radical functions, advanced functions, discrete mathematics, and trigonometry.

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IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisite: Algebra I, Geometry, Algebra II/Trigonometry

This is a two-year course emphasizing the meaning of mathematics in context by focusing on topics often used as applications or in mathematical modeling. In addition to covering fundamental pre-university mathematics subjects like calculus and statistics, this course establishes a solid foundation for understanding the contextual relevance of mathematics. By leveraging technology extensively, students will have the opportunity to actively engage in the exploration and construction of mathematical models. This course is designed to foster critical mathematical thinking, frequently within the framework of practical problems. Students are encouraged to use technology as a tool for justifying conjectures and enhancing their understanding of mathematical concepts in real-world contexts. They will study the topics of number and algebra, functions, geometry and trigonometry, statistics and probability, and introductory calculus concepts.

IB Final Assessments: External - Two examinations totaling 3 hours; Internal – an individual exploration based on personal interests investigating an area of mathematics. Technology such as a graphics display calculator will be required for all assessments.

IB MATHEMATICS: ANALYSIS AND APPROACHES 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 recommendation/approval

This two-year course caters to students who already possess knowledge of basic mathematical concepts and are competent in a range of analytical and technical skills.

Most of these students will be expecting to include mathematics as a component of their university studies, either as a subject or within courses such as physics, engineering, and technology, as they prepare for future studies in subjects such as medicine, chemistry, robotics and commerce. The course has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The course syllabus includes the topics of number and algebra, functions, geometry and trigonometry, statistics and probability, and substantial portions of a university level Calculus 1 course.

IB Final Assessments: External - Two examinations totaling 3 hours; Internal – an individual exploration based on personal interests investigating an area of mathematics.

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IB MATHEMATICS: ANALYSIS AND APPROACHES HL (Grades 11 and 12)

Credits: 2.0

Duration: 2 years

Prerequisites: Algebra I, Geometry, and Algebra II/Trigonometry, an A average in previous math class and teacher invitation/approval

Students who genuinely enjoy the study of mathematics and are expecting to include mathematics as a major component of their university studies should consider this two-year course. The topics include 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 study levels of mathematics that connect with topics typically taught in university level Calculus 1 and Calculus 2 courses.

The HL course requires an advanced level of mastery of a wide range of mathematical topics and their interconnections. The curriculum has emphasis on learning to understand, use, and appreciate the value of the precise technical language (definitions, theorems, etc.) of mathematics. Students are expected to work as mathematicians do in that they are asked frequently to try problems without having been explicitly taught how to find the solutions. Excellent algebraic, graphing, and organizational skills are assumed, as is a particularly good understanding of trigonometry.

IB Final Assessments: External - Three examinations totaling 5 hours. Internal - an individual exploration based on personal interests investigating an area of mathematics. The final research project will be a 12–20-page document which demonstrates their knowledge and application of mathematics.

FINE ARTS AND ELECTIVES

MYP INTRO to ART (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. Activities throughout this course enable the student to articulate the meaning of a work of art with a focus on learning the Elements and Principles of Design. 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.

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MYP ART II (Grade 10, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: Intro to Art

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 and other cultures art in their sophomore year. Activities throughout the course encourage the student to pursue creative expression of thought while developing technical skills. Caring about the arts of the world, being open-minded and inquisitive about the art they observe helps 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: Intro to Art and Art 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 (Process Portfolio) where they will record their research, exploration, and execution, of all projects.

ART IV (Grade 12, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: Intro to Art and Art 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 (Process Portfolio) where they will record their research, exploration, and execution, of all projects. Students will produce 5 solid artworks to participate in the Student Art Exhibition in March.

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IB VISUAL ARTS HL or SL (Grades 11 and 12)

Credits 2.0

Duration: 2 years

Prerequisite: Intro to Art and Art 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 (Process Portfolio) 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 creating a Comparative Study to assess the historical, cultural, and aesthetic choices of chosen artworks to investigate. IB Final Assessment: External - Presentation of the students' portfolio for Exhibition. Internal - Process Portfolio component and Comparative study component.

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 concerts. The repertoire includes various world cultures and styles, as well as classical repertoire. Vocal technique, 3-to-4-part singing, sight-reading, music composition, and ensemble singing are developed. Students can expect to have 3-4 required concerts throughout the school year.

SYMPHONIC BAND (Grades 9 through 12, 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)

The Symphonic Band is the non-auditioned instrumental ensemble at the IAM. All freshman instrumental students, as well as upperclassmen seeking a more relaxed band experience, make up this large ensemble. Students will build a strong foundation in music theory and performance fundamentals which will prepare them to be strong, independent music-makers in their subsequent years with the band program. The repertoire explored by the ensemble will typically range from Grade 2 to Grade 3.5 and cover a wide range of styles and time periods. Students will also have the opportunity to engage in small-ensemble and solo performances in addition to the full-ensemble performances presented by the ensemble. Students can expect to perform several concerts throughout the school year, including the IAM commencement.

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WIND ENSEMBLE (Grades 9 through 12, elective)

Credits: 1.0

Duration: 1 year (of a 4-year program)

Prerequisite: Successfully pass audition

The Wind Ensemble is the auditioned instrumental ensemble at the IAM and consists of music students who seek a more rigorous band experience. This ensemble will typically have 1 – 2 players per part. The Wind Ensemble explores some of the finest instrumental repertoire available, covering a diverse range of styles and time periods. Some of the music explored by this ensemble will be at a level on par with that explored by collegiate ensembles. Students will also have the opportunity to engage in small-ensemble and solo performances, as well as explore music theory which builds on the concepts explored by the Symphonic Band. Students can expect to perform several concerts throughout the school year, including the IAM commencement.



DRAMA/FILM (Grade 10, elective)

Credits: 1.0

Duration: 1 year

Prerequisite: None

This course studies both acting and production techniques related to stage and screen performances. Individual acting techniques, observations, concentration, imagination, storytelling, editing, and technical skills are developed. Students will learn to “read” visual performances and analyze creative choices. Students engage in various projects: some scripted; some improvised. Students will get a holistic understanding of the elements required for both stage and screen performances.

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IB FILM HL and SL (Grade 11)

Credits: 2.0

Duration: 2 years

Prerequisite: None

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and imaginative synthesis through practical engagement in the art, craft and study of film.

Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and an appreciation of the development of film across time and culture.

The film syllabus allows for greater breadth and depth in teaching and learning at HL through an additional assessment task, requiring HL students to reflect on the core syllabus areas to formulate their own intentions for a completed film. They work together as a core production team to effectively communicate on screen. IB Final Assessments: External: A. Textual Analysis B. Comparative Study Internal: A. Film Portfolio B. Collaborative Film Project (HL Only).

IB THEATRE (Grades 12)

Credits: 1.0

Duration: 1 year

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 expressions 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.

