

September 8, 2025 - Regular Board Meeting
Monday, September 8, 2025 5:30 PM Eastern

Elk Rapids High School Library
308 Meguzee Point Dr
Elk Rapids, MI 49629

Darryl Antcliff: Present
Jennifer Brown: Present
Jeff Hill: Present
Tara Kribs: Present
Scott Moore: Present
Sherry Steffen: Present
Shana Wojtowicz: Present
Present: 7.

I. CALL TO ORDER: ROLL CALL/PLEDGE OF ALLEGIANCE

Board of Education:

President Jennifer Brown	Trustee Scott Moore
Vice-President Tara Kribs	Trustee Shana Wojtowicz
Secretary Sherry Steffen	Trustee Jeff Hill
Treasurer Darryl Antcliff	

Central Staff:

Superintendent Bryan McKenna
Executive Assistant Kortni Huron
Director of Finance Laurie McCann

II. CHANGES AND ADDITIONS TO THE AGENDA

To approve the agenda with no changes or additions. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.
Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea
Yea: 7, Nay: 0

III. COMMUNICATIONS FROM THE PUBLIC (AGENDA ITEMS ONLY)

Time limitations: Fifteen minutes per item, three minutes per speaker per item. Any citizen attending the meeting in person who wishes to address the school board on agenda items only may speak at this time. Person addressing the board are asked to register their name, address, and, if applicable, their affiliation. The Board President should recognize the citizen before speaking.
None.

III.A. SPECIAL PRESENTATION - BACK TO SCHOOL UPDATES

- Angie Nichols - Lakeland Elementary
- Josh Haggerty - Cherryland Middle School
- Jack Young - Elk Rapids High School

Lakeland Elementary - Mrs. Nichols thanked Rich and the team for the beautiful updates to the staff bathrooms. She also reported that the new paint and classrooms looked fresh for the new school year. She

gave a special thanks to Jason Hall for his work in the Zen Den. There will be updates to the playground, including mini goal posts, new swings, and a sandbox. Principal Nichols also celebrated her new staff - Lucas DeForge (Teacher), Kate Fries (Teacher), Katelyn Jarvis (Teacher), Melissa Bocardo (Paraprofessional), and Kate Dentinger (Preschool Lead Teacher). Mrs. Nichols reported on the new Community In Schools grant for the next 3 years - Holly Schlicker is filling this role. Mrs. Nichols concluded by reporting on the new Version 3 of the CKLA curriculum, and the staff will focus on touchpoints with neuroscience and proactive discipline strategies.

Cherryland Middle School - Mr. Haggerty reported that the construction in the building has an end in sight! There has been so much progress from the beginning of the project. CMS has new bleachers that are safer for all to use. The locker rooms, newly connected hallway, and the new carpet/paint look really nice. Principal Haggerty celebrated his new staff - Melissa Cisneros (Teacher), Jesse Kramer (Teacher/Interventionist), and Ashley Gee (Office Assistant). Mr. Haggerty gave a special thanks to the chaperones who attended the Washington D.C. trip (Katie Knust, Carissa Davis, Wes Bassett, Tyler Wilson, and Kortni Huron). Mr. Haggerty concluded his update with the statement that the pilot curriculum for math last year was a success, and that there will be a homework lab in place for students by the end of September.

Elk Rapids High School - Principal Young reported of the smoothest start in his 5 years! His team has been a part of wonderful professional development already, including 504 and Social/Emotional Curriculum training. Mr. Young reported that there was no new staff hired for this school year, only 3 long-term subs for the teaching staff. Principal Young concluded his update by reporting on the building upgrades - everything looks so fresh and clean!

IV. **CONSENT AGENDA**

The purpose of the consent agenda is to expedite business by grouping routine items together to be dealt with by one board motion without discussion beyond asking questions for simple clarification. Any board member may ask that any item on the consent agenda be removed and placed elsewhere on the agenda for discussion or due to conflicts. Such requests will be granted. If an item is not removed from the consent agenda, the action noted on the agenda is approved by motions to adopt the consent agenda.

APPROVAL OF MINUTES

- August 4, 2025 - Regular Meeting Minutes

V. **APPROVAL OF BILLS**

- General Fund - \$255,827.34
- Bond - \$71,273.10
- Capital - \$375,341.55
- Daycare - \$6,304.82
- Lunch Fund - \$46,695.19

- Trust - \$18,248.29

VI. PERSONNEL

27-25 APPROVAL OF MELISSA CISNEROS AS A TEACHER

RESOLVED: That Melissa Cisneros be approved as a teacher at Cherryland Middle School. Mrs. Cisneros will be placed at MA Step 12 of the Master Agreement.

