

STUDENT HANDBOOK 2010-2011
Rogers High School
1350 Prairie Parkway SW

Wyoming, MI 49509
(616) 530-7580
Athletic Office 249-7675
Counseling Office 249-7676

Attendance Line 257-9250

Fax 530-7589
Teacher Voice Mail 257-9191

This school agenda belongs to:

Name: _____

Signature: _____

Address: _____

City: _____ Zip Code: _____

Phone Number: _____

**Respect
Honesty
Safety**

Dear Students and Parents:

This Handbook/Planner has been prepared as an information source for Rogers High School students and parents. School calendars, schedule, policies and procedures are all included. There are descriptions of services, school requirements, regulations and places listed to find assistance.

One goal of the Wyoming Public Schools is for students to contribute to their own well being. This means being well organized.

Use this planner as a resource to answer your questions, a daily organizer to keep track of your assignments, and a pass to get you around Rogers High School. Best of luck and great success are the wishes of the Rogers High School staff to each of you.

ADMINISTRATION AND SECRETARIES

Principal: Mrs. Katharine Pennington Mrs. Jo Bacony
Asst. Principal: Mr. Ted Hollern Mrs. Christy Holt
Athletic Director: Mrs. Shirley Klemmer

MISSION STATEMENT

Rogers High School will provide a comprehensive education to challenge and guide academic development and personal growth to promote lifelong learning for all students.

SCHOOL SPIRIT

"Golden Hawks" is our school emblem. School colors are cardinal and gold. All school emblems are composed of these colors and represent official school recognition.

ROGERS HIGH SCHOOL FIGHT SONG

See the Hawks go soaring high,
They glide on flashing wings
Watch them plummet down on target
Hear our chorus sing
 Fight! Fight! Fight!
Ever upward see how they rise
Join our chorus sing to the skies
Hail, Hail to Golden Hawks
They'll bring glory to Rogers High
 Fight

WYOMING PUBLIC SCHOOLS

DISCRIMINATION STATEMENT

In compliance with Title VI 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, The Elliot-Larson Civil Rights Act of 1977, and the Americans with Disabilities Act of 1990, it is the policy of the Wyoming Public School District 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 admission or participation in educational programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies:

Inquiries related to discrimination on the basis of disability, race, color, origin, age, religion, height, weight, sex or marital status should be directed to:

Tom Reeder
Assistant Superintendent
3575 Gladiola SW
Wyoming, MI 49509
(616) 530-7556

RATIONALE FOR ESTABLISHING SCHOOL RULES AND STUDENT HANDBOOK

The Board of a school district shall make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the public schools of the district, including regulations relative to the conduct of pupils concerning their safety while in attendance at school or enroute to and from school.

Michigan School Law 381.1300

** This handbook is subject to change for the **2010-11** school year, and parents will be notified. Administration reserves the right to use their discretion when assigning detentions and suspensions.

NOTICE TO PARENTS/ELIGIBLE STUDENTS OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT

The Family Educational Right to Privacy Act (known as FERPA) is a federal law, which governs the maintenance and disclosure of student's educational records in public schools.

Under FERPA, each parent or eligible student (a student who is 18 years or older), have the following rights:

1. To inspect and review the student's educational records;
2. To request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to the disclosure of personally identifiable information in the student's educational records,

except to the

extent that disclosure is permitted by law without consent;

4. File with the U.S. Department of Education a complaint concerning alleged to comply with FERPA;

5. Obtain a copy of the District's FERPA policy.

The FERPA Policy of the Wyoming Public Schools is maintained in the Superintendent's Office.

DIRECTORY INFORMATION

Personally identifiable information about current students of the District will not be released without the consent of the student's parent(s) or the student, if the student is 18 years or older, unless the information is directory information or the law permits disclosure without consent. "Directory information" means information contained in an education record of a student which would generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to: name,

address, telephone, listing, date and place of birth, grade, participation in school activities and sports, weight and height of members of athletic teams, dates of attendance, honors and awards received, student picture, and the most recent educational institution attended.

Directory information will be disclosed without further notice or consent unless the parent or eligible student notifies the Assistant Superintendent at the Central Office within 30 days of the date of this notice. A parent or eligible student has the right to refuse the designation of all or part of a student's personally identifiable information, except that directory information may be disclosed to governmental or other educational institutions as permitted by law.

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Rogers HS

0	6:25 – 7:25		
1	7:30 – 8:35		
2	8:40 – 9:40		
3	9:45 – 10:45		
4	10:45-11:15	A lunch	Class: 11:20-12:20
	11:20-11:45	B lunch	Class: 10:50-11:20 & 11:50-12:20
	11:50-12:20	C lunch	Class: 10:50-11:50
5	12:25 – 1:25		
6	1:30 – 2:30		

TENTATIVE SCHOOL CALENDAR 2010-11

Aug. 31 st .	Sept. 1	First Day for all staff.
Sept. 7.		First day of school with students
Nov. 4.		AM. students. PD for staff.
Nov 5.		AM. students. PM. Conferences.
Nov. 12.		No school for students. P.D. for staff.
Nov 24-26		Thanksgiving Break
Dec 20- 31		Winter Break
Jan 19.		AM. students. PM. Teachers Records.
Jan. 20		AM. Students. PM. Records for teachers.
Jan. 21.		End of Q2. No students. DSI. In AM.
Jan. 24.		Start of Second Semester
Feb. 14/15.		Mid Winter Break
March 24.		AM. students. PM. Building P.D.
March 25.		AM. students. Records in PM.
April 1-8.		Spring Break
May 27-30.		Memorial Day Break.
June 1/2.		AM. students. Teachers work day
June 3.		Teacher work day in AM.

SEVERE WEATHER PROCEDURES

REMINDER- if students are in school when a Tornado Watch or Thunderstorm Warning is issued, school will remain in session until the regular dismissal time. If students are in school when a Tornado Warning is issued students and staff will remain in school taking shelter in designated areas.

Parents, legal guardians or predetermined individuals may pick up students at school during any Severe Weather Warning. PLEASE DO NOT call the school during Severe Weather Warning unless you have a particularly serious problem. It is most important that school phone lines remain open during Tornado Watches, Severe Thunderstorm Warning, and Tornado Warning. Announcements will be made on local radio and television stations regarding school cancellations.

SPORTS PARTICIPANTS - When practicing or participating in sports and a Tornado Watch is issued, students will be sent home. If a Tornado Warning is issued students will immediately take shelter.

CRITICAL INCIDENTS RESPONSE PROCEDURE

Rogers High School is working hard to foster a safe environment for your child by working on preparation and prevention. We believe that safe schools do not happen automatically. Safe schools require collaboration and support from students, parents, faculty and community.

Rogers High School has developed a response plan that outlines the responsibilities of all school employees during a crisis situation at Rogers High School. The goal of this response plan is to protect students and staff from serious injury.

If a parent or student observes any person in or on school grounds that does not belong, they need to contact the office immediately. When Students hear the words “**lockdown**” they need to promptly and calmly go to the nearest classroom and seek instruction from the teacher. When in the room find the least observable wall and seek cover. At no time should a student attempt to confront or apprehend a suspect. When the school is in a lock down mode, students are not to leave the room until directed.

ATTENDANCE POLICY

Students with more than five absences in any individual class may **not pass** without going to Attendance Recovery. Every tardy over two also counts as absents. A student with any combination of absents and tardies over five will not be allowed to pass.

Example: A student with four absences in any hour of the day combined with three tardy’s that same hour will not be allowed to pass class.

ABSENTEE PROCEDURE

If a student is absent from school:

1. The parent /guardian of the absent student must call the Attendance Office to notify the school of the student’s absence. Eligible students who have signed the Age of Majority form must call in for themselves. Rogers High School attendance phone number is **257-9250**.
2. All absences must be called in within **24** hours of the day of the absence or they will become unexcused.
3. The Attendance Office will put your name on the excused list, which is distributed to all teachers every day.
4. Unexcused absences may result in the following:
 - a. Student cannot make up work missed they get a zero
 - b. Notification to parent/guardian by teacher
 - c. In-House suspension
 - d. Conference with school official
5. Any time a student falsifies an absence or lies to the office he/she will be subject to a suspension pending a conference with the Assistant Principal.

ATTENDANCE REGULATIONS

Tardy more than 10 minutes in a class 1st, hour counts as absence. Tardy five minutes in all other hours count as an absence for that class. Even though there is an attendance procedure in place, the ultimate responsibility with keeping track of attendance falls with the students and parents.

SIGNING IN AND OUT OF SCHOOL

During school hours, the Rogers High School **CAMPUS IS CLOSED**.

Any student leaving the campus during school hours (including lunch period) for any reason must check out at the office. Students coming

Into the building after the start of the school day must sign in at the

Attendance office. Accounting for and assisting students makes this a very important requirement. If this procedure is not followed, absences will not be excused, and will result in a **detention**.

ATTENDANCE DURING SUSPENSION

In-school /Out-school suspension will **not count** as an absence against the student. Students will receive credit for all work completed during an in-school suspension. Out-of-school suspensions will **not count** towards the attendance policy. Students will have the amount of days of suspensions plus one day to make up missing work.

EXCUSED ABSENCE/SCHOOL RELATED ABSENCES

If students have an excused absence, they are given the number of days of the absence plus one day to complete the work or exam that they missed during their absence. For example, a student absent three days has four days to complete standing assignments. Please note, however, that the x+ 1 policy does not apply to long-standing assignments. For example, a student who was absent on the day a research paper was due would be expected to present it immediately upon his return to class. In order for a student to be excused, a parent must call the office or attendance line within one day after a student’s absence. The following list of absences will be excused:

personal illness, medical or dental appointments, military exams, religious observance, funerals, court appointments, college visitations, pre-planned family absences approved by Principal, school related field trip.

UNEXCUSED ABSENCE

Any absence not specified in the excused section above is considered unexcused. After missing class for twenty minutes the absence will be

Considered unexcused. This includes: baby-sitting, car breakdown, oversleeping, etc.... Any student, who has an excessive accumulation of absences during the course of the school year, will require a parent conference to discuss the reasons for the absence and to explain future consequences. Any further absences will need to have the following written documentation presented to the office upon return: medical certificate of treatment, death in the immediate family, or a court ordered appearance. A student will also be considered unexcused if he/she leaves school or class without permission from the main office. (See Signing In and Out of school)

- 1 unexcused = 1 day of in-house suspension
- 2 unexcused = 2 days of in-house suspension
- 3 unexcused = suspended pending a parent conference

TARDIES

Students are expected to be in the classroom when the tardy bell rings and be ready to begin class. Tardies will be kept by each instructor who assigns detentions when necessary.

- 3 tardies = Counts as one absence for class.
 - 4 tardies = Counts as one absence for class.
 - 5 tardies = Counts as one absence for class.
 - 6 tardies = Counts as one absence for class.
- Etc. Etc. Etc.

Students with over five absences must go to Attendance Recovery in order to pass class.

Example: Student has 5 tardies for 3rd hour. = 3 absence.

If the student combines five tardies with five absences they would have accumulated 8 total absences and would not pass without going to three fifty minutes of Attendance Recovery.

DETENTION HOURS

From time to time, teachers and administrators may give students detention hours for disciplinary reasons, attendance, tardiness or academic problems, before or after school, at their discretion. The teacher will allow the student to contact their parent and inform them of their detention. It is the responsibility of the student to attend these detention hours when assigned with materials and books to study. (Detention hours will be changed only for medical reason, family deaths, etc., or for other reasons deemed necessary by the office.)

Failure to report for a detention hour will result in:

Missed Detentions from teachers:

- 1st Offense - Two detentions from main office.
- 2nd Offense.- In House.
- 3rd Offense -Out of school suspension.

IN-SCHOOL SUSPENSION

In-school suspension is used as an early intervention strategy for such violations as continued classroom disruptions, and other discipline issues. Students assigned to In-House must complete all daily assignments (including tests and quizzes). They are not counted absent from school nor are there academic penalties.

Students assigned to In-House may not participate in any extra-curricular activity, including sports, on the dates assigned to In-House. Failure to comply with the contract and expectations while in In-House will result in additional time in the In-House program and/or Out of School suspension

ATTENDANCE RECOVERY: Students have two weeks from the end of the quarter to make up excessive absences in attendance recovery or the grade will be changed to no credit.

PERFECT ATTENDANCE

In order to have perfect attendance a student can not miss a **single class hour** per semester. In addition, students may not have more than one in-house suspension. Any school related absence does not count against the student.