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MYP PHYSICAL EDUCATION 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. This course engages students in 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 PE 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, and team sports.**

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 health and wellness, alcohol, tobacco, and other drug use/addictions; sexual harassment; HIV/AIDS; and human sexuality. 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 COURSES

PRODUCT TEAM 9 (Grade 9)

Credits: 1.0

Duration: 1 year

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. Students utilize a combination of both shared and individual responsibility to plan and accomplish their individual academic goals.

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 an especially prominent 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 a chance for you to select a topic or theme about which you are enthusiastic about and to show commitment to completing 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 at the start of 10th grade year.

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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 various projects including community service, school services, service to consortium schools, and business and international partnerships. The primary organizational, management and task responsibilities remain with the students.

The 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, 11, 12)

Credits: 1.0

Duration: 1 year

Prerequisite: None

Product Team Yearbook is a class 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.

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As a thoughtful and purposeful inquiry into diverse ways and into various kinds of knowledge, the TOK program is composed nearly 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.

The culmination of learning is assessed once per semester in the TOK exhibition (Junior year) and the TOK essay (Senior year). Both assessments are student driven and teachers will act as advisors to them in the process. Both assessments are part of the IB diploma acquisition process and are expected to be submitted at the completion of their respective semesters.

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

Duration: 18 consecutive months

Prerequisite: IB Diploma student

CREATIVITY: Exploring and extending ideas leading to an original or interpretive product or performance.

ACTIVITY: Physical exertion contributing to a healthy lifestyle.

SERVICE: Collaborative and reciprocal engagement with the community in response to an authentic need.



The IB takes seriously the importance of life outside the world of scholarship. The emphasis of CAS is on experiential learning and personal growth. Students must engage in experiences in creativity, activity, and service. Within these experiences, students must demonstrate seven learning outcomes outlined by the IB. Finally, they must complete a CAS project consisting of collaboration and an extended duration. to log all CAS experience on ManageBac (LMS). Included on ManageBac, students will need to reflect on and provide evidence of all CAS experiences. For more information on CAS, please see the [CAS page on our website](#).

EXTENDED ESSAY (Grades 11 and 12)

Credit: 0.5

Duration: During DP Programme

Prerequisite: IB Diploma student

The Extended Essay's purpose is to provide candidates with an opportunity to engage in independent research: This 4000-word essay is an integral part of the IB diploma core where students research a topic within an IB studied discipline. Emphasis is placed on the process of engaging in personal research—crafting a research question, brainstorming, researching, reflecting, drafting, editing, and producing a final, polished product. Students are assigned an advisor with whom they meet for feedback and suggestions. Most of the work for this essay is completed outside of the school day.

STUDENT POLICIES

Academic Integrity Policy

The International Academy of Macomb (IAM) upholds the IB Academic Integrity Policy for all IAM students. All teachers, administrators, districts, parents, legal guardians, and students are expected to know this policy and uphold it. The International Baccalaureate Integrity Policy can be found at: International Baccalaureate Academic Integrity Policy. The IAM school policies, including the Academic Integrity Policy can be found in the Student Handbook and Curriculum Guide and on the IAM website under IAM School Policies.

Statement of Belief

The IB learner profile clearly speaks to the characteristics of being excellent communicators, principled learners, caring citizens, and knowledgeable individuals. The IAM believes that academic integrity is crucial in maintaining and encouraging high standards. Academic integrity is the responsibility of all stakeholders. IB coordinators, administrators, district representatives and parent/guardians will hold student accountable for any form of academic dishonesty. A student that possesses academic integrity submits work that is solely their own. The IAM teachers and administrators will not ignore cheating, plagiarism, or any other act of academic dishonesty.

Rights and Responsibilities

Good practice consists of the entire school community working together to uphold this policy.

Administrators and IB Coordinators Responsibilities

- Discuss the Academic Integrity Policy at grade level meetings, enforce such policy, and communicate with teachers, students, and parents.
- Investigate suspected violations.
- Have the responsibility to train new teachers in all IAM policies, including the Academic Integrity Policy, within the first two weeks of their placement at the IAM.
- Provide all staff with the process that is used to report possible cases of academic misconduct. Exemplify honesty, trust, fairness, and respect.

Staff Responsibilities

- Post the IAM's Academic Integrity Policy, hand out copies as necessary, and instruct students on its content.
- Teach students about the policy and utilize it as a guide when violations occur.
- Communicate clearly with parents and administration about students in violation and provide examples of such.
- Exemplify honesty, trust, fairness, and respect.
- Model academic integrity through examples, lessons, and exemplars.
- Provide parents with a link to this policy and communicate with them about student's violation of it.

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Student Responsibilities

- Uphold the IB Academic Integrity Policy and ask questions when something is unclear.
- Properly cite sources using their teacher approved citation structure.
 - Examples: APA, Chicago style, and MLA.
- Students are initially taught in their ninth grade English class the difference between plagiarizing, citing, summarizing, and paraphrasing. These concepts are revisited and expected throughout the IAM in all content areas.
- Learn what academic integrity consists of through examples, lessons, and exemplars

Parent Responsibilities

- The responsibility to know and understand the contents of the IAM Academic Integrity Policy
- After the second offense, the right to know if/when their student has breached any contents of the IAM Academic Integrity Policy.

Definitions and Examples of Plagiarism and Academic Misconduct

Plagiarism and academic misconduct include, but are not limited to the following forms:

A. Exams and Tests

- Copying from another student
- Using unauthorized materials including but not limited to note cards, cell phones, notes
- Verbal and non-verbal communication between students during the designated testing time
- Informing other students of assessment/test content
- Using Assistive Technology (AI)
- "Self-plagiarism" such as reusing an old report or essay as new

B. Essays and Assignments

- Preparing an essay or assignment for submission by another student
- Copying an essay or an assignment in whole or in part
- Allowing one's essay or assignment to be copied by someone else
- Submission of an assignment or essay written in whole or part by someone else, including the use of translators and/or ChatGPT/AI for any assignment or assessment
- Failure to identify sources quoted or paraphrased
- Submit work that was primarily prepared by a parent, tutor, or AI

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C. Collaboration versus Collusion

While the IB fosters meaningful collaboration between students and teachers and may allow group assignments, students need to possess an awareness of what constitutes collaboration versus unacceptable collusion.

Examples of collaboration

- Discussing how to approach an assignment.
- A group assignment where tasks are shared equally amongst members
- Creating and sharing study guides with classmates
- Proofreading peers' work
- Discussing studying strategies
- Putting a shared idea into one's own words

Examples of collusion

- Sharing an entire assignment with a peer
- Copying a peer's work or words in part or in whole
- Taking credit for group members' work in a group assignment where students did not equally contribute
- Rewriting a peer's work
- Doing another student's work
- Sharing assessment items and information with students who have not yet taken the assessment

Consequences

The penalty for plagiarism as described above shall 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. Decisions regarding consequences are made collaboratively by the IB Coordinators and teachers. The consequences are applied consistently and may affect participation in clubs, NHS, and honor societies, as well as being removed from the diploma pathway.

First Offense

- "0" on an assignment
- Parent/Guardian Notification
- Notation in grade book
- Administration Notification

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Second Offense

- "0" on an assignment
- Parent/Guardian Notification and parent meeting or phone call
- Notation in grade book
- Administration Referral

Third Offense

- "0" on an assignment
- Parent/Guardian Notification and parent meeting or phone call
- Notation in grade book
- Administration Referral & Suspension

Communication

Communication and review of the Academic Integrity Policy will occur with all students through class meetings and through teacher-led discussions. Students will also sign the Academic Integrity Pledge that is shared with parents/guardians prior to the start of the IB Diploma Programme.

In addition, when students are registering for the IB Exams, they are given copies of the IBO Academic Integrity Policy they are given copies of th in the DP, the IAM Academic Integrity Policy and will be asked to sign a copy of the Acknowledgement of Document Review - General Regulations: Diploma Programme. Students attend a meeting where expectations during IB Exams are explained, along with time for students to ask questions.

Monitor

Academic integrity will be monitored by IB Coordinators, administrators, and teachers. Monitoring may include but is not limited to the use of electronic means like Turnitin.com and other such antiplagiarism software and by using their professional discretion, in subjects where Turnitin.com is not possible.

Policy Review

The policy is reviewed annually by the IB Coordinators, administrators, subject area teachers and the school improvement team. Additionally, the policy is reviewed through the Extended Essay process. This is a school-wide policy and supersedes any policies that may be found in course syllabi. This policy is reviewed as new technologies become available.

ACCEPTABLE USE POLICY AND STUDENT LAPTOP USAGE

Acceptable Use Policy Chippewa Valley Schools

1. Introduction: As Chippewa Valley Schools ("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 all other 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. Other district policies and procedures apply.

2. The district's computers and technology are to be used for educational purposes and to conduct the business of the Chippewa Valley Schools. Accounts are not to be used 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 contains any advertising, promotion, or solicitation of goods or services for commercial purposes; or endorses political or religious viewpoints without the approval of Chippewa Valley Schools. "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, harassment, or discrimination towards other people.

3. 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 account except for purposes of technical support by an authorized technician. The network account holder is held responsible for their actions and activity within their account. Users may not attempt to access folders, directories, or network resources not designated for their use. Users are to log out, shut down, or otherwise secure the computer when they leave it.

4. Help maintain operability. Users shall not knowingly upload or download any software, file, or other content, nor tamper with or damage hardware, which adversely affects the performance or availability of the system. 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 is a violation of the acceptable use policy.

5. 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.

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, address, 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 responsibilities for online safety practices are threefold.

- Students must use safe practices online.
- Staff must use student information safely.
- Teachers are responsible for teaching safe practices to students.

7. There is no guarantee of privacy when using district technology. Chippewa Valley has the right, but not the obligation, to examine any content on our network. 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 so is subject to Freedom of Information requests by citizens. Users are advised not to put anything in an email that they would not put on school letterhead. Page 2 of 2 Revised 2011 11/7/2014

8. Online information, including web pages, must meet district standards. The district's web pages, emails, and other communications must be consistent with Chippewa Valley's mission and philosophy 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 school district reserves the right to edit any material that does not meet the district's standards.

9. Users must 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.

10. The district reserves the right to change this policy. 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. (Adopted by the Chippewa Valley Board of Education, July 11, 2011.)

Student Laptop Pledge

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.

1. I will take responsible care of my laptop and understand that I will be issued the same laptop each year, as long as I attend the International Academy of Macomb.
2. I will never leave the laptop unattended. I will know where my laptop is at all times.
3. I will never loan my laptop to other individuals, nor will I tamper with another student's laptop.
4. I will never share my password with anyone except my parents and IAM staff when requested.
5. I will charge my laptop's battery daily.
6. I will keep food and beverages away from my laptop since they may cause damage to the computer.
7. I will not nor allow someone else to disassemble any part of my laptop or attempt any repairs.
8. I will protect my laptop and carry it with care.
9. I will use my laptop computer in ways that are appropriate and educational.
10. I will not upload or download any music, pictures or videos.
11. I will not cover up, remove or tamper with the assigned laptop number ID sticker. There could be a fine assessed if you violate this protocol.
12. I understand that my laptop is subject to inspection at any time without notice.
13. I will follow the policies at all times, which are outlined in the Acceptable Use Policy of Chippewa Valley Schools.
14. I will file a police report in case of theft, vandalism, and other acts covered by insurance.
15. I will be responsible for all damages or loss caused by usage, neglect or abuse (whether intentional or unintentional).
16. I agree to pay for the replacement of my power cords and battery, in the event any of these items are lost, stolen, or damaged (regardless of intent).
17. At the end of senior year, I agree to turn in the laptop for re-imaging. Students will pick up the laptop once the process is complete.
18. I will not install anything on my laptop, including a VPN, virus protection, or any programs unless instructed to do so by a staff member.
19. I will not allow anyone other than the IAM technician to attempt repairs on my computer.
20. I understand that if I violate terms of this Laptop Use Policy or the Acceptable Use Policy of the Chippewa Valley Schools that I could lose the privilege of use of the laptop.
21. Chippewa Valley Schools does not support the use of laptops brought from home. I agree that I will only use my school-assigned laptop at school.
22. By signing this form, I acknowledge receiving the laptop with all its components and that I agree to the terms of this IAM Laptop Use Policy AND the Acceptable Use Policy of Chippewa Valley Schools.

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Students should understand that the following is a list of potential consequences if they are found in violation of the laptop policy:

- Step 1: Referral to Administration & Warning
- Step 2: Referral to Administration & Loss of Use of Laptop
- Step 3: Referral to Administration & Suspension
- Step 4: Referral to Administration & Permanent Loss of Use of School Issued Laptop

These steps refer to violations of the laptop use policy and Acceptable Use Policy of Chippewa Valley Schools. However, in certain situations, some violations are considered more significant than others and may require a student to have consequences at a higher step level or even more severe consequences, regardless of the number of times the student had a violation.

Assessment Policy

The International Academy of Macomb (IAM) upholds the IB Assessment Policy for all the IAM students. All teachers, administrators, districts, parents, legal guardians, and students are expected to know this policy and uphold it.

- The International Baccalaureate Assessment Policy can be found at [International Baccalaureate Assessment Policy](#).
- The IAM School Policies, including the Academic Assessment Policy can be found in the [Student Handbook and Curriculum Guide](#) and/or on the IAM website under the [IAM School Policies-Assessment Policy](#).