HALL PASSES

No students in hallways or in washrooms during class periods

Without their planner hall pass signed by a teacher.

Students in the hall during class time must have their planner hall pass. Students may not borrow others planners to use as a hall pass.

A student seen in the hall is expected to show their planner when asked by any staff member.

3. If you wish to see a teacher during their conference period, You must arrange for this in advance.

STUDENT TELEPHONE POLICY

To use the office phone the student must ask the principal or secretary for permission to use the phone

AGE OF MAJORITY

Any student who is 18 years old and is living independently may sign their Age of Majority slip in the Attendance Office. A parent contact may be made before the slip goes into effect. Once it is in effect, only the student can call in for an absence. Phone calls from the parent will not be honored. Students will be required to call in on the day of the absences. Failure to do so will result in an unexcused absence.

DISCIPLINE PROCEDURES

PHILOSOPHY OF DISCIPLINE

By the time students reach high school age, it is expected that the pupil will assume personal responsibility for their own behavior. The school system has a responsibility to assist each individual pupil to assume more responsibility for the student's own actions as the student matures and gains experience. One purpose of school is to help students develop self-control and self-discipline. Discipline and control must be treated as an individual matter for each pupil. Therefore, the administration reserves the right to deal with each student as an individual according to the student's age, maturity, experience, ability, and values. The best discipline is preventative in nature rather than regulatory and restrictive. A student's behavior in school is directly related to many internal and external factors including; the student's image of themselves, their active participation in both curricular and extracurricular activities of the school, their motivation to learn, and the Understanding and support they receive from their parents, teachers, and other adults. Since students are basically motivated to learn and to meet standards of acceptable behavior, the role of the teacher and other school employees should be one of guiding pupils in understanding, establishing, and maintaining these acceptable behavioral standards.

SUSPENSION AND EXPULSION (Rogers High School)

Suspension: A suspension is a disciplinary action, which removes students from school, and school related events for a specified period of time. At the end of the specified period of time, the student has the right to return to school. In other words, the person is still a student of the district, but the right to attend is temporarily suspended.

The State Board of Education has directed all school districts in the State of Michigan to establish policies regarding the suspension and expulsion of students.

Expulsion: An expulsion is the permanent removal of a student from school. When a student is expelled, he/she has no right to return to school.

Student Behaviors/Actions which will lead to mandatory expulsion:

Possession of a dangerous Weapon is any object defined as a dangerous weapon by state or federal law: gun, revolver, pistol, dagger, dirk, stiletto, and knife with a blade over three inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles. In addition, any weapon which are designed to convert to a form of explosive or other destructive devices are prohibited. These would include explosive incendiary or poison gas, such as a bomb, grenade, rocket having propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, or mine. (Look a like weapons fall into this area)

Weapon-free Zone includes all public and private K-12 school buildings, school grounds, and school vehicles used to transport K-12 students.

Arson is the willful malicious or negligent burning (1) of any building or other real property or the contents thereof; (2) of any personal property of greater than \$50 value or; (3) of any woods, prairie, or grounds. Felony arson is also the willful, malicious, or negligent intent to set fire to property of greater than \$50 value or to woods or grounds.

In Michigan there are four degrees of criminal sexual conduct. Commission of any of the four degrees of CSC in a school building or on school grounds must lead to expulsion under state law.

Physical Assault is intentionally causing or attempting to cause physical harm to another through force or violence. (Employee, volunteer, or contractor)

Verbal Assault are words, actions, or threatening gestures that imply a threat that would affect mental, emotional, or physical well-being of a District employee or contractor, on school property, on a school bus, or other related vehicles or at a school-sponsored activity or event.

If a District employee, volunteer or contractor, reasonably believes that he or she is in immediate danger of serious injury, for the student that would also be considered "verbal assault". "Verbal assault" occurs when a student makes a bomb threat or other serious threat against a person or school property.

SUSPENSION AND EXPULSION (Board Policy)

The Wyoming Board of Education has adopted such a policy.

The following excerpt refers to the general categories under which Suspension and expulsion can be exercised.

"Assuming the responsibility granted to it by law, the Board of Education establishes the following categories of misconduct (while a student is under jurisdiction of the school and /or engaged in school connected activities) as those which may result in temporary separation, suspension, or expulsion from the Wyoming Public Schools. These categories are general in nature and are not deemed to be all inclusive."

1. Matters relating to public and private property such as theft, misuse of books, materials and equipment, defacing property
2. Matters relating to citizenship such as violation of state laws, local Ordinances, approved safety and fire codes, laws pertaining to civil disobedience, use of profane and obscene language, and possession of weapons or explosives
3. Matters pertaining to attendance such as violation of compulsory attendance laws, persistent tardiness, and failure to attend school Regularly if above compulsory school age
4. Matters pertaining to safety of others such as physical attacks or threats to students or school employees, fighting and extortion
5. Persistent disobedience and/or breaking of school rules and regulations
6. Gross misbehavior such as conduct detrimental to the normal

Function of the school or school activities.

The policy also provides for the protection of the student's rights by assuring that the due process of law is followed. The following principles will be observed:

1. The hallmark of the exercise of disciplinary authority shall be Reasonableness and fairness

2. Every effort shall be made by administrators and faculty members to resolve problems through effective utilization of the school districts resources including appropriate personnel in cooperation with the student and his/her parent or guardian
3. A student must be given an opportunity for a hearing with the appropriate school administrator if their parent or guardian indicates the desire for such a hearing. A hearing shall be held to allow the student and parent or guardian to:
 - a. Contest the facts, which may lead to disciplinary action
 - b. Contest the appropriateness of the sanction imposed by a disciplinary authority if the student and parent or guardian allege

Prejudice or unfairness

If a student is suspended from school, the student shall be informed of the specific charges that constitute the basis for disciplinary action being taken against him/her.

The student will have the right to present to the school administrator any relevant information that will support their defense. If the student is suspended by the school administrator, the administrator will:

1. Notify the parents or guardian and superintendent as soon as possible of the suspension, the reasons for it, and the steps necessary to effectuate the student's return to school
2. Meet with parent or guardian and the student to plan the satisfactory return of the student to the school setting.

If the parents or guardian are dissatisfied with this action they may appeal to the superintendent or his designate to review the decision. If the suspension is for a period of more than ten school days, and if after the first three steps have been taken, the suspended student's parents or guardian are dissatisfied with the administrative action, they may request a review of the action by the superintendent or his/her designate, and at this review they may be advised by a person of their choosing.

If a student is expelled from school, a written notice of charges against a student shall be supplied to the student and his/her parents or guardian by registered mail. Included within this notice shall be a statement of the time and place for a hearing, which time, therefore, shall be reasonable for parties involved. Parents or guardian may be present at the hearing. The student shall be given an opportunity to give his/her version of the facts and their implications. He/she should be allowed to offer the testimony of other witnesses and present evidence. The student, his/her parents, guardian or legal agent shall be allowed to question any witness.

The hearing shall be conducted by the Board of Education who shall make its determination solely upon the evidence presented at the hearing. The hearing is not a court proceeding and court rules of evidence shall not be enforced at such hearing. A record shall be kept of the hearing. The Board of Education, by a majority vote, shall state within a reasonable time after the hearing its findings as to whether or not the student charged is guilty of the conduct charged and its decision as to expulsion. A majority vote of the Board must be obtained from those present at the hearing. The findings of the hearing authority shall be reduced to writing and sent to the student and his parents or guardian. The student and his parents or guardian shall be made aware of their rights to appeal the decision of the Board of Education to the appropriate judicial authority.

CODES OF CONDUCT

The following behaviors or violations of policy may be grounds for a conference, suspension, or possible recommendation of expulsion. This list is not exclusive of conduct by pupils which may involve disciplinary actions. Such action may be grounds for suspension any

Time the student is under the jurisdiction of the school. Your offense will carry with you for your entire 4 years. If there is no In-House offered the consequences would differ for student actions. Codes:

OSS – Out of School Suspension/ IN – In-House

HIGH SCHOOL CODE OF CONDUCT

2010-11

The vast majority of our students exhibit exemplary behavior and fine manners, but we must all seek to improve our relationships and treatment of each other to ensure a safe environment for all students, staff, and the community at all times.

Jon Felske

Superintendent of Schools

Philosophy

Wyoming Public Schools are committed to providing an orderly and stimulating learning environment for all students. The right to learn and to teach in an educational setting that is safe, free from disruption, and conducive to learning is essential. The circumstance of an effective learning atmosphere is dependent upon a sustained and cooperative effort on the part of students, parents, and staff.

Disciplinary action when necessary will be firm, fair, and consistent in order to be the most effective in changing student behavior. **In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following: student's age; nature of the offense and circumstances which led to the offense; student's prior disciplinary record; effectiveness of other forms of discipline; information from parents, teachers and/or others; and other extenuating circumstances.** In addition, authorized school personnel have the responsibility to investigate, interview and document information from anyone with possible knowledge of Code of Conduct violations. Parents and staff should work together to use positive guidance techniques such as modeling, encouraging expected behavior, redirecting children to acceptable behavior, and setting clear limits.

All students are expected to know and to adhere to the District Code of Conduct. If a student with a special education designation demonstrates behavior warranting discipline, it will be administered consistent with the Code of Conduct, to the extent that this disciplinary action does not conflict with appropriate Federal and State regulations. On the other hand, we

believe that students who demonstrate outstanding behavior should continue to be recognized by the District, and we will do so at every opportunity.

INTRODUCTION

Courteous, respectful and responsible fosters a positive climate for the learning community.

The Code of Student Conduct sets forth student rights and responsibilities while at school and school-related activities, and the consequences for violating school rules. When determining the appropriate action to apply as a consequence of student misconduct, school officials may use intervention strategies and/or discipline actions, depending upon the severity or repetition of misconduct; age and grade level of the student; circumstances surrounding the misconduct; impact of the student's misconduct on others in the school, and any other relevant factors.

WHEN AND WHERE THE CODE OF STUDENT CONDUCT APPLIES

The Code of Student Conduct applies before, during, and after school:

When a student is at school.

"At school" means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises;

When a student's conduct at any other time or place has a direct and immediate effect on maintaining and discipline, or on protecting the safety and welfare of students or school district staff; and

When a student is using school telecommunications networks, accounts, or other district services.

ATTENDANCE POLICY

The school district emphasizes the value of regular attendance in enabling students to benefit from the school's education programs. Michigan law places responsibility on each student to attend school on a daily basis, and for each parent or guardian to send their child to school on a daily basis.

More important, however, is the effect of regular and punctual attendance on the student's scholastic achievement. Not only is each day's lesson important to the individual student, the student's participation contributes to the education of others. Frequent absences and tardiness, for any reason, are certain to affect the student's schoolwork. Each student is expected to be in school every day except when illness or some providential condition beyond the student's control prevents attendance.

SHORT-TERM SUSPENSION

A short-term suspension occurs when a student is suspended for one (1) school day, up to and including school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

LONG-TERM SUSPENSION

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended.

EXPULSION

An expulsion occurs when the school district's board of education terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise

noted by the school board or state law. The parent/guardian of the student may petition the school board to re-evaluate the student's reinstatement to school, as permitted by state law.

Wyoming Public School District Dress Code

The Wyoming Public School District Dress Code expresses our commitment to learning, safety, high standards, freedom of expression, and appropriate, responsible dress for school and school functions. Attention to appearance is a reflection of care and concern for our students and our community. We have established these standards to create an atmosphere of self-respect and respect for others. It is the responsibility of our school system to prepare students for the world of work which requires appropriate dress.

This code is designed to be a guide and is by no means all inclusive. Final decisions concerning appropriateness of dress will be made by the building administrator.

Students in grades K-12 shall not wear the following:

1. Any clothing or apparel which
 - is considered unsafe, dangerous or a health hazard (no outerwear shall be worn during the school day);
 - contains offensive or obscene symbols, signs, slogans or words denigrating any person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation;
 - contains language or symbols promoting or endorsing violence, sex, drugs, alcohol, tobacco or vandalism;
2. Any attire or grooming disruptive to the instructional process which may include, but is not limited to:
 - bare midriffs, halter tops, tube tops and any clothes insufficient to conceal undergarments at all times, such as net/mesh shirts, transparent blouses, shirts or dresses;
 - short shorts, short skirts, dresses or pants that are tight or revealing;
 - purposely frayed clothing or clothing with holes above the knees;
 - bare feet, slippers;
 - hats or sunglasses;
 - chains, dog collars, hanging chains;
 - jewelry with gang symbols;
 - any combination of clothing which law enforcement agencies currently consider gang-related (These may change).

Exceptions to the Dress Code necessitated by religious practice will be considered individually by the building administrator.

Provisions of the Dress Code are applicable at all times within the school building and during all school activities. Exception or modification of a provision of the dress code may be authorized by the building principal for a specific school-related activity on a single event basis.

Discipline for Activities Not Occurring on School Premises

The Wyoming Board of Education has a strong sense of responsibility to assure students that they can go to and from school in an atmosphere of safety. Also,

there are many off-campus activities in which students participate, such as sports events at other schools, field trips, volunteer work on behalf of school programs or club activities. Many times incidents that occur off school premises are a result of activities which have occurred on school premises. These incidents may have an impact on subsequent activities on school premises or on the safety of students within our schools. Therefore, it is the policy of the Wyoming Public Board of Education that students shall be disciplined for off-campus conduct detrimental to the interest of the school district and/or disruptive to the school community.

Superintendent's Responsibilities

The **superintendent** may suspend a student for more than five (5) school days or issue a permanent suspension. **ANY SUSPENSION BEYOND FIVE (5) DAYS REQUIRES A SUPERINTENDENT'S NOTIFICATION.** A parent or guardian may appeal a disciplinary decision only in the event of a violation of due process, i.e., the right to present his/her side of the story.

Rights and Responsibilities

Rights

...of Students

- a. To expect that standards of conduct will be applied consistently to all students
- b. To expect protection of personal and property rights
- c. To work in a safe atmosphere conducive to learning
- d. To experience an environment that builds positive self-esteem
- e. To experience an environment where diversity is respected
- f. To take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability

...of Parents

- a. To receive regular and timely communication from the school related to student behavior and learning
- b. To expect their child to learn in a safe, orderly environment
- c. To expect equal and fair treatment of their child by school staff

...of Staff

- a. To receive cooperation and support from parents/guardians
- b. To expect the best educational performance from all students
- c. To work in an environment that is safe, orderly and free from disruption
- d. To remove a student from instructional setting for "substantially disruptive behavior"
- e. To fully investigate, or refer for investigation, anyone with possible knowledge of Code of Conduct violations.

Responsibilities

....of Students

- a. To respect authority and obey school rules in order to be responsible citizens
- b. To show respect and consideration for the personal and property rights of others
- c. To demonstrate effective work/study habits by putting forth their best educational efforts
- d. To provide praise to others who earn it and acknowledge one's own positive characteristics and successes
- e. To respect the diversity of others
- f. To alert school authorities when aware of actual/potential security or safety concerns and/or code violations

...of Parents

- a. To respond to communication from school and to initiate such communication, if needed
- b. To prepare the student to assume a positive attitude in the school environment, including respecting the rights of others and the authority of all staff
- c. To understand and support the Wyoming Public School District **CODE OF CONDUCT**
- d. To alert school authorities when aware of actual/potential security or safety concerns and/or code violations

...of Staff

- a. To inform parents/guardians adequately in matters related to student conduct
- b. To consistently enforce standards for all students while providing a challenging curriculum
- c. To assume primary responsibility for enforcing the **CODE OF CONDUCT** through the use of various techniques at the classroom and building levels, such as student-staff conferences, contact with parents, and other disciplinary techniques
- d. To alert school authorities when aware of actual/potential security or safety concerns and/or code violations
- e. To immediately refer violent and repeatedly disruptive students for minimum suspension

Consequences for Unacceptable Student Behavior

Wyoming Public School District has adopted a uniform discipline code for all high school students. It is recognized that the primary responsibility for student discipline lies with each staff member. However, when a staff member feels a referral is necessary, the principal shall apply the code based on the prior disciplinary record. Follow-up with the referring staff member shall be the responsibility of the principal. Consequences of misbehavior include in-school suspension, out-of-school suspension, detention, community service, loss of privileges, and abbreviated day. Any student whose behavior continues to be unacceptable shall be referred to the appropriate pupil personnel service and/or an Alternative Learning Center. Following is a listing of violations and the actions a principal or superintendent shall enforce for infraction of the **CODE OF CONDUCT** consistent with a student's right to due process. **Students who are suspended shall not participate in any school**

activities* nor be allowed on any District property for the duration of the suspension as specified by the Board of Education.

Level I Offenses.

Offense	First Offense	Second Offense	Third Offense
Inappropriate Behavior: after addressed by teacher	Detention. (One day).	In House Suspension. (One day).	In House Suspension (Two days).
Bus Behavioral Report:	Detention. (One day).	Suspension from bus privileges. (One week).	Suspension from bus privileges. (Two weeks).
Disruptive behavior.	In House suspension. (One day).	In House suspension. (Two days).	Out of School suspension (One day).
Failure to sign out of school.	Detention. (One day).	In House (One day).	In House (Two days).
Food and Beverages: Not allowed outside of café. 7am-3pm.	Detention (One day) items confiscated.	Detention (Two days) items confiscated.	In House suspension. Items confiscated.
Gambling, playing cards.	Detention. (One day).	In House (One day).	Suspension. (One day).
Behavioral Referral	In House Suspension 1 day	In House Suspension 2 days	In House Suspension 3 days
Hats, Head Covers, bandanas, headbands,	Detention (One day). Confiscate items worn.	Detention (Two day). Confiscate items worn.	In House suspension (One day). Confiscate items worn.
Inappropriate Dress	Student must change or be sent home.	In House suspension. (One day). Student must change or be sent home.	In House suspension. (Two days). Student must change or be sent home.
Missed Detention.	In House Suspension. (One day).	In House Suspension. (Two days).	Out of school suspension. (One day).
Obscene Gestures	In House suspension. (One day).	In House suspension. (Two days).	Out of school school suspension. (One day).
Profanity:	Detention (One day).	In House suspension. (Two days).	Out of school suspension (One day).
Public Display of Affection:	Detention. (One day).	In House suspension (Two days).	Out of School suspension. (One day).
Cell phones, Electronic Devices	Confiscation until meeting with parent.	In House (One day). Confiscation until meeting with parent.	In parent. House (Two days). Confiscation until meeting with

Level II Offenses.

Offense	First Offense	Second Offense	Third Offense
Cheating	Zero on Assignment or test. (can be made up with 15% reduction in grade).	Zero on Assignment or test. (No make up).	Zero on Assignment or test. (Fail the entire 9 weeks).
Driving Wreckless	In House suspension (One day).	Suspension from driving privileges. (Two Weeks).	Out of school suspension. (Two days). Lost of driving privileges for the year.
Extortion	In-House suspension (1 day)	In-House suspension (5 days).	Indefinite Suspension pending expulsion hearing with Superintendent.
Forgery	In House suspension. (One day).	In House suspension. (Two days).	Suspension (One day).
Insubordination: Student not complying to a reasonable request from WPS.	Out of school suspension. (One day).	Out of school suspension. (three day).	Out of school suspension. (five day).
Tobacco Possession:	In House suspension. (One day). Confiscate items. Meet with parents and police.	In House suspension. (Two days). Confiscate items. Meet with parents and police.	In House suspension. (Two days). Confiscate items. Meet with parents and police.
Withholding Information.	Out of school suspension. (One day).	Out of school suspension (Two days).	Out of school. suspension (Three days)

Level III Offenses.

Offense	First Offense	Second Offense	Third Offense
Acts disruptive to the educational Process. Freedom To use facilities And programs.	Out of school suspension. (Two days).	Out of school suspension. (Three days)	Out of school suspension. (five days)
Alcohol Abuse	Out of school suspension. (Five days). Contact parents and police.	Out of school suspension. (Ten days). Contact parents and police.	Expulsion. Contact parents and police.
Arson	Expulsion (State Mandated). Contact parents and police.		
Assault (1) Student/Emp loyee	Expulsion (State Mandated). Contact parents and police.		
Assault (2). Major. (No retaliation or defenseless). Student / Student	Out of school suspension. (Ten days). Contact parents and police.	Expulsion Contact parents and police	
Assault (3) Minor	Suspension (2 days). Contact parents	Suspension(5 days) Contact Parents	Indefinite suspension Hearing with Supt.
Bomb Threat	Expulsion (State Mandated). Contact parents and police.		
Drug-Sales or Distribution	Expulsion (State Mandated). Contact parents and police.		
False Alarm	Out of school suspension. (Ten days). Contact parents and police.	Expulsion (State Mandated). Contact parents and police.	
Fighting	Out of school suspension. (Five days). Contact parents and police.	Out of school suspension. (Ten days). Contact parents and police.	Indefinite Out of School suspension until expulsion with the superintendent.
Gang Activity	Out of school suspension. (Ten days). Contact parents and police.	Indefinite Out of School suspension until expulsion with the superintendent.	
Harassment: Minor	Suspension (Two days)	Suspension (five days)	Suspension indefinite: until expulsion hearing with the Superintendent.

Offense	First Offense	Second Offense	Third Offense
Harassment. Major Sexual/Racial /ethnic/physical	Suspension (Five days). Contact Parents.	Suspension (Ten days). Contact Parents.	Suspension indefinite: until expulsion hearing with the Superintendent.
Theft – Minor. (Under \$25).	Out of School suspension. (Two days). Contact parents and police. Restitution.	Out of School suspension. (Five days). Contact parents and police. Restitution.	Suspension indefinite: until expulsion hearing with the Superintendent.
Theft – Minor. (Over \$25 value).	Out of School suspension. (Five days). Contact parents and police. Restitution.	Out of School suspension. (Ten days). Contact parents and police. Restitution.	Suspension indefinite: until expulsion hearing with the Superintendent.
Threats/Intimidation	Out of School suspension. (Two days).	Out of School suspension. (Three days).	Out of School suspension. (Five days).
Vandalism-Minor. (Under \$25).	In House suspension. (One day).	In House suspension. (Two day).	In House suspension. (Three days).
Vandalism-Major (Over \$25).	Out of School suspension (Five days).	Out of School suspension (Ten days).	Suspension indefinite: until expulsion hearing with the Superintendent.
Weapons	Expulsion (State Mandated). Contact parents and police.		

*School suspensions include all classes and school activities for 24 hrs. School activities are all activities that occur outside the regular schedule of classes during the normal school day that are sponsored and/or sanctioned by an individual school and/or the Wyoming Public Schools Board of Education. Such activities would include, but not be limited to athletics, music, club and social gatherings, dances, banquets, proms, and other activities.

WYOMING PUBLIC SCHOOL DISTRICT

Board of Education

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Wyoming Public Schools are committed to providing an orderly and stimulating learning environment for all students. The right to learn and to teach in an educational setting that is safe, free from disruption and conducive to learning is essential. The circumstance of such a learning atmosphere is dependent upon a sustained and cooperative effort on the part of students, parents and staff.

**Code of Conduct Committee
and Dress Code Committee**

This document in no way limits the Superintendent or the Board of Education to take action to assure safe schools, but serves as a procedural guideline.

This Code 01 Conduct is consistent with NYS Education Law; Section 3214.

POLICIES

1. **Activities Away from R.H.S.:** Students are reminded that while attending home and away school activities, they are representing our school, and as such, are to observe usual school regulations. During out-of-town activities in which students are transported by bus/van, they are to return by the same means unless special permission is obtained. (Students will only be released to parents, unless prior arrangements have been made by parents).
2. **Assemblies:**
 - A. Students are to go immediately to the gym in an orderly fashion when there is an assembly.
 - B. Seating instructions for each assembly will be given over the P.A. system.
 - C. The top row of seats is not to be used by students.
 - D. When entering or leaving the gym, you are to remain off the playing floor.
 - E. Good student conduct at assemblies is expected at all times. There should be no speaking while the program is in progress. Remember you are representing R.H.S. and giving our school a reputation.
 - F. All students are required to attend assemblies, except if otherwise announced.
3. **Building Use and Equipment:** Faculty representatives are to be present at all student meetings or practices unless special permission has been obtained from the office. Scheduling of all school activities is arranged through the office. No beverages are permitted in the gym. The teachers lounge, workroom, and lavatories are not to be used by students.
4. **Cafeteria:** Students are expected to clean all litter from their tables when finished. Litter is to be thrown in the trash baskets. Throwing of food is not tolerated. All food and beverages are to be eaten in the cafeteria. Students may only be at their lockers or down the hallway to classes during the first five minutes or the last five minutes of their normal passing time between lunch and classes. Students must make every effort not to disturb classes in session.