Statement of Belief

The International Academy of Macomb approach to assessment honors the process of student-centered learning through authentic formative and summative evaluations that inform classroom instruction. Assessments are interdisciplinary and offer students the opportunity to take ownership of their learning. Students take risks, receive timely feedback, reflect, and seek improvement throughout the process of learning. This philosophy is based on the International Baccalaureate criteria and state standards for assessment that emphasize critical analysis, synthesis of information, and the importance of a global, responsible, and ethical approach to learning.

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Shared Vision

All teachers share an overarching philosophy of assessment and means of communicating student growth through IB criteria multiple times per year through e-mail, meetings, and classroom discussions. Additionally, teachers have been part of crafting this assessment policy through their work in school improvement committees. With this shared vision, we understand that each discipline is unique in the type of knowledge and ways of demonstrating mastery of skills, and as such, each has its own methodology for measuring student growth, knowledge, and instruction for guiding students toward mastery of skills and concepts. Each discipline will communicate at multiple points throughout the semester its approach to assessment through its syllabi. Specific information about DP Grading, MYP Grading, and Grading Scales have been developed and implemented school wide to provide consistency throughout the IAM.

Rights and Responsibilities

The IAM assessments ask that, as learners, students put forth quality effort in unique and unfamiliar situations which are informed by their individual learning experiences. Through practicing their skills, use of formative assessments, and receiving informed feedback based on standards-based rubrics, summative assessments ultimately reward improved performance that guide students toward acquiring mastery of skills and concepts.

Common practices for MYP and DP include using assessment rubrics for tasks OR for specific criterion. Good practice consists of the entire school community working together to uphold this policy. We believe the IAM school community should consistently work together to uphold this policy.

Administrators and IB Coordinators have the responsibility to:

- Provide the IAM Assessment Policy to all stakeholders including staff, students, and parents.
- Train new teachers on the content of the policy.
- Provide teachers and students with information about state-wide and national assessments such as:
 - Michigan M-Step Examinations
 - PSAT
 - SAT
 - ACT Work Keys
- Provide PD time for teachers to discuss IB results and collaborate on to what extent they reflect IB marked assessments.
- Coordinate for the International Baccalaureate Examinations.
- To work with the IBO to provide any necessary and required accommodations on IB Internal and/or External Assessments, regarding students with an Individualized Education Plan (IEP) or 504.

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Teachers have the responsibility to:

- Ensure that teachers within a specific discipline meet and provide common practices for recording and reporting student achievement.
- Provide students with clear guidelines of grading policies in their syllabi.
- Provide students with clear expectations and/or rubrics for each assessment.
- Provide students with adequate formative practice with feedback before each summative assessment.
- Perform quality checks on mock assessments and/or criteria specific assessments during department meeting time.
- Provide students with timely feedback.
- Post scores/grades by using the IAM provided electronic gradebook. Report cards are provided electronically each semester.
- Evaluate summative assessments on MYP or DP standards-based rubrics, providing students and their guardians with a clear understanding of what skills will be evaluated and what proficiency level is achieved in their skill acquisition.
- Participate in parent-teacher conferences at times designated by the IAM or upon request.
- Will not be required to disclose Internal Assessment marks or Predicted Grades to students, parents, or legal guardians.
- Have autonomy when assigning homework assignments and how they are assessed.
- Provide English as a Second Language (ESL) students or those students who have an IEP and/or a 504 with accommodations during assessments through the academic year. Teachers of common subjects have the responsibility to standardize assessment of student work through accepted IB mark schemes to ensure reliability, accuracy, and fidelity to the IB criteria. Standardization will occur regularly with the assessment of student work multiple times per year.

Students have the responsibility to:

- Be aware of the contents in the IAM Assessment Policy and the IAM Integrity Policy.
- Know the consequences provided in the IAM Integrity Policy.
- Know each teacher's assessment and grading policies.
- Know the contents of each syllabus, including dates of formative assessments, unit assessments, and summative assessments.
- Understand numeric grades are converted to International Baccalaureate Standards for summative assessments.
- Be certain that scores/grades received in class align with electronically recorded results.
- Ask questions if they do not understand information contained in any IAM policy.

Students have the right to:

- Adequate formative practice with feedback before each summative assessment.
- ESL services to those students who qualify.
- IEP and Section 504 accommodations for students who qualify.
- Receive these same accommodations during IAM assessments throughout the academic year.

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Parents/guardians will:

- Be provided with a link to the IAM Assessment Policy information online.
- Have the responsibility of providing the IAM with any document regarding any ESL services, IEP or 504 information regarding classroom expectations and assessments if accommodations are expected.
- Have the opportunity to attend parent/guardian and teacher conferences which are scheduled twice a year.
- Consult/meet with teachers as needed or requested.

Types of Assessments

Formative Assessments

Formative assessments are the start of a progress cycle, providing students with opportunities to practice new skills and make mistakes in a safe environment. Teachers provide timely feedback which supports students' progress in their skill acquisition. This practice is aimed at driving student growth and developing their resilience through problem solving and managing their own learning, in accordance with the IB Approaches to Learning. These forms of assessment may include, but are not limited to, journal entries, worksheets, readings, oral participation, and Socratic seminars. Through participation, and Socratic seminars. Through this cycle of practicing skills and receiving feedback, students are well supported to demonstrate their mastery of skills and concepts through their performance.

Summative Assessments

Performance and mastery are evaluated in the IAM summative assessments, which evaluate students of their ability to not only demonstrate these skills in familiar contexts, but also in new environments or situations. This encourages students to transfer and apply their knowledge in authentic and relevant contexts, preparing students to be critical thinkers and adept members of the wider world.

- These assessments are evaluated on MYP or DP standards-based rubrics, providing students and their guardians with a clear understanding of what skills they will be evaluated on and what proficiency level is achieved in their skill acquisition.
- These forms of assessment may include, but are not limited to, tests, labs, quizzes, presentations, projects, and performances.
- Through feedback on standards-based rubrics, students, guardians, and teachers have a common language for discussing student growth.

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Measuring Growth

Our practice of measuring growth is guided by the International Baccalaureate assessment criteria and is not a percentage-based system, but rather is intended to be a reflective process that communicates individual student growth in specified areas. These criterion marks are then used to inform the percentage or letter grade a student earns on an assignment by indicating how they are developing in their skill acquisition over the course. Students need to be made aware that certain numbers in particular subjects do not mean the same in another subject/course. Communicating these criterion marks to students and parents/guardians by course syllabi, both student and parent/guardian meetings and the IAM website will help to empower students in their own learning by allowing them to reflect on their practice of skills, set goals, and work toward achieving them. Additionally, these records will also inform teacher instruction and departmental curriculum decisions to meet the needs of students and support them in their growth.

It is important to point out a very significant conceptual difference in terms of grades between the International Baccalaureate grading system and the U.S. educational systems. The IB grading scale in secondary education is different from the U.S. method because it ranges from 1 – 7 in the DP and MYP where the American system grades students 0% - 100%.