5. **Card Playing:** Card playing is prohibited unless approved by administration.
6. **Closed Campus:** Safety of our students is a number one concern, therefore our campus is closed. Students may **NOT** leave our campus at any time during school hours. The only time a student may leave school property is with parent permission because of a professional appointment, college classes, vocational classes, or prearranged permission from the Principal's office. Leaving campus without permission can result in out of school suspension.
7. **Dances:** The Student Congress has adopted the following policy that any group(s) desiring to sponsor a dance must comply with:
- A. Obtain a building use permit, cleared with the Office and signed by the faculty member sponsoring the group, listing chaperones.
 - B. The minimum requirement for supervision is two faculty members and four parents present at the dance.
 - C. Any outside entertainers such as orchestras, singers, DJ's, etc. must be approved by the administration at least a week in advance of the dance.
 - D. School dances will be open to Rogers students and their approved guests.
 - E. Students may be asked to show proper identification to gain admission.
 - F. NO TRAFFIC IN AND OUT OF THE BUILDING. Any student leaving the building will not be allowed to return.
 - G. Only approved overhead lighting will be used for any dance.
 - H. Students under the influence, fighting, or causing a disturbance will not be allowed to attend future dances at
 - R.H.S. that calendar year.
 - I. At formal and semi-formal dances, appropriate attire is required (i.e.: no denim or shorts).
8. **Dress Code:** Rogers High School students will be expected to dress in a manner which reflects pride in one's self and one's school. Students are expected to wear clothing and to manage their appearance including personal hygiene in a way that does not disrupt the educational setting, interfere with health or safety, or promote vulgarity or obscenity. Short shorts, pants with holes, bare midriffs, crop tops, tops with spaghetti straps, clothing with obscene or vulgar language or that promotes alcohol, cigarettes, or drugs, hats, bandannas, sunglasses, chains of any kind, and muscle shirts such as tank tops, slit shirts, and altered shirts are not considered appropriate school dress. Pants are to be worn at waist level. No Rubber bands around ankles, Pant cuffs are not to be worn. State law requires that shoes must be worn at all times. Students will be asked to remove inappropriate items, or be sent home.
9. **Exams:** Students failing to report to an assigned exam will receive a zero grade for the semester. Exams are counted as 20% of a semester grade.
10. **Fines and Fees:** All money from assessed fines, class fees, yearbook purchases, and the sale of a product for a fund raiser must be paid before a student will be sent their report card or given their diploma if graduating. Also, records will not be sent to another school until all money is paid and a withdrawal form is completed.
11. **Grades:** Quarter grades are determined by the instructor after exams.
12. **Gum:** We remind you that improper use of chewing gum can result in damage to clothing and property. We ask you to please use caution and discretion in this matter. Teachers reserve the right not to permit gum chewing in their classrooms.
13. **Lockers:** Each student will be assigned a locker and be responsible for it. Students should keep their combinations confidential and lockers locked at all times. If you are having a problem with your locker, go to the custodian's office for help. Please treat your locker with respect. Do NOT write on the outside of your locker. You are allowed to decorate the inside of your locker with the use of magnets (do not use tape). Lockers are the property of the school and school's officials reserve the right to periodically search or inspect any locker at any time. There should be no expectation of privacy with a school locker. Do NOT leave money or other valuable items in your locker. The school will not be responsible for these items. If students do leave money or valuables in lockers, they do so at their own risk.
14. **Medical:** State law prohibits the dispensing of any medicines school personnel. Prescribed medicines may be taken at school, but

parents must sign a permission slip for all medication. Student medications will be kept in the office or may be kept in their possession with parental permission. Any student with a medical problem (i.e.: epilepsy, asthma, diabetes) should report the problem to the Office at the beginning of the year. If you have an accident at school, you should report it to your teacher, coach, or the Office immediately. A report must then be filed. If medical attention is required, the student will be cared for prudently, and the parents will be notified as soon as possible.

15. **Police:** The primary responsibility for student discipline violations rests with school officials. Every effort will be made to handle problems within the school. However, when violations of law or municipal ordinances occur, or when students or parents refuse to work within the established policies of the district and school, or where security of person or property appears to be in jeopardy, persons who violate school rules will be referred to enforcement agencies.

Rogers High School's Liaison Officer's responsibilities include helping to provide a safe and orderly environment for students, developing a security plan for R.H.S., and assisting instructional staff with information on areas related to law enforcement where students are involved.

16. **Publications:** All publications, distribution, or display of written materials and art work to students, must be reviewed by the administration. Such materials must be without libel, obscenity, or any advocacy of illegal acts. The general nature of such material should be consistent with the goals and purposes of the school and any distribution which disrupts or interferes with school activities must be avoided.

17. **Searches and Seizures:** School officials maintain the right to search and seize items in a student's possession and to search school property assigned to a student under the following guidelines:

- A. There is a reasonable suspicion that the items in possession are illegal or in violation of school rules, or constitute a hazard to the health and safety of the students.
- B. The search of an area assigned to a student is for a specified item and should be conducted in the presence of another staff member.

C. The principal or his/her designee(s) has the authority to enter, search school property, and seize items covered by this regulation. To avoid any misunderstanding it should be emphasized that student lockers are school property.

Examples of items subject to regulation include but are not limited to: drugs and drug paraphernalia, tobacco products, weapons, pornography, stolen goods, fireworks, explosives, and alcohol.

19. **Textbooks and materials:** Students who are issued or use textbooks, supplies, library materials, or equipment are expected to return these materials in good condition. Students failing to return these items will not receive their report card or diploma until full payment has been made.

20. **Visitors:**

- A. No student visitors are allowed during the school day from 7:00 AM - 4:00 PM.
- B. Parents and community members are welcome to visit any time, but please come to the office first for a visitors pass.
- C. Guest speakers and sales representatives are to report to the office.
- D. Anyone who would like to meet with a teacher may do so by making an appointment during business hours. To make an appointment call the Counseling Office at 249-7676.
- E. Anyone wishing to talk with a student must report to the Office for administration approval and a message will be taken to the student.

GUIDANCE AND COUNSELING DEPARTMENT
Phone number 249-7676

GUIDANCE SERVICES

Counselors act as facilitators in the decision-making process, explaining curriculum, describing course content, explaining test scores, advising students of college requirements, and assisting students in developing an

educational plan that will help students achieve their goals. In addition, the 12th grade counselor provides assistance with college selection, financial aid forms and college entrance testing.

Academic and Career Plan/ Educational Development Plan (EDP)

An Educational Development Plan (EDP) is a plan of action in which students identify/record career goals and an educational pathway to achieve them. EDP's will include students' career pathway choices, careers they are interested in and four-year plans for classes that will assist them in entering those careers. Included in the EDP's are student scheduling for their next school year. Students will decide on classes in the second semester. Before schedules are processed parents will be given an opportunity to approve them. EDP's are available for parents and students online at www.wyoming.k12.mi.us.

Parent Connect

Wyoming Public Schools offers a service to our parents to keep them informed of their students progress. Parents can check assignments, grade, attendance and discipline on line. To find out how to sign up, call your school secretary @ 530-7580.

COURSE DESCRIPTIONS

Within the first five days of the semester teachers provide their students with a syllabus. This description includes the general goals of the course, a list of specific outcomes the students should achieve, course activities, and an explanation of grading procedures. These descriptions are intended to help students clearly understand the expectations of their teachers. We encourage you to review the course descriptions.

HOMEWORK REQUESTS FOR ABSENT STUDENTS

Homework for students can be obtained through Parent Connect on a daily basis or by contacting the teachers voice mail at 257-9191.

REQUIREMENTS FOR ENROLLMENT AT R.H.S.

New students must provide the following:

1. Official withdrawal papers from former school with complete list of current classes
2. Immunization records (must meet state requirements)
3. Official birth certificate
4. Social Security number
5. Two proofs of residence
6. Unofficial transcript, if possible

WITHDRAWAL AND TRANSFER FROM SCHOOL

1. Obtain appropriate forms from the Office
2. Pay all fines and fees
3. Return all books or make restitution
4. All classes must be cleared by teacher's signature
5. Books are cleared in the Media Center by librarian's signature
6. Return completed forms to the main office for final clearance

WORK PERMITS

By Michigan law, all students under 18 years of age must obtain a work permit prior to beginning employment. Blank work permits may be picked up in the main office.

To complete the permit, the top portion of the form must first be completed by the employer. The student will fill in the middle section and the permit should be returned to the main office for authorization. The student is required to appear in person and present a birth certificate or driver's license with the permit.

In some cases, School-to-Work experiences such as job shadowing, internships, co-op, and pre-apprenticeships may not require a work permit.

EDUCATIONAL DEVELOPMENT PLAN INFORMATION

An Educational Development Plan (EDP) is a plan of action in which the learner records a career goal and an education path to achieve it. All students at Rogers High School will be involved in this long-term goal setting process. Each student's EDP will contain the following information:

1. Personal Data: The student's name, birth date, and grade level
2. Career Goals: Each learner identifies a career goal(s)
3. Educational Training Goal(s): The student identifies the level of educational preparation he/she wants to attain

4. Career Assessment Highlights: The learner summarizes the results of assessments, highlighting information relevant to making a career decision
5. Career Awareness/Exploration and Work-Based Activities: The learner lists activities in which (s)he plans to participate to gain a better understanding of career options and characteristics
6. Course Selection: The learner develops a sequential plan of courses that provides academic and career-related preparation relevant to the achievement of career goals and continuing education.
7. Parent Endorsement: Parents should have the opportunity to review and endorse their child's EDP

ACADEMICS

GRADUATION REQUIREMENTS

Students who graduate from High school must satisfactorily complete the minimum of 22 units of credit in classes in grade levels 9-12. Students must be enrolled in a minimum of six units of credit in each grade from 9-12. One credit equals one class hour for one school year.

<u>Areas of Study</u>	<u>Credit Required</u>
Language Arts (Literacy Skills)	4
Social Studies (must include the following):	3
a. One credit in World History/Geography	
b. One credit in U.S. History/Geography.	
c. One credit of Civics. (Government)/Economics.	
Mathematics	4
One credit of Algebra, Geometry, Advance Algebra and a math elective.	
Science	4
One credit in Biology, Chemistry and/or Physics and one science elective.	
Physical Education	
1 credit needed for graduation. (½ in gym. ½ in health).	
a. one credit physical education activity class	
b. one credit in at least two of the following	
(parenting, family living health, physical education)	
Visual/Performing arts.	1
Electives	6
TOTAL	22

CLASSIFICATION OF STUDENTS

- Freshmen - All students with less than five credits
- Sophomores - All students having at least five but less than eleven units of credit.
- Juniors - All students having at least eleven, but less than sixteen units of credit.
- Seniors - All students who meet graduation requirements by August 31 of their senior year.

REPORT CARDS

Report cards are issued at 9 week intervals throughout the school year.
Scholarship is evaluated in terms of letter grades.

- A- Work of outstanding quality, Excellent
- B- Good Work, Well above Average

C~ Ordinary Work, Average
D~ Poor Work, Below Average

I ~ Incomplete work can be made up and grade received. Ten days are allowed to complete work unless an extension is granted by the principal. Incompletes not made up become failing grades.

Progress Reports may be sent to parents/guardians at any time. Parents and guardians are encouraged to contact instructors or counselors at any time to monitor their student's progress.

CAREER PATHWAYS

CAREER PATHWAYS

Career Pathways are board groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. Career Pathways provide a useful framework to aid student, parents, and educators in making meaningful connections to the world of work. Six Career Pathways have been identified to cover all career opportunities regardless of educational requirements.

The six Pathways are:

- Arts and Communication
- Business, Management, Marketing and Technology
- Engineering/Manufacturing and Industrial Technology
- Health Sciences
- Human Services
- Natural Resources and Agriscience

CAREER EXPLORATION ROOM

This facility is available to students and parents to help them with their search for information regarding their post high school plans. Students will find a variety of sources for exploring their career choices. Magazines such as American Careers, Career World, and techcareers.com are available for students and teachers to use. There are also online assessments available to help students, parents, and counselors to explore student's interests and aptitudes. Career resources are available for students to checkout or use on sight.

EMPLOYABILITY SKILLS

EMPLOYABILITY SKILLS DEFINED

Employability skills are the SKILLS, KNOWLEDGE and ABILITIES valued in the workplace and consistent with the student's career interests.

- The student will demonstrate the ability to communicate effectively.
- The student will demonstrate skills as a complex thinker including critical and creative thinking and problem solving.
- The student will demonstrate skills as a self-directed learner and achiever.
- The student will demonstrate skills as a cooperative worker including teamwork.
- The student will demonstrate skills as an effective citizen.

- The student will contribute time, energy, and talent to
- Attendance will be evaluated. Each student will receive an Employability Score on their report card.

TRANSPORTATION

STUDENT DRIVING AND PARKING REGULATIONS

Motor vehicles, although a convenience and a form of transportation, are also weapons if not used in a safe and conscientious manner. Thousands of people are killed or seriously injured each year by automobiles, and it is the school's intention to help prevent accidents on and around campus and to provide a safe environment for all persons concerned. To insure the safety of both pedestrians and drivers, the following traffic and parking regulations have been enacted for campus safety and control of traffic. Please remember, driving an automobile, whether on campus or on a public road, is a privilege, not a right.

1. **All students who drive vehicles to school must complete a Student Vehicle Registration form.**

This registration must be signed by student and parent. Included on the form is information

concerning your vehicle. In the event that the vehicle registered on the card is sold and another vehicle obtained, a new card needs to be filled out. If more than one vehicle is intended to be used during the school year, each vehicle needs to be registered with the school.

2. There is not to be any borrowing or lending of vehicle permits to other drivers. The number assigned to the permit is in your name and you are responsible for any violations committed by that vehicle. If you operate more than one vehicle throughout the school year, the permit may be transferred from one vehicle to another, as long as the name on the registration form is that of the operator of that vehicle.

3. **ALL** student parking is provided in the parking lot located in **FRONT** of Rogers High School (this includes students with permission to drive to Skill Centers, a Co-op job, or the Home-building class). Students are not to drive or park on any of the grassy or dirt areas of the campus or in areas designated for faculty, visitors, or any other area not authorized. **VEHICLES ARE NOT TO BE DRIVEN OR OCCUPIED DURING THE SCHOOL DAY INCLUDING THE NOON HOUR.**

4. Vehicles are to be parked in the parking spaces provided and within the painted lines. Vehicles are not to be parked in the travel lanes except for the purpose of loading or unloading passengers and not at any time in a manner to block the normal flow of traffic.

5. Students are not to associate with non-students that may be on the parking lot during school hours. Ex-students and non-students should only be on the parking lot for the purpose of bringing or picking up students of Rogers High School and not for socializing.

6. Motorcycles and bicycles are to be parked in front of the Office. No other type of vehicle is allowed to be parked in this area. It is necessary to register bicycles and motorcycles.

7. Vehicles should be used for the purpose of transporting people to and from one point to another and not for cruising. Upon turning into the school campus, students are to proceed immediately to the assigned parking area, park the car, and then get out, going to the school building. There will be no loitering in the parking lot or sitting in the vehicle for any reason.

8. Most vehicle accidents occur because of moving violations. Students are to drive slowly and cautiously while on campus. Reckless driving, speeding, squealing tires or burning off and racking off or gunning engines will not be tolerated under any circumstances.

9. Drivers will not allow another person to cling to or ride on the outside of a moving vehicle. Both the driver and the other person may be liable for such action.

10. The horseshoe shaped driveway in front of the school is One-Way. All vehicles are to enter the parking area by the west drive. Vehicles are not allowed to go the wrong way on the One-Way drive unless authorized by a school official.

11. Vehicles leaving campus on the east side of the building must be in the proper lane to make the turn onto Prairie Parkway. Drivers wishing to turn left must be in the left lane and vehicles turning right must be in the right lane.

12. Although pedestrians normally have the right of way on the parking lot, they are not allowed to purposely block the movement of vehicles. By the same token, drivers are not allowed to run down or attempt to strike a pedestrian.

13. Vehicles are allowed to be driven only on the paved portion of the campus grounds.

14. All traffic control devices, signs, and directions must be obeyed.

15. The speed limit on campus is **10 M.P.H.**

16. The high school office will be responsible for vehicle registration. Traffic safety and issuing tickets is a joint responsibility of the school and police department.

17. Excessive violations and reckless driving can result in suspension of driving privileges.

18. Student vehicles may be subject to search if there are any reasonable grounds to believe drugs, alcohol, stolen property or other contraband might be present in the vehicle.

19. Glass containers are not permitted in the parking lot.

** Any violations of these rules will result in the loss of the students driving privileges to and from RHS.

BUSES

1. You must remember that the bus driver is in charge at all times. They have responsibility and students should be ladies and gentlemen at all times.
2. Students are to get off and on buses only at the school or at their home stop.
3. Remember - bus riding is a privilege that is granted upon proper conduct of the student.
4. Students are to ride only the bus they are assigned.
5. Routine student discipline problems on school buses are to be handled by the driver. This includes advising students concerning rules and regulations, assigning seats, encouraging and praising good behavior, and other generally accepted means of maintaining, and developing constructive pupil-school relationships.
6. In the event of violation of the bus rules, a written report by the bus driver will be submitted to Rogers High School and disciplinary action will be taken.
8. If circumstances warrant, either because repeated warnings failed to improve behavior, or because of gross misconduct on the bus, the student may be denied the privilege of riding. Students are not to be put off the bus enroute to school or their residence

BUS DISCIPLINE PROCEDURE

Discipline is necessary for the safety of all students riding the school bus. When bus riders behave in a disruptive manner, they distract the driver's attention from driving. It is imperative that the full attention of the driver be toward driving the bus.

TRANSPORTATION/BUS POLICY

When riding the bus, students must follow the directions of the driver. The first concern of all those involved with the transportation of students to and from school is the safety of each and every bus passenger. Any student who refuses to abide by the bus regulations may lose bus privileges.

BUS RIDER RULES

1. At the bus stop
 - A. Be at the designated stop at least 5 minutes early.
 - B. Stay back from the road and conduct yourself in a safe manner
 - C. Respect other's property. Do not walk in or cut through yards and do not be around the house where the stop is located.
 - D. Do not approach the bus until it has come to a complete stop and the driver signals you to board the bus.
 - E. The bus stop is an extension of school property. The same rules apply to the bus stop as on school property.
 - F. Students must ride only on their designated bus and bus stops.
2. On the Bus
 - A. The driver is responsible for your safety, be respectful, and follow directions at all times.
 - B. Board the bus single file, go to your seat, face forward, and remain seated. No changing seats while bus is moving.
 - C. Do not litter or damage bus. Those who cause damage will make restitution.
 - D. Refrain from loud noise, objectionable language and distracting behavior.
 - E. Keep aisle clear at all time. Books, bags, band instruments, etc., must be kept on your lap or stored under the seat.
 - F. Keep all parts of bodies inside the bus.

- G. Do not throw/shoot objects out the window or inside the bus.
 - H. Be absolutely quiet when the bus stops at railroad crossings.
 - I. No eating or drinking (may be waived on athletic or extended field trips).
 - J. In an emergency, remain seated and wait for the bus driver's instructions.
 - K. The bus is an extension of the school, observe all school rules, i.e., no alcohol, fighting, tobacco, drugs, drug paraphernalia, weapons (real or simulated) or verbal assault allowed.
 - L. Skateboards, roller blades, scooters and other large items are not allowed on the bus, nor are they to be used on school property.
3. Exiting the bus
- A. Exit the bus single file. If it is necessary to cross the road, go at least 10 steps ahead of the bus and wait for the driver to signal to cross. Check traffic in both directions. Be alert for any danger signal from the driver. Walk, do not run.
 - B. You must have proper authorization to exit the bus anywhere except your assigned stop.
 - C. Do not use emergency exits unless directed by driver.
4. Field Trips
- A. Teachers/chaperones should ride the bus and be seated throughout the bus with students. They are responsible to assist the driver in maintaining order.

Bus Discipline Procedure

Level I. Offenses.

Handled by bus driver.

Turning around in the seat.
Disruptive Behavior, Noise, Language
Not following directions.

1st. Offense: Warning to the student.
2nd Offense. Assigned Seat for student.

Repeated Offenses becomes a Level two offense.

Level II. Offenses.

Posted by bus driver. Handled by Building Administrator.

Petty Theft/Harassment

Blatant Disrespect to authority. Minor Vandalism, Threats.

1st Offense. 1 day off the bus and school. Discipline according to handbook.
2nd Offense. 3 days off the bus and school. Discipline according to handbook.
3rd Offense. 5 days off the bus and school. Discipline according to handbook.
4th. Offense. 10 days off the bus and school. Discipline according to handbook.

Level III. Offenses.

Posted by bus driver. Handled by Building Administrator.

Fighting, Severe Vandalism, Weapons, Theft over \$10.

- 1st Offense. 3 days off the bus and school. Discipline according to handbook.
- 2nd Offense. 5 days off the bus and school. Discipline according to handbook.
- 3rd Offense. 10 days off the bus and school. Discipline according to handbook.
- 4th. Offense. Removal from the bus for the remainder of the school year. Discipline according to handbook.

ROGERS HIGH SCHOOL MEDIA CENTER

1. The Media Center is an academic area. Conduct all necessary business with respect towards others and the facility. Inappropriate behavior will not be tolerated.
2. Students are responsible for using Media Center materials properly, and returning them in the same condition they borrowed them in. If materials are abused and must be repaired or replaced, the cost will be charged to the student.
3. Students may use audiovisual materials in the Media Center or check them out overnight. Forms for borrowing materials should be filled out completely, and include a parent signature, before materials can be borrowed. Students who take audiovisual materials overnight are financially responsible for any loss or damage.
4. Students are urged to cooperate in returning materials on time. Books circulate for two weeks (unless on reserve for a class), and magazines circulate overnight.
5. The Media Center is open from 7:15 AM to 3:15 PM daily, plus additional time for after school recovery/tutorial. Students may use the media center (a) with a scheduled class, (b) during lunch time (c) on a pass during class time, or (d) before 1st hour and after 6th hour.
6. Students must remain the entire class period unless a teacher requests their return to the classroom. No congregating at the door before bell time. Students will remain seated until the dismissal bell rings.
7. Students using computers:
 - A. Students will read and sign the **Technology User Agreement** (a District Policy) before they can use Media Center computers. Violating this policy may result in loss of computer privileges.
 - B. Students must log in using their own password. Students may not share passwords.
 - C. Students should save files to the Network drive or a flash drive (available for checkout).
 - D. Absolutely NO personal programs (including games) are to be loaded on school computers.
 - E. If you do not know how to operate a computer or use the programs, please see the Media Staff or a computer instructor for help.
 - F. ALTERING EXISTING PROGRAMS on the computer or MOVING or DELETING icons is NOT permissible. You should use the programs available and not attempt to reprogram or reconfigure the computer. .
 - G. Internet use on school computers is for class related use only. *Absolutely no use besides that directly related to school work will be tolerated.*
8. The Media Center is for your use. Do not hesitate to ask for assistance in finding and using resources.

ATHLETIC ELIGIBILITY RULES REVISED 5-1-06

Policy 6145.3

INTER-SCHOLASTIC ATHLETIC, DRIVERS EDUCATION, AND CO-CURRICULAR ELIGIBILITY REQUIREMENTS

Inter-scholastic athletic, drivers education, and co-curricular activities are an integral part of the Wyoming Public Schools, and participation in them is a privilege conditioned on meeting additional expectations. All students involved in inter-scholastic athletics, drivers education, and co-curricular activities are expected to exemplify the general and additional expectations presented in the student handbook and academic requirements of this policy.

The following are expectations for those students who wish to participate in interscholastic athletic and co-curricular programs:

- A. A leader of school sponsored teams, organizations, or activities has the authority to establish reasonable rules, training guidelines, and penalties for infractions that pertain to the student while he or she is

involved in that activity or during the season thereof. These additional rules and regulations must be submitted in writing for approval to the building administrator, athletic administrator and/or Superintendent. The Board of Education shall be informed of such rules. These rules will be disseminated to students and their parents.

B. No student shall compete in any athletic contest during any semester who does not have to his/her credit on the books of the school represented, at least twenty credit hours of work for the last semester during which he/she shall have been enrolled in grades nine to twelve, inclusive (must have a passing grade in four classes in the previous semester). This is an MHSAA minimal standard rule.

A student entering the ninth grade for the first time, except those who had eligibility advanced under MHSAA regulation III, Section 2 (B), may compete without reference to his/her record in eighth grade. (1985)

C. If a student participated in a sport previously, all equipment must be handed in before being allowed to participate in another sport.