IB assessments are based on essays and problem solving and more rarely on multiple choice answers. The elegance, form, reasoning ability and written expression in all subjects are also graded. In addition, there should be a differentiation between a traditional/local grade and an IB grade. Teachers should note this in the gradebook. It is important to note that IB grades should inform local grades.

Moderation/Quality Check

Teachers of common subjects will standardize assessment of student work through accepted IB mark schemes to ensure reliability, accuracy, and fidelity to the IB criteria. Standardization will occur regularly with the assessment of student work multiple times per year.

Consistency in MYP Assessment Grading

All teachers will report MYP grades for students at the end of 9th and 10th grade. Teachers will assess each criterion for their subject area for each student a minimum of two times per year.

These scores will be reported using Power School and indicate the standard and level attained. Students' scores in each criterion will be looked at to see the trend of their score and award a mark that best matches their mastery at the end of the year. The marks students earned in each criterion will then be added together to create a final mark for the course. These marks will then reflect a score of 1-7 on the IB scale, with the following grade band break down indicated below:

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Score	Mark	Criterion
1	1 – 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrated critical or creative thinking. Very inflexible, rarely uses knowledge or skills.
2	6 – 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10 – 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant understandings or gaps. Begins to demonstrate some basic critical and creative thinking, is often inflexible in the use of knowledge and skills, requesting support even in familiar classroom situations.
4	15 – 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19 – 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 – 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28 – 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

With this philosophy of assessment, the IAM staff will

- Foster student growth and application of skills to meet state and IB standards
- Aid students in developing
- Critical thinking and twenty-first century skills, and
- A unique global perspective, that they will retain well after their high school career as they become reflective, balanced, and principled thinkers and citizens in our global community.

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Consistency in DP Assessment Grading

The DP uses both internally and externally assessed components to assess student performance. The marks awarded for each course are awarded based on the extent to which students master basic and advanced academic skills, such as:

- Knowledge and understanding of content and concepts
- Critical thinking, reflective, research and independent learning skills
- Application of standard methods
- Analyzing and presenting information
- Evaluating and constructing arguments
- Creative problem-solving
- Intercultural understanding and international outlook.

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components, and when marking student work.

IAM Consistent Grading Scale			
American Grading Scale	Grade	Unweighted Grading Scale	Weighted Grading Scale
93 – 100%	A	4.00	5.00
90 – 92%	A-	3.67	4.67
87 – 89%	B+	3.33	4.33
83 – 86%	B	3.00	4.00
80 – 82 %	B-	2.67	3.67
77 – 79%	C+	2.33	3.33
73 – 76%	C	2.00	3.00
70 – 72%	C-	1.67	2.67
67 – 69%	D+	1.33	1.33
63 – 66%	D	1.00	1.00
60 – 62%	D-	0.67	0.67
59% & below	F	0	0

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IB Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO). They are designed to be fair to students all over the world. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

Internal Summative Assessment

There are two types of summative IB assessment tools which are used in the determination of final IB grades: internal and external assessments. Detailed IB policies describe the conditions under which these tools must be administered.

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. The IAM teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IB), along with a representative sample of the work marked by the IAM teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down.

IB Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded individually on a rubric and then compiled to achieve a wholistic score on a scale of 1 (low) to 7 (high). If there are two or more teachers in a DP subject administering the same Internal Assessment (IA), these teachers moderate the assessments collectively.

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Common School-wide Grading Practices

To obtain consistency across subjects, the following practices are in place:

- There will be at least five summative assessments per semester.
- All courses will have a common comprehensive semester exam.
- Semester exams will constitute exactly 20% of the semester grade.
- For 9th and 10th grade students, summative assessments will constitute 70% and formative assessments will constitute 30% of the semester grade (excluding the exam).
- For 11th and 12th grade students, summative assessments will constitute 80% of the grade and the formative assessments will constitute 20% of the semester grade (excluding the exam).
- Standardization of student work within common subjects will occur regularly throughout the semester.
- Teachers will moderate the assessment of student work during provided collaborative planning time the hour after school and departmental release time several times per year.
- Teachers standardize grading so that each student is scored appropriately.

Late and/or Missing Assessments

Missed Summative Assessments:

- Regardless of the reason, will be recorded in the gradebook as a zero. Students who miss in-class summative assessments must contact the teacher before the next class meeting either in person or via email to re-schedule the missed assessment. Failure to do so may result in a grade penalty at the teacher's discretion.
- Must be made up within one week of returning to school.

Late Assignment Acceptance:

- Students will have the number of days in which they were absent to turn in missing work for full credit.
- Work beyond the deadline may not be accepted after the summative assessments is given. This policy supports the understanding that the purpose of classwork/homework (formative assessment) is to prepare students for the summative assessment.
- Multiple zeros in the gradebook are a signpost of behavior that will limit the chances of student success.

Recording and Reporting

Teachers record grades on PowerSchool which provides online, daily access to students, parents/guardians. Grades are updated on PowerSchool regularly. Both written and oral feedback affirm progress, diagnose needs, evaluate achievement, and assist in accountability. Grades are available on the PowerSchool Parent Portal each semester. Parent/guardian and teacher conferences are scheduled twice a year. As needed, teachers consult with parents/guardians on an individual basis.

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Departmental Grading Practices

Each course will document departmental grading policies in the course syllabus and communicate that information with students. The Academic Assessment Policy was most recently reviewed by the IB Coordinators, administrators, and teaching staff in the fall of 2023.

External Summative Assessment

IB external assessments are assessments that are completed by students at the IAM while overseen by the IAM teachers but are sent away to be marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, TOK essays and Visual Arts exhibitions are also externally assessed.

IAM Assessment Policy Review

The policy is reviewed annually by the IB Coordinators, administrators, subject area teachers and the school improvement team. If this review finds that adjustments to the policy need to be addressed, a subcommittee of the school improvement team will review and make recommendations for updates. These recommendations will be reviewed by the IB Coordinators, administrators, and staff.

APPROVED GRADING SCALES

American Grading Scale	G.P.A. Scale		IBO Grading Scale	IB TOK & Extended Essay Scales
A: 93 – 100 %	A: 4.0		7: Excellent	A: Excellent
A-: 90 – 92 %	A-: 3.67		6: Very Good	B: Good
B+: 87 – 89 %	B+: 3.33		5: Good	C: Satisfactory
B: 83 – 86 %	B: 3.0		4: Satisfactory	D: Mediocre
B-: 80 – 82 %	B-: 2.67		3: Mediocre	E: Elementary
C+: 77 – 79 %	C+: 2.33		2: Poor	N: No Grade
C: 73 – 76%	C: 2.0		1: Very Poor	
C-: 70 – 72%	C-: 1.67		0: No Grade	
D+: 67 – 69%	D+: 1.33			
D: 63 – 66%	D: 1.0			
D-: 60 – 62%	D-: 0.67			
F: 0 – 59%	F: 0			

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Attendance Policy

Absentee 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.