D. Students must meet all WPS, Rogers High School and MHSAA academic eligibility requirements as posted in the student handbook.

E. For special needs students, progress will be evaluated at the end of each marking period, and it will be determined whether or not the student will be allowed to continue in the interscholastic athletic or co-curricular activities. This decision will be made after consultation with the student, classroom teacher, counselor, and principal. The final determination will be made by the principal.

F. The rules and regulations from the Student Handbook are also applicable for students who wish to participate in interscholastic athletic and co-curricular activities.

G. Those students participating in high school athletics are further bound by the rules and regulations of the Michigan High School Athletic Association. And the OK Conference.

H. The Board of Education will review this Board Policy on an annual basis. Administrators will report the data on all secondary student GPA with an added disaggregation on the GPA of all students affected by required prescribed tutoring.

Regulations 6145.3

Revised 5-1-06

INTERSCHOLASTIC ATHLETIC ELIGIBILITY REGULATIONS

The regulations listed below are intended to serve as a guide for coaches, athletes, and parents. Due to the complexity of the total sports program, the regulations listed do not include all rules, regulations and procedures governing the athletic program. Rules and regulations of the O.K. Conference and the Michigan High School Athletic Association (MHSAA) are also in force.

1. Players must turn in a physical examination form and pay athletic fees before participating in any school-sponsored athletic event or practice session. Physical must be dated after April 15th of that year.

Coaches are to enforce this rule consistently and impartially. However, no student will be denied the opportunity to take part in athletics because of financial difficulties. Injury costs are normally to be covered by the parent's insurance carrier to satisfy the deductible before sending to the athletic insurance company. Injury claims made with the district's athletic insurance carrier must be made within 90 days of the said injury.

2. All students properly and officially enrolled in one of our secondary schools may "try out" for team membership in the athletic program. Coaches are responsible for determining team size based on their judgment of each player's performance ability and skill.

3. School athletic policies, specific rules and requirements for their particular team practice, and contest schedules, requirements for awards, will be provided by the coach to all athletes and their parents.

This information will be given to athletes at a pre-season team meeting and to parents at our seasonal Parents Night meeting.

4. Athletes shall be required to participate in practice sessions and contests during vacation periods, under the direction of the coach, when the school is not in session (Thanksgiving, winter break, semester break and spring vacation). Coaches are responsible for communicating these requirements to their athletes at the beginning (opening) week of the season. A copy of each team's schedule will be available in the Athletic Director's office prior to the first practice.

5. Athletes may earn awards for athletic competition. The quality of performance necessary for earning a letter award is determined by the head coach of each sport and approved by the Athletic Director. Awards remain the property of the school until the receiving athlete has graduated. Due to the nature of the different sports, those requirements will vary greatly.

6. Athletes are financially responsible for all school equipment supplied to them. Awards will not be issued for a sport until the team members have met their obligations and coaches have completed their inventories. Any losses are the responsibility of the person of the person to whom the equipment was assigned.

7. Athletes are to be dressed in the official school uniform when representing their school in a game or meet. School uniforms are to be worn only for official athletic functions and may not be worn for recreational or street wear. Coaches may allow their players to wear official uniforms for special occasions following notification and approval of the Athletic Director.

8. An athlete must be in attendance the last three hours of the day of a contest, or practice, in order to participate that day-unless excused by an Administrator or Athletic Director.

9. Any athlete causing careless and deliberate destruction of school property (at home or away) will be immediately suspended from athletics and reported to school and/or law enforcement officials for further disciplinary or legal action.

10. All athletes are representatives of their school through membership on an athletic team. As such, athletes are expected to display attitudes of good sportsmanship and good citizenship. Personal conduct of any athlete which does not promote the good will and integrity of the team will be considered as grounds for dismissal from the team.

11. All athlete are to do their part in helping to keep locker areas clean and neat.

Coaches are to supervise locker rooms and are to be the last ones out- seeing that the area is secured. School personnel will do all that is possible to provide locker room security and prevent theft.

Each athlete, however, is still responsible for school equipment issued and his/her personal items. This includes the requirement of locking all items in lockers.

12. Due to health and sanitation requirements, the coach is responsible for strict supervision and cleanup whenever food or beverages are permitted in any area of the athletic complex (gymnasium, locker rooms, wrestling room, training rooms, pool area, etc.).

13. Players and coaches are required to travel as a team both to and from all out-of-town events. Exceptions will be made only for emergencies (such as: illness or injuries) or special arrangements with parents in writing.

14. Athletic areas will be specifically scheduled for each team or group. Each team or group will have exclusive use of the assigned area during the scheduled time. All members are to leave the area at the end of the assigned period.

15. Any and all violations of the policies stated above must be reported to the principal through the Athletic Director.

16. Student behavior policies from the Student Handbook will supersede coach or team regulations if necessary.

CONDUCT AND TRAINING RULES

A student becomes an athlete under the Wyoming Public Schools conduct and training rules when the student is acknowledged as part of Rogers or Wyoming Park High School.

The Wyoming Public Schools conduct and training rules shall be in continuous and constant effect for each student athlete beginning with the first official practice.

The Wyoming Public Schools conduct and training rules shall apply to the defined student athlete throughout the summer vacation months and during all school year vacation periods.

All student athletes are to be governed by the following rules:

I. Athletes

- A. Member of any athletic teams
- B. Team Managers
- C. Cheerleaders
- D. Student Trainers

II. General Regulations

A. No smoking or use of tobacco products, illegal use or possession of drugs, or use or possession of alcoholic beverages. This includes coming to school after having used illegal substances.

B. Behaviors unbecoming an athlete (i.e vandalism, theft, insubordination, etc.) are not acceptable and when an athlete is found to be will be in violation, will be dealt with under the penalty section below.

C. The flagrant and persistent disrespect for community and/or school authority or persistent disregard for school policies.

III. All violations are to be reported to the head coach and/or athletic director. After investigating said incident, the parents or guardians and athlete will be notified in writing of the violation and the penalty for the violation.

IV. Penalties for Violation of:

Section A:

First Offense- Suspension for one-third of the scheduled athletic contests of that sport and the next sport he/she participates in if the full penalty is not served and one calendar year probation from date of violation.

Second Offense- One calendar year suspension from the date of the misconduct.

Third Offense – Suspension from all athletics for the remainder of the student-athlete's high school career.

First offense suspended athletes, unless excused by the coach, shall practice with the team, be in attendance at the games but not in uniform and abide by team regulations.

Section B & C:

Suspension up to and including permanent removal from an athletic team and the athletic program

V. Appeal Procedure

A. Any athlete suspended may appeal in writing, to the athletic council within 14 days of the violation, requesting a hearing.

B. A closed hearing date will be established within five (5) days of receiving the written appeal.

C. The appeal will only consist of guilt or innocence, and may not include a reduction of the penalty.

VI. Travel

All athletes will travel and return from away contests with the team, except with the approval of the coach and Athletic director.

It is assumed that all athletes are voluntarily participating in the program offered and therefore agree to these rules when they join a team. Flagrant violations of these rules may, in the judgment of the school's Athletic Council, be sufficient reason to withhold the school award.

It is understood that no reports of infractions of these rules will be recognized by the Athletic Council unless the person reporting is willing to testify before the Council, the student or students concerned and the parents of such students.

It is understood that a student and his parents have the right to appeal any suspension to the Athletic Council of the school.

Awards: You must not accept any award for athletic performance other than a trophy having a value of not more than fifteen dollars (\$25). A trophy is defined as a medal, ribbon, plaque, cup, banner, picture, or ring.

Amateur Practices: You must not accept any money or other valuable consideration (merchandise) for participating in any form in athletics, sports, or games, for officiating in interscholastic athletic contests, or have signed a contract with a professional team.

RESOLVING CONFLICT IN ATHLETICS

proud of our sound educational and athletic programs. We have committed ourselves to continue to have a program that all student athletes can be proud to be a part of while they are in school. We enthusiastically participate in discussion of way to address and resolve the issues and challenges that lie ahead.

As when a person (such as a student, a parent, a coach, a teacher, or an administrator) has a question, concern, or complaint regarding an athletic situation we have found the following line of communication very effective in resolving issues.

1. **START WITH THE SOURCE.** The player needs to talk directly with the coach, in private, face to face, away from the practice site or game arena. If the parent need to get involved here are the steps.
2. If necessary, **talk next with the head coach of the sport.**
3. If necessary, **talk next with the athletic director.**
4. If necessary, **talk with the principal.**

* All complaints **MUST** be heard at the lowest possible level **BEFORE** intervention by the higher authority can occur. This system has worked very well in the past. However, the next level arbitrator will always be willing to meet with a complainant if sub-level discussions do not accomplish their intended purpose.

- Help the child learn to resolve his or her own differences.
- When a student successfully deals with difficult situations, he or she learns and grows. Of course, a parent always has the right to intervene on behalf

of a child and can help the student to take responsibility for his or her part in a disagreement.

* When stating your concern be prepared with the facts in so far as you understand, or can ascertain them. Think through your expectations for the outcome resulting from voicing your concern. That is, be clear about what you hope will happen as a result of your meeting.

* As you converse with the coach, or other authority, repeat back what you hear him or her say to be sure that you understand the important points.

Stay calm and friendly as you talk and listen.

* We always assume that all parties have the best interest of the students in mind when concerns are discussed. We will make every effort to assure that the student is not penalized or placed in an awkward position as a result of voicing a concern.

COLLEGE BOUND ATHLETES

To be awarded an athletic scholarship at an NCAA institution (Division I or II), students must meet NCAA requirements. These include

- Graduation from high school
 - * A grade point average (GPA) of at least 2.00 (on a 4.00 scale) in a core curriculum of at least 13 academic courses including at least:
 - 3 years of English
 - 2 years of math
 - 2 years of social sciences
 - 2 years of natural or physical science (including at least one laboratory class, if offered by high school)
 - 2 years of additional core courses

* A composite score of at least 17 on the ACT or a combined score of 700 on the SAT.

Effective August 1, 1995, the minimum core-course GPA and test score required for Division I will be determined by an initial-eligibility index.

HOW TO GET INVOLVED AT ROGERS

There are several ways to get involved in clubs, activities, and sports at Rogers:

1. Listen to the announcements
2. Sign up with the advisors or coaches
3. For sports: ask in the athletic office

Information about clubs and activities:

RHS Theater Group: Mr. VanGorp

Produces plays and musicals. Members make up the backstage crew, publicity, and production groups.

Key Club: Mr. Lorenz

A volunteer organization. Activities include kids parade, blood drives, nursing home visitations, and other service needs.

National Honor Society: Mr. Mulvihill

Recognizes students accomplishments, excellence in scholarship, leadership, character, and service. Must maintain high GPA and service requirements. Membership is by invitation only.

Science Olympiad: Mr. Dave Radar.

Team of students who prepare for competition involving science events.

Student Council: Mrs. Trina Harris

Designed to provide leadership training, liaison between students and faculty, serve student body, and volunteer work

Coaches at Rogers: (See Athletic Office or Coaches for sign up)

Baseball: Bernard Varnesdeel

Basketball: Boys: Bernard Varnesdeel

Bowling: Dave Bandstra

Cheerleading: Pam Decker

Cross Country: Mrs. Rodgers

Football: MR. Charlie O'Dell

Golf: Boys: Mr. Omness

Soccer: Boys: Rene Fabian Ortega

Girls: Mr. VanGorp

Girls: Ms. Maurrisa Mursch

Softball: Mr. Hudson

Tennis: Boys: Nick Vartanian

Girls: Mrs. Peggy Jensma

Track: Boys: Mr. Andrew Keller

Volleyball: Mrs. Kari Hinton

Girls: Mr. Charlie O'Dell

Wrestling: Mr. Don Schutter

EMERGENCY ASSISTANCE

RUNAWAY

The Bridge (Advisory Center).....451-3001

Crisis Intervention.....336-3535

Homeless Youth Services.....454-5840
 Family Impact235-0968
 Arbor Circle.....456-6571
 RAP Line.....1-800-292-4517
MENTAL HEALTH
 Cornerstone-Crisis Intervention (24 hr. service).....336-3909
 Advisory Centers for Teens..... 336-2450
ABUSE
 Adult Protective Services - DSS.....247-6300
 Child Protective Services - DSS.....247-6300
 Domestic Crisis Center - YWCA.....459-4652
 - Sexual Abuse Treatment Program.....459-4652

- Sexual Assault Program.....776-7273
 - after hours: Cornerstone - Helpline.....336-3535
 - Teenline.....336-2450

SUBSTANCE ABUSE
 Project Rehab: Dakota/Shilo Treatment Center..... 776-0891
 Alcoholics Anonymous (24 hour).....1-800-771-6375
 Arbor Circle.....456-6576

TEEN PREGNANCY
 Salvation Army Teen Pregnancy and Parenting.....459-9468
 Planned Parenthood of Wyoming.....531-3070

LEGAL ISSUES
 Wyoming Police Department (non-emergency).....530-7300
 - Emergency.....911
 Children's Law Center.....458-0330

OTHER
 Kent County Health Department.....336-3030

For further information, please see the Counseling Office.

ROGERS WRITERS
 A Style and Composition Booklet for
 Rogers High School

The English Department of Rogers High School has created this booklet to help students understand writing. It is not meant to replace English textbooks but rather to be an easy reference guide for composition at Rogers High School.

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Writing Process

Prewriting: In this step, bring the ideas together and focus on a topic before writing. Collect thoughts through brainstorming, clustering, note taking, journal writing, class discussion, small group activities, sensory impressions, or any other stimulus that will help writing to begin.

Drafting: At this stage, write your thoughts on paper without much concern for grammar, spelling, or punctuation correctness. Take into consideration the audience, purpose in writing, and the form the piece is going to take. This should be a stage in which the writer is free to experiment.

Revising: Revising is rewriting with the intent of improving and is almost always necessary for a good product. At this point, revise by reorganizing the ideas and sentences into a logical order; clarify the diction (word choice) by using precise words; and make any obvious improvements to the rest of the writing.

Editing and Proofreading: Make corrections in your piece by locating errors in grammar, spelling, and punctuation. Again, consider what purpose the writing serves and who the intended audience is. Use peer group editing or ask for a teacher conference. Proofread the final copy. Make sure your piece meets the formatting requirements set by your teacher.

Publishing: Share the final product in print. Make a concerted effort to have the copy correct, neat, and attractive.

Paragraphing and Essay Answers

Writing Essay Answers

Organization in essay answers is as important as it is in any other piece of writing. Check the time available to complete the answer. Read the question carefully before beginning to write; otherwise, answers will ramble and not address the question. Decide the purpose: to explain, summarize, describe, discuss, evaluate, compare etc. Although it is advisable for technical or scientific writing to restate the question in the answer, this is not recommended for English classes and other areas where writing style is an issue; restating the question in your topic sentence can make your style mechanical and boring.

Explain the answer thoroughly with at least two examples, reasons, or other supporting information. The finished essay answer should look like a well-written paragraph. Remember that more is not always better; wordiness will not conceal a lack of knowledge.

Paragraphing

A standard paragraph is a collection of sentences that attempts to communicate a major idea. It is made up of a topic sentence, supporting details (such as: examples, reasons, comparisons, analogies), and ends with a clincher sentence. Most paragraphs will be five to ten sentences in length. To make a paragraph read well, use a variety of sentence lengths and openers. Always indent paragraphs, unless the teacher specifies differently.

According to Professor Francis Christensen of the University of Southern California, most 20th century writers follow a particular pattern:

In order to be well developed, concrete, and interesting, *the topic of the paragraph must be limited*. Writers *usually* place their main idea in the first sentence of the paragraph. The first sentence is usually general with later sentences providing a concrete explanation. Later sentences also give details about something in the first sentence, provide attributes or qualities (such as size, color, or feeling), or make comparisons.

Paragraphs are more interesting if they have a variety in sentence structure. For example, instead of merely beginning sentences with the subject, begin with a phrase, a subordinate clause, a single word modifier, or a verbal; possibly even invert sentences so that they begin with the verb. Check in an English textbook for a list of sentence openers.

By using transitions (words which connect ideas), paragraphs will be more unified. Common transition words are: *first, second, third, next, last, before, finally, also, meanwhile, later, now, however, yet, thus, then, as a result, therefore, for example, conversely, and on the contrary*. Overuse of obvious transitions, can however, make the writing boring and mechanical. Use your transitions wisely.

Power Writing

Power Writing is a writing technique that emphasizes a prescriptive type of paragraph organization. It has been taught to many of our students in middle school and will continue to be emphasized at Rogers High School for certain types of writing. Power Writing is especially effective for technical writing and scientific writing; however, it isn't the only style of writing the student will be using. Mature writers must be careful in its use because power writing can lead to mechanical, voiceless prose. *In writing where voice and style are important, be especially careful not to overuse the transition words.*

Power Writing assigns a numerical value to words, phrases, sentences, and paragraphs. **1st Power** refers to the main idea or topic sentence; **2nd Power** refers to the major supporting detail; **3rd Power** refers to a minor detail. Power Writing is effective because it provides a pattern for writing and helps with unity, coherence, and clarity. The numbers involved are 1232323. As a review, (1) is a topic sentence; (2) gives more information about (1); (3) gives more information about (2). A topic that follows this pattern could be "three advantages of attending a small school" or "three favorite sections of the department store." The **First Power** sentence establishes the topic sentence; **Second Power** sentences give reasons; **Third Power** sentences provide support.

Example:

(1) Odysseus shows his brilliance in the case of the Cyclops. (2) First, he realizes that he needs the Cyclops' strength in removing the stone from the entryway. (3) Because he needs Polyphemus, a one-eyed monster, Odysseus does not kill him but merely blinds him. (2) Second, Odysseus tricks Polyphemus by telling him his name is "Nobody". (3) When the Cyclops shrieks that "Nobody" is in his cave, other Cyclopes, thinking he's alone, fail to help him. (2) Third, Odysseus is also smart enough to use the Cyclops' goats to escape. (3) He and his men tie themselves to the stomachs of the goats and escape through the outstretched hands of the monster. (1) Through his intellectual ability, Odysseus gains freedom for himself and his men.

Comment [WPS1]:

Writing a Summary

A summary briefly states the important ideas of a lecture or of a reading selection. When writing a summary, a student should: listen to or read for main ideas and key words; write the summary using his or her own words; shape the main ideas and key words into sentences which express the point of view of the original writer or speaker; write the summary in a paragraph or multi paragraph form.

The Research Paper

Methods to Develop a Paper

Analogy, Analysis, Anecdote, Cause and Effect, Dialogue, Example, Comparison and Contrast, Definition, Description, Narration, Opinion, Persuasion/Argumentation, Classification, Quotation, Citation, and Research

Thesis Statements

A thesis statement is a declarative sentence that states a position on a topic; it usually occurs at the end of an introductory paragraph. In a short essay, the thesis statement can be simple. Often, the thesis is the most difficult part of the writing to compose. Because it is a one-sentence summary of your entire paper, it often takes a great deal of effort and thinking.

Example: *High school study halls are inefficient and, therefore, should be eliminated.*

In a longer composition, the thesis statement sometimes summarizes the major ideas in the order they will be discussed.

Example: *Robert Frost's poetry makes the reader think about the many issues--personal, political, and natural--that affect one's security.*

This thesis statement would be followed by the body paragraphs: the first section dealing with the *personal* aspect of the poem; the second, *political*; and the third, the *natural* influences on security.

Introductions

Once you have established the focus of your paper, you can compose the introductory paragraph. This paragraph gains the reader's attention and makes a smooth entry, or transition, into the thesis statement. Several methods are possible for the development of the introductory paragraph, such as: lead-in questions about the topic, interesting facts about the topic, background information, anecdotes, references to a famous person or place, quotations, or a definition of a term used. The introduction should include your thesis statement. Notice, the thesis statement is not the first line of your paper. *The thesis statement is usually the last sentence of the introductory paragraph.*

Body Paragraphs

The body paragraphs develop and expand upon the ideas in the thesis statement. The paragraphing should follow the same order as the ideas in the thesis.

Conclusions

The final paragraph of an essay is the conclusion. Its purpose is to summarize the important points of the essay and to leave the reader with a clear understanding of the topic. The final sentence of the summary is usually a clincher bringing the reader back to the thesis idea.

Plagiarism and Crediting Sources

The use of another person's words or ideas for the purpose of presenting the information as the writer's own is plagiarism. According to the Modern Language Association (the standard bearer in academic research and publication and the source of guidelines of this pamphlet), to plagiarize is "to give the impression that you have written or thought something that you have, in fact, borrowed from someone else" (*MLA Handbook* 21). Writers must document their sources to give credit to those works and authors who have contributed. *Failure to document adequately will result in a zero grade for your assignment. Please see the cheating section of this planner for the consequences for Rogers High School students. Plagiarism does not have to be intentional; it may just be the failure to make clear what has been borrowed.*

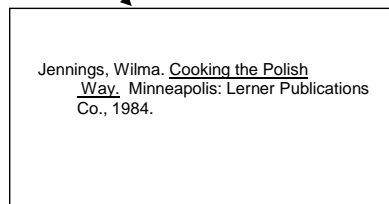
Internet Sources: Special care should be used in taking sources from the inter net. Many sources are unreliable. Please check with your instructor regarding the site used.

Note Taking

Plagiarism can be avoided by proper note taking. When researching, fill out a bibliography card for each source researched. Then, fill out a note card with the page number of the researched material for each piece of information. If filled out correctly, these cards can be easily used for the works cited and works consulted pages. Note cards should be used for direct quotations, for ideas, and for information gathered from sources. When not using direct quotes, put the gathered information into your own words so you are not tempted to plagiarize later. If you were doing a research paper on Polish culture, your bibliography and note cards may look like these:

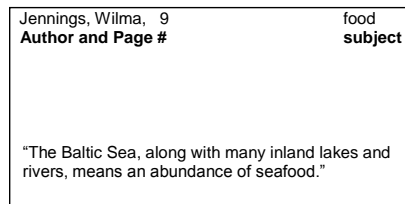
Bibliography and Note Cards

Bibliography Card (in this case for a book with a single author)



Jennings, Wilma. Cooking the Polish Way. Minneapolis: Lerner Publications Co., 1984.

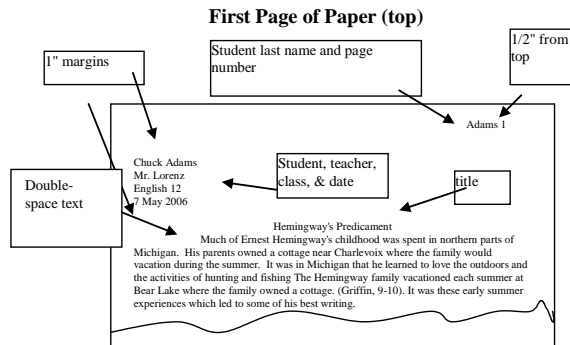
Notecard



Modern Language Association Expectations

Formatting a Paper

Major projects, such as compositions should be written: on one side only, in blue or black ink, in double space format, in standard fonts of no larger than 12, and with standard one inch margins on either side. *Unlike past years, we are on longer requiring a title page.* In following the procedures of the Modern Language Association, we are asking you to instead provide the following information on the top left side of the first page. *The text of your paper begins on this page, not separately.* Notice the page numbering and margins.



Citation of Sources

Citation of sources means giving credit to the source of borrowed information. Your instructors at Rogers will require you to use in-text citation in which you cite your sources throughout your paper. In-text, or parenthetical, citation guides the reader to the exact work and page number where your information was found. This is done by placing the author's name and the page number of the information in parentheses after the selected material (parenthetical citation).

Even if the student is not quoting directly and is merely borrowing information from someone else, citation must be used. By placing the author's last name in parenthesis immediately after the borrowed material, the student notifies the

reader of the source. The page number afterward shows the place where it can be found. The reader is able to look on the works cited page to find out the publication information. The following quote is taken from a cookbook.

"The Baltic Sea, along with many inland lakes and river, means an abundance of seafood" (Hutchins 9).

Here, the author and page number are provided. Should the reader want the exact source, he or she can look in the Works Cited pages at the end of the text. Again, all *borrowed* information must be credited, even if it is not directly quoted. Ideas must be cited, even if you put them into your own words. The cookbook information below must be cited, even though the student is not using a word for word copy.

Because the Polish people live so close to the Baltic Sea and other sources of seafood, fish is a large part of the Polish diet (Hutchins 9).

Found at the end of a research paper or a book, a **works cited page** lists the cited sources--books, articles, interviews, tapes, etc.-- that have been cited in the work. Someone wanting to see the sources used for the research paper can look at the works cited page. The **works consulted page** is a list of the sources *researched but not used* in the paper. These are articles and books related to the subject but could not be used for the writer's topic.