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Exempted Absences

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

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.**

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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.

Cell Phones and Electronic Devices Policy

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

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Complaint/Appeal Policy

Details regarding topics below can be found in the [Student Handbook and Curriculum Guide](#) and/or on the IAM website under [Student Information](#).

Good Standing Academic Policy

Students at the IAM need to remain in good standing throughout their time as a student. Good standing is defined as having an overall cumulative unweighted GPA of 2.8 or higher, submitting all IB required assessment on time as set forth by teachers, and not accruing more than two Ds in each semester.

Grades 9 & 10

The following information is to address those who are not in good standing:

- Students who fail three or more semester courses during a school year must return to their home district at the time of failure, either at semester or year-end.
- If a student fails one or two semester courses, they must recover lost credit before the next school year by earning a "C" or better in an approved recovery course. Failure to submit proof of the credit recovered prior to the start of school in August will prevent their return to IAM.
- Students who have more than three substantial academic integrity violations may have to return to their home district.
- Students facing academic challenges may be placed on an academic contract for additional support if their unweighted cumulative GPA falls below 2.8 or they earn two or more Ds at semester. The academic contract could include:
 - Required meetings with Grade Level Leader, DP Coordinator, Counselor and/or Assistant Principal
 - Tutoring
 - Modified course schedule planning as determined by IAM Staff

Those with extenuating circumstances can appeal according to the IAM Appeal Policy outlined in the Student Handbook.

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Grades 11 & 12

The International Baccalaureate mandates that IB Diploma candidates maintain good standing for students to be IB Diploma candidates. The following information is to address those who are not in good standing:

- An F in an IB course requires returning to the sending school for the remainder of high school.
- If a student fails one or two semester non-IB courses, they must recover lost credit before the next school year by earning a "C" or better in an approved recovery course. Failure to submit proof of the credit recovered prior to the start of school in August will prevent their return to IAM.
- Students who have more than three substantial academic integrity violations will be removed for IB testing for the course with the violation. The student may also be removed from the IB Diploma Programme and may have to return to their home district.
- Students facing academic challenges may be placed on an academic contract for additional support if:
 - Earned an unweighted cumulative GPA below 2.8
 - Two or more Ds at semester
 - Failure to submit IB Internal Assessments on the scheduled timeline provided by teachers
 - Failure to complete components of the DP Core: Extended Essay, Theory of Knowledge, Creativity, Activity and Service
- The academic contract could include:
 - Required meetings with Grade Level Leader, DP Coordinator, Counselor or Assistant Principal
 - Tutoring
 - Removal from IB Diploma path, and/or
 - Modified course schedule planning as determined by IAM administration, and with the input of subject-specific teachers.

Those with extenuating circumstances can appeal according to the IAM Appeal Policy outlined in the Student Handbook.

Language Policy

The International Academy of Macomb's Language Policy outlines the procedures and philosophy for second language instruction and native tongue support for students, using the parameters of the I.B. Diploma Language Policy: [International Baccalaureate Language Policy](#).

For the purposes of this document, native tongue refers to languages other than English which are spoken at home. "Language of Instruction" refers to English, and "Language B" refers to those languages which students elect to study as part of the IB Curriculum—French, German, and/or Spanish. The IAM School Policies, including the Language Policy can be found in the [Student Handbook and Curriculum Guide](#) and/or on the IAM website under [IAM School Policies – Language Policy](#).

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Statement of Belief

For students to be internationally minded, it is essential that they enrich their experiences by learning more than one language. The IB learner profile speaks to students being communicators who understand and express ideas and information confidently, creatively, and effectively in more than one language and in a variety of modes of communication. In appreciating the different world languages, students become more globally minded. As such, all teachers are language teachers working on developing students' written and oral communication in their discipline.

Instructional staff at the IAM embrace the IB philosophy of being globally minded citizens. As such, we believe in the rich dynamics of language—both English, Native tongue, and Language B studies. All languages have cultural implications and intrinsic complexities which should be celebrated, studied, and discussed.

Studies in World Language

To align with the Diploma Programme, the IAM requires students to study one new world language for four years: Two years at both the MYP level and D.P level. Diploma Programme language courses are offered either SL or HL. Additionally, students may elect to take an additional world language Ab Initio. The goal of these studies is both written and oral proficiency as well as an understanding of the rich cultures where these languages are spoken.

Students' native language will be surveyed as part of the admission process. Students whose native language is not English who qualify for home district EL support will be identified in Power School for staff. Home district EL support includes but is not limited to bi-weekly meetings with students, extra support via email/meetings for subject area teachers, and general consulting services. Additionally, translators are readily available for parent contact.

The IAM fosters the development and maintenance of students' native tongues in several ways. First, all freshmen complete a culture project in their Product Team classes and share their findings. Students are encouraged to share their home language and cultures. Additionally, whilst learning about literature I translation in their IB Literature courses, the parameters and complexities of translation are discussed and students whose native tongue is not English share their firsthand knowledge of idioms, how literature and culture and intrinsically connected, and how language shapes identity. All students benefit and learn from these experiences. Theory of Knowledge (TOK) classes study these ideas as well and allow for students with first-hand knowledge to offer their experiences.

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The IAM has practices in place to ensure the inclusion and equity of access for all learners. The IAM website can be translated into many languages using Google translate [Google Translate](#). Information about enrollment, academics, and program information are accessible. For families needing a more nuanced translation or more help, families can find an easily accessible link to email the MISD to provide further verbal or written information via a translator.

The IAM also provides a rich diversity of activities to support multilingualism. Some students start and run clubs as part of their CAS projects. Clubs such as the Filipino club, Diversity Club, Middle Eastern Alliance, and South Asian Student Association provide a place for students to celebrate and maintain their home language and culture. These clubs also host events for the larger student body. Activities like dance presentations, cultural assemblies, food sales, henna art, among others, ensure the entire student body is involved in their celebrations.

The IAM believes in exposing students to other cultures via international trips. In odd years, students can travel with their Language B classes. These trips give students the opportunity to hone their language skills and experience culture firsthand. In even years, trips to other countries occur based on student interest and curriculum alignment. Trips in the past have included voyages to Italy, South Africa, and Japan. Students and staff share their experiences with the larger community during assemblies, classes, and after school events.

Students identified as EL who need consulting and/or services from their home district will have meetings as outlined above with an EL specialist. Parents will be part of these professionals' plans. To accommodate families' native languages, virtual meetings with a translator are available.

With the help of EL consultants, teachers may modify assignments for EL learners. Modifications may include test corrections, shortened assignments, and having modified IB to local grade scales. EL consultants from students' home schools are readily available via email and/or phone for assistance.