The bibliography (works cited and works consulted) uses a standard form: *reverse indentation and alphabetical order*. See the example at the end of the booklet. In order to make bibliographical note cards and to correctly format your bibliography, use the following section for examples.

Works Cited Entries (These should be double-spaced. They are printed in single spaced format here to save space and printing costs)

BOOKS

Single Author

Author's Last Name, Author's First Name. Title. City where Published, State where Published: Publishing Company, Year of Publication.

Example:

Atwood, Margaret. Cat's Eye. New York: Doubleday, 1989.

Notice the reverse indentation.

Anonymous Author (Notice, the author is unknown and omitted)

Title. City where Published, State where Published: Publishing Company, Year of Publication.

Example:

Cats. Chicago, IL: McDougal Little, 2005.

Books by Two Or More Authors (Note: The first author's name is listed last to first, all following authors are listed first to last.)

First author's last name, First author's first name, and First then Last name of other authors. Title. City where Published, State where Published: Publishing Company, Year of Publication.

Single Work in an Anthology (*An anthology is a collection of various works. The author is the writer of the specific work within the anthology. "Ed." signifies that a list of the book's editors will come next.*)

*Author's Last Name, Author's First Name "Title." Title of Anthology. Ed. List name of editors, First then Last names. City where Published: Publishing Company, Year of Publication. Page(s) used. **

REFERENCE BOOKS

Encyclopedia Article (with author) (*Often these articles are signed. Notice that the author is listed first, the title of his or her article is second, and then the title of the book*)

Author's Last Name, Author's First Name. "Word looked up."

Title of the Book. Date of Publication.

Example: Stanwood, George. "Caterpillars." Encyclopedia Britannica. 1974.

Encyclopedia Article (without author) *In this example, there is no author listed, so you begin with the title of the article.*

"Word looked up." Title of the Book. Date of Publication.

Example: "Caterpillars." Encyclopedia Americana. 1985.

PERIODICALS (newspaper, magazine, journal, pamphlet.)

With Author:

*Author's last name, Author's first name. "Title of article." Title of Periodical Date of Publication: Page number(s) of the article.**

If no Author:

*"Title of article." Title of Periodical. Date of Publication: Page number(s) of the article.**

*Note: If you are using a Newspaper, include the section of the paper with the page number(s).

OTHER

Computer Software

"Word looked up." Name of the Software.
Who Published the Software. Date of Publication.

Internet Sources

Author's Last Name, Author's First Name. "Title of article." Who maintains/produced the page. Editor's name. Date site was last updated. Date you referenced the site. < website address >.

Example: Butler, Josephine E. "Native Races and the War." Victorian Women Writers Project. Ed. Perry Willet. 1998. 15 May 1998. <http://www.indiana.edu/~letrs/vwwp/butler/native.html>.

* Notice the date May 15th 1998 is the day it was looked up on the internet.

Television/Radio Program

"Title of the episode." Title of the program. Name of the network. Call letters. Broadcast date.

Program, Film, Video Cassettes or DVD

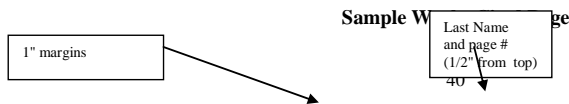
Title. Director. Distributor. Year.

Interviews

Last Name of person interviewed, First Name. Personal Interview. Date of Interview.

Example: Karasinski, Gary. Personal Interview. 2 Dec. 2006.

If your source is NOT LISTED in the examples above, you will need to reference an MLA Handbook. Your English teacher will have one available for you to use. You can also find one in any library or Media Center.



Works Cited

Barkan, Elliot Robert. "Immigration" The World Book Encyclopedia. 1990.

Dunbar, Willis Frederick. Michigan: A History of the Wolverine State. Grand Rapids, Michigan: William B. Eerdmans. 19654.

Pfeiffer, Christine, "Poland Land of the Freedom Fighters." Minneapolis: Dillon Press, 1984.

"Poland" Encyclopedia Americana : Deluxe Library Edition. 1990.

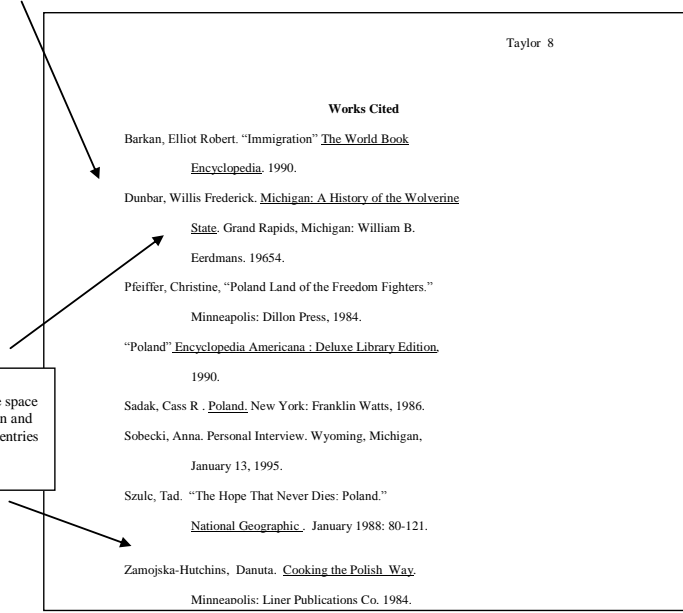
Sadak, Cass R. Poland. New York: Franklin Watts, 1986.

Sobecki, Anna. Personal Interview. Wyoming, Michigan, January 13, 1995.

Szulc, Tad. "The Hope That Never Dies: Poland." National Geographic. January 1988: 80-121.

Zamojska-Hutchins, Danuta. Cooking the Polish Way. Minneapolis: Liner Publications Co. 1984.

Double space between and within entries



**Notice the reverse indentation of each entry, the reversal in author's name (last name first), and the alphabetical order of entries.*

Credit Awarding:

Although credit will be awarded by quarters (1/4 credit), courses which are specifically named in the Michigan Merit Curriculum (MMC) cannot be awarded credit until the full course is completed, examples include Algebra (1 credit after 2 semesters), Biology (1 credit after two semesters), and Health (.5 credit after a semester). This full or nothing credit awarding process does NOT apply to MMC courses which are not specifically named, such as the 3rd science credit or any additional elective courses outside the MMC requirements.

Credit can be obtained each quarter by one of four ways (in order):

1. Traditional passing with a full grade (summative assessments and formative work in combination) noted on the transcript with the grade obtained
2. Passing of all common major assignments (paper and pencil tests, labs, major projects, and other common portions as determined by the teachers) for the quarter if at a 70% or greater percentage (if the quarter grade is non-passing), noted on the transcript with a D-
3. Recovering the course by retaking/redoing all major summative assessments to a 60% or greater level.
4. Testing out during the three specified windows (May, August, and December).

TITLE	DESCRIPTION
<u>Academic Failures (I)</u>	<p>Will be noted on the report card as I (Incomplete) and will change to the obtained letter grade if re-done/tested (no higher than 80% on the common major summative assessment) is addressed during the initial 2-week make-up window directly following the notification of the grade. After the make-up window or if a third attempt is required on major assessments (written or otherwise), the assessments will have to be addressed through recovery options and if passed will be noted on transcript as RCR (Recovery Credit) and given a grade point equivalent of a D- (60%). A student who receives a single I in a semester may continue with the course, but two I's in a single semester, without working to recover, will have to repeat the course for that semester to receive credit or attempt to test out. There may also be an option for a Personal Curriculum, following the rules set forth by the state and parent initiated.</p>

Make-up Windows

- Upon completion (and return of) major unit/expectation summative assessments (written, labs, or other but not quizzes or final exams) any student will be given an immediate two-week window (one week after the end of the 4th marking period) to improve their grade by re-taking/doing the assessment (and may be required to get help prior). The final grade on the second summative assessment will not exceed 80% in the grade tabulation. A second or third attempt will not occur without earning the assessment by completing an “improvement” form. If a third attempt or later assessment is necessary (or any assessment outside the two-week window that is not excused), the assessment score will not exceed 60%. A third attempt will be given by a test-proctor when possible.

Final Exams will be replaced by utilizing the two days as recovery and extended learning opportunities (to be determined by departments, such as with assessments). On the first half-day there will be three recovery/extended learning periods. It is suggested that teachers use the afternoon as time for secondary and elementary

teams to sit down as department/grade level teams to review the marking period and make timely changes to the teaching maps, assessments, and other curriculum components. The second day will be another three recovery/extended learning periods in the morning and the afternoon would be a records day. Quarterly or Course Exams will need to still be developed/used for Testing out purposes. The state assessments will be used as they are developed.

Grading breakdown for each quarter grade would be defined as 70% summative common course assessments, projects, labs, etc. as determined by the district departments, and 30% for formative classwork, homework, or other that is not common for each quarter (60% and 40% respectively for middle school courses that are NOT for high school credit). A zero for a grade can be given for an unexcused absence, cheating, or deliberate lack of effort on a common assessment. A retake option will be provided with a maximum score of 50%. See proposed change below to elimination of quarterly exams and grades at HS becoming 70% summative and 30% formative.

HS Grading

70% Common portion of class (Summative Assessments)		30% School/Class/Home Work (Formative Assessments)	
Unit 1	Unit 2	Unit 1	Unit 2

MS Grading (non-high school credit-awarded courses)

60% Common portion of class (including all major Assessments)		40% School/Class/Home Work	
Unit 1	Unit 2	Unit 1	Unit 2

Testing out must be an option for every course, noted on the transcript as CR (no effect on GPA) and this can happen during specified testing out windows (3 two-week windows, offered three weeks prior to the school year starting, three weeks prior to 2nd semester starting, and three weeks prior to the school year ending). Testing out can happen as a pre-cursor to taking a course or after a course to remove an incomplete or failing grade. The student cannot use testing out to change an unacceptable passing grade. Testing out documents must include a paper-pencil portion, but may include labs, writing, performance, or other and should be made up directly from a subset of the common summative assessments used for the course. Every effort should be made to limit testing time to two hours.

Although the instructors are using common assessments, it is **IMPERATIVE** they also use common grading when scoring these assessments. All assessments should have a scoring device (key) that assures consistency in scoring is applied. When necessary, this must include a rubric where points are being awarded, grader than one. Principals and department heads should continually monitor and support the staff with the appropriate use of the grade book in providing to parents and students an accurate depiction of the learning.

Teachers should monitor the timeliness of placing assignments and grades in the grade book. Within a day is a fair guideline for most formative type grades and by the completion of the next weekend for summative grades.

Academic Support and Recovery:

Every attempt will be made to offer support to students during the day and to maximize times during each day's class period to provide timely help. After school, student attendance and purpose (tutoring, work time, testing, etc.) will be tracked to establish data for evaluating success and monitoring use of this time. To make the most of this opportunity, several program changes have been enacted:

- Continue to focus on use of classroom time and the gradual release model to include an intervention/support time end the conclusion of each period, approximately 15 minutes.
- The half-hour immediately following the end of the school day will be made accessible for possible support from staff to

- any student needing additional academic support from their classroom teacher. Practices for school events will begin 15 minutes after the completion of the half-hour window. Students should schedule times with staff members.
- The hour following the teacher support time of half-an-hour will be an extended support and intervention time with two support personnel. This time will be made available 3 days a week and be used as an opportunity to access academic support, make-up common summative assessments, and/or have access to resources to complete work.
- The week following the end of the full school-year will be used as a recovery time. Students will have access to content teachers (provided schedule) during the early part of the morning and afternoon for help and the later part as assessment time. An example would be 8:00 -10:00 a.m. and 12:00 – 2:00 p.m. instructional support, 10:15-11:30 and 2:15 – 3:30 assessment time.
- Extended summer programming will be provided for 2-6 weeks and be highly recommended for summer skills instruction through the middle school Team 21 programs for all middle school students with multiple Incompletes in a single or multiple subject areas or who may need additional support/enrichments.
- Mandatory Summer Academy for all incoming freshmen who have shown several signs of at-risk behavior based on a strict set of criteria. This program will be required in order to attend high school at Wyoming Park or Rogers. Criteria will not be limited, but be based on a lack of academic performance. The areas of support will include Language Arts, Mathematics, and Study Skills. Note: The second week of the program they will be partnered with a senior for tutoring during the second week and for support for their entire freshmen year.