IAM Language Policy Review

The IAM Language Policy was most recently reviewed by the IB Coordinators, Administrators, and teaching staff in the fall of 2023. The IAM Language Policy is reviewed annually by the IB Coordinators, Administrators, subject area teachers and the School Improvement Team. If this review finds that adjustments to the policy need to be addressed, a subcommittee of the School Improvement Team will review and make recommendations for updates. These recommendations will be reviewed by IB Coordinators, Administrators, and staff.

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Special Needs Policy

Purpose

The purpose of this policy is to ensure that all students are provided the necessary support to equalize the educational experience, to achieve academic success, and reach their fullest potential as they progress through the International Baccalaureate program while attending International Academy of Macomb (IAM).

It is important for parents/guardians to have continual communication with the staff at the IAM when a student has a current IEP or a 504 plan, as well if there are needs that arise while attending the IAM that may make a student eligible for support.

Special Education Protocol

Special Education students who are enrolled at the International Academy of Macomb will be serviced by itinerants from the student's home school district and/or Macomb Intermediate School District related services providers.

If the parents and/or staff of a student attending the International Academy of Macomb and/or representatives from the student's home school district feel that an IAM student needs to be evaluated for Special Education services, the assessment procedures and, if determined eligible certified, future services will be provided by the student's home school district and/or MISD related services providers.

The annual Individualized Education Plan (IEP) Team meeting will be the responsibility of the home school district. Any other meetings scheduled on an as-needed basis, for a Special Education student attending the International Academy of Macomb, will be initiated by and held at the IAM, attended by the student's parents, as well as appropriate representatives from the IAM and the student's home school district and/or MISD.

Any Special Education materials and/or supplies needed by a Special Education student attending the International Academy of Macomb will be furnished by the student's home school district and/or the MISD as defined by the student's IEP.

Section 504 Protocol

The staff at the IAM work in collaboration with representatives from the student's home district to initiate, facilitate, and maintain a Section 504 plan.

Student Study Team Process

A parent/guardian, teacher or other staff member may initiate a student study team meeting to discuss any personal or academic concerns that may be impeding a student's academic progress. The counselor at the IAM is the first point of contact when initiating such a request.

International Academy of Macomb's Appeal/Complaint Policy

Academic Appeal Process

Our school is centered around the attributes of the [IB Learner Profile](#). Therefore, we are reflective, balanced, open-minded, and principled communicators. The table below outlines how our stakeholders participate in two-way communication. Students, parent(s)/guardian(s) have the right to appeal decisions based on the points of contact below.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Academic Honesty	Teacher	Dean of Students	Principal	IAM Coordinator
Grading	Teacher	Dean of Students	Principal	IAM Coordinator
Failure and Low-Grade Policy 9th & 10th Grades	Counselor	Dean of Students	Principal	IAM Coordinator
Failure and Low-Grade Policy 11th & 12th	DP Coordinator	Dean of Students	Principal	IAM Coordinator
DP Core Requirements	CAS, EE, TOK Coordinator/Teacher	DP Coordinator	Principal	IAM Coordinator

Equal Education Opportunity

The purpose of this policy is to ensure that all students are provided the necessary support to equalize the educational experience, to achieve academic success, and reach their fullest potential as they progress through the International Baccalaureate program while attending International Academy of Macomb (IAM).

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Special Education Protocol	Counselor	Dean of Students	Principal	Home District
504 Protocol	Counselor	Dean of Students	Principal	Home District
Student Study Team	Counselor	Dean of Students	Principal	IAM Coordinator
English Learners	Counselor	Dean of Students	Principal	Home District

Discipline Due Process Appeals

Before a student may be suspended or expelled from school, specific procedures must be followed. 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 her/his parents will be notified of the reason for and the length of the suspension. The suspension may be appealed within three (3) school days after receipt of the suspension notice. 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. Specific information can be found in the [Student Handbook and Curriculum Guide](#).

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Due Process Rights (p.53)	Principal	IAM Coordinator	Home District	
Expulsion	Principal	IAM Coordinator	Home District	

Enquiry Upon Results (Diploma Programme Specific)

If needed, the DP Coordinator works with students and families to determine when it might be in a student's best interest to request an Enquiry Upon Results (EUR). Students and families are always allowed to request an Enquiry Upon Results when they feel that their work has been scored unfairly. If an EUR is initiated by a student or family, the cost of the regrade is assumed by the student/family. When these appeals are initiated by the school or the DP Coordinator, the school assumes the costs of any failed EUR.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
EUR	DP Coordinator	IAM Coordinator	IB	

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/Assistant Principal at the International Academy to file a complaint at (586) 723-7206.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Non-Discrimination in Education (p.58)	Dean of Students	Principal	IAM Coordinator	Home District

SCHOOL SCHEDULE, ATTENDANCE, TRANSPORTATION

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.

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Lunch

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. 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 are handled by CVS Food Service Department and can take several 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.

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.

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.

Emergency Card

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

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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.

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.

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 Schoology for assignments.

Michigan High School Athletic Association (MHSAA) Sports

The IAM is a shared educational entity consortium program and therefore does not provide opportunities for MHSAA Sports. When IAM students wish to participate in MHSAA Sports, they can seek out opportunities to try out and potentially play sports through the high school of the district in which they affiliate to attend the IAM.

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STUDENT BEHAVIOR & DISCIPLINE POLICIES

IS THE ORDER OK?

Dress Code Policy

The purpose of the dress code at the International Academy is to facilitate an academic environment. We operate under the model "Dress for Success". We expect our students to be able to greet guests with an excellent first impression and proper dress is part of presenting oneself to visitors (District Representative, College Representatives, etc.) to our building. Students are expected to wear clothing that is appropriate for school. Students are encouraged to express themselves individually and artistically through their clothing as long as it remains appropriate for an academic environment. Clothing inappropriate to an academic environment is defined as clothing which poses a health or safety threat or contains prohibited imagery or language. To facilitate an academic environment, the following clothing standards will apply to students of all genders:

- Bottoms should be no shorter than mid-thigh or fingertip length (whichever is higher).
- Undergarments should never be showing.
- Tops should completely cover the mid-section and chest.
- Sheer/thin spandex or thin leggings must be covered by a shirt, dress, skirt or shorts that meet the requirements of mid-thigh/fingertip length.
- All clothing should be free of references to alcohol, drugs, sex, violence, and anti-social behavior.
- Tank tops, hats, visors, sunglasses, swimwear, and loungewear are not considered appropriate for the academic setting and are not permitted.
- Wearing traditional ethnic, religious, or national clothing and attire is acceptable as long as it follows the principle of propriety.
- Students must wear shoes at all times.
- Personal hygiene and cleanliness are important in a classroom situation.

Allowances for specific clothing styles and lengths may be made when the attire suits the setting as determined by the supervisor for that setting, e.g.: physical education, special events, etc. It is expected that students do not wear jeans when attending off-campus events or activities.

Dress down days are intended to allow students to dress in comfortable loungewear. Dress down days are NOT an opportunity for students to violate the terms of the dress code.

Teachers (or those in a position to enforce this policy) who feel a student is in violation of the dress code will discreetly engage in a dialogue with the student regarding their attire. This conversation will take place before class begins or at the end of a class period so as to not disrupt the learning process. If the outcome of this dialogue finds the student to be in breach of the dress policy, he/she will be asked to report to the dean of students. (Exceptions to this rule would be made if the well-being of other students is compromised by the offending student; in those circumstances, students may be asked to leave class).

All dress code violations will begin with the above dialogue with a staff member and the student followed by:

- • 1st offense: dean of students dialogue, guardian notification
- • 2nd offense: dean of students dialogue, guardian notification, detention
- • 3rd & subsequent offenses: dean of students dialogue, guardian notification, suspension

Provisions may be made to find the student appropriate clothing for the remainder of the day on a case-by-case basis. This may include asking the student to change in an appropriate article of clothing they own, asking the student to cover the offending item with another article of clothing, or asking the student to turn the article of clothing inside out. If no alternate provisions can be found, the student's guardian may be contacted to provide them with an appropriate article of clothing.

If a student, for any reason, is unable to find clothing appropriate for the IAM dress code standards, please see the dean of students or the counselor in the main office for support.

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.

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Student Vaping/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 environments 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.

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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 unwelcome 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, or 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.

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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

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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.

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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.

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Implementation

The Superintendent is responsible for implementing 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.

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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.

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"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 handheld 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 several 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.).

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"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, pocketknife 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.

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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. During 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.

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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.

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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. 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.)

B. 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.

C. 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.

D. 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.

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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 and FERPA

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," or by using this link: [FERPA and Confidentiality Guidelines](#)

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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.

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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/fpco Informal inquiries may be sent to the Family Policy Compliance Office via the following email addresses: FERPA@ED.Gov; and PPRA@ED.Gov.

COLLEGE and CAREER PLANNING

The school counselor at the IAM provides college and career planning support to students. There are many tools that are utilized through this exploration process. One of them is Xello, the online platform for students to build and revise their Educational Development Plans (EDPs). Additionally, the school counselor provides robust college planning support. We utilized Parchment and CommonApp among other secure, electronic online tools to process and transmit data and information for college applications. The IAM school counselor provides parent workshops for college planning as well as financial aid. The IAM also offers the continuum of test preparation throughout the high school experience (PSAT8/9, PSAT 10, PSAT/NMSQT and SAT).

Career Pathways (Is the order of Pathways Correct?)

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.

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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, childcare, 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

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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

The Michigan Department of Education, Office of Career and Technical Education (MDE-OCTE) requires that educators align program curriculum to the National Career Clusters® model developed by the United States Department of Education. The knowledge and skills represented within each cluster focus on the holistic blend of technical and academic skills and Career Ready Practices to provide an organizational framework for instruction.

Information about the Michigan Career Pathways: [Pathway Guides — Macomb Engage](#)

Career development information can be found at: [Macomb Engage](#)

Academic Appeal Process

Our school is centered around the attributes of the [IB Learner Profile](#). Therefore, we are reflective, balanced, open-minded, and principled communicators. The table below outlines how our stakeholders participate in two-way communication. Students, parent(s)/guardian(s) have the right to appeal decisions based on the points of contact below.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Academic Integrity Policy	Teacher	Dean of Students	Principal	IAM Coordinator
Grading	Teacher	Dean of Students	Principal	IAM Coordinator
Failure and Low-Grade Policy 9th & 10th Grades	Counselor	Dean of Students	Principal	IAM Coordinator
Failure and Low-Grade Policy 11th & 12th Grades	DP Coordinator	Dean of Students	Principal	IAM Coordinator
DP Core Requirements	CAS, EE, TOK Coordinator/Teacher	DP Coordinator	Principal	IAM Coordinator

Equal Education Opportunity

The purpose of this policy is to ensure that all students are provided the necessary support to equalize the educational experience, to achieve academic success, and reach their fullest potential as they progress through the International Baccalaureate program while attending International Academy of Macomb (IAM).

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Special Education Protocol	Counselor	Dean of Students	Principal	Home District
504 Protocol	Counselor	Dean of Students	Principal	Home District
Student Study Team	Counselor	Dean of Students	Principal	IAM Coordinator
English Learners	Counselor	Dean of Students	Principal	Home District

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Discipline Due Process Appeals

Before a student may be suspended or expelled from school, specific procedures must be followed. 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 her/his parents will be notified of the reason for and the length of the suspension. The suspension may be appealed within three (3) school days after receipt of the suspension notice. 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. Specific information can be found in the [Student Handbook and Curriculum Guide](#).

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Due Process Rights (p.53)	Principal	IAM Coordinator	Home District	
Expulsion	Principal	IAM Coordinator	Home District	

Enquiry Upon Results (Diploma Programme Specific)

If needed, the DP Coordinator works with students and families to determine when it might be in a student's best interest to request an Enquiry Upon Results (EUR). Students and families are always allowed to request an Enquiry Upon Results when they feel that their work has been scored unfairly. If an EUR is initiated by a student or family, the cost of the regrade is assumed by the student/family. When these appeals are initiated by the school or the DP Coordinator, the school assumes the costs of any failed EUR.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
EUR	DP Coordinator	IAM Coordinator	IB	

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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/Assistant Principal at the International Academy to file a complaint at (586) 723-7206.

Topic	First Contact	Second Contact	Third Contact	Fourth Contact
Non-Discrimination in Education (p.58)	Dean of Students	Principal	IAM Coordinator	Home District

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The IAM Student Handbook and Curriculum Guidebook Acknowledgement

We reviewed the International Academy of Macomb Student Handbook and Curriculum Guide, which includes student behavior policies and expectations. Since the IAM is a shared educational entity and students who attend the IAM affiliate with home districts, it is important that students understand they could be held to the code of conduct and/or behavior expectations of their home district, as necessary. We understand that it is our responsibility, as parent(s)/guardian(s) and student, to read and become familiar with the entire contents of this handbook.

By signing and returning this form electronically, I acknowledge that I received a copy of the Student Handbook and Curriculum Guide, which includes student behavior policies and expectations. We have read it, and understand we are bound by the expectations, rules, and guidelines set forth therein. We also understand the student is still bound by the Student Handbook and Curriculum Guide even if we have not read it or did not return an electronically signed or paper copy of this form. The Student Handbook and Curriculum Guide may be amended throughout the year and, if so, I understand I am also bound by any amendments.

The International Academy of Macomb requires that each student (and each student's parent) sign a return a copy of this form electronically. Failure to return this form does not relieve the student of their obligation to act in accordance with the expectations, rules, and guidelines set forth in the Student Handbook and Curriculum Guide, which includes student behavior policies and expectations.

This document will be signed electronically.