28-25 APPROVAL OF MORRIGAN PRUYT AS A PRESCHOOL ASSISTANT

RESOLVED: That Morrigan Pruyt be approved as a preschool assistant at Mill Creek Academy. Ms. Pruyt will be placed at Step 1 of the Paraprofessional Wage Scale.

29-25 APPROVAL OF MELISSA BOCARDO AS A PARAPROFESSIONAL

RESOLVED: That Melissa Bocardo be approved as a paraprofessional at Lakeland Elementary. Mrs. Bocardo will be placed at Step 2 of the Paraprofessional Wage Scale.

30-25 APPROVAL OF CARLEY LORTZ AS A PARAPROFESSIONAL

RESOLVED: That Carley Lortz be approved as a paraprofessional at Mill Creek Academy. Ms. Lortz will be placed at Step 1 of the Paraprofessional Wage Scale.

31-25 APPROVAL OF CHRISTINA ENGMAN AS AN OFFICE ASSISTANT/PARAPROFESSIONAL

RESOLVED: That Christina Engman be approved as an office assistant and paraprofessional at Mill Creek Academy. Mrs. Engman will be placed at Step 1 of the Paraprofessional Wage Scale.

32-25 APPROVAL OF KATE DENTINGER AS A PRESCHOOL LEAD TEACHER

RESOLVED: That Kate Dentinger be approved as a preschool lead teacher at Lakeland Elementary. Ms. Dentinger will be placed at Step 4 of the Preschool Wage Scale.

33-25 APPROVAL OF ALAYNA DEAN AS A PARAPROFESSIONAL

RESOLVED: That Alayna Dean be approved as a paraprofessional at Lakeland Elementary. Mrs. Dean will be placed at Step 4 of the Paraprofessional Wage Scale.

34-25 APPROVAL OF RESIGNATION, FOR THE PURPOSE OF RETIREMENT, FOR BETH VEEDER

RESOLVED: That the resignation, for the purpose of retirement, as Lead Administrative Assistant for Lakeland Elementary, for Beth Veeder, be approved as of December 31, 2025.

35-25 APPROVAL OF BRAD SULLIVAN AS A COACH

RESOLVED: That Brad Sullivan be approved as Varsity Tennis Coach for Elk Rapids High School.

To approve the Consent Agenda as presented. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII. **ACTION ITEMS**

VII.A. **36-25 APPROVAL OF STUDENT SERVICES ADMINISTRATOR CONTRACT AMENDMENT**

RESOLVED: That the Student Services Administrator Contract Amendment be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.B. **37-25 APPROVAL OF 2025-26 STUDENT/PARENT HANDBOOKS**

RESOLVED: That the 2025-26 Student/Parent Handbooks be approved as presented for:

- Lakeland Elementary
- Cherryland Middle School
- Elk Rapids High School/Sunrise Academy

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.C. **38-25 APPROVAL OF CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN/EMERGENCY OPERATIONS PLAN**

RESOLVED: That the Continuity of Organizational Operations Plan/Emergency Operations Plan, as required by Policy 8300, be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.D. **39-25 APPROVAL OF CURRICULUM DEVELOPMENT AS REQUIRED BY BOARD POLICY 2210 & 2231**

RESOLVED: That the curriculum development be approved as required by Board Policy 2210 & 2231, as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Sherry Steffen, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea,

Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea
Yea: 7, Nay: 0

VII.E. 40-25 APPROVAL OF VOTING DELEGATE AND ALTERNATE FOR MASB 2025 DELEGATE ASSEMBLY

RESOLVED: That the following Board delegate and alternate be approved for the Michigan Association of School Boards on Thursday, October 23, 2025 at 7:00 p.m.:

Delegate:

Alternate:

To approve the resolution to nominate Steffen as Delegate and Kribs as Alternate. This motion, made by Tara Kribs and seconded by Darryl Antcliff, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.F. 41-25 APPROVAL OF SUBSTITUTE STAFF PAY RATE ADJUSTMENT

RESOLVED: That the substitute staff pay rate adjustments be approved as presented.

To approve the resolution as presented. This motion, made by Darryl Antcliff and seconded by Scott Moore, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.G. 42-25 PENDING MDE BUDGET RESOLUTION - APPROVAL OF 2025-26 BREAKFAST & LUNCH MEAL RATES

RESOLVED: That the 2025-26 Breakfast & Lunch Meal Rates be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

VII.H. 43-25 APPROVAL OF CONDITIONAL EMPLOYMENT AGREEMENT

RESOLVED: That the Board approve the conditional employment agreement as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Sherry Steffen: Abstain (With Conflict), Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Shana Wojtowicz: Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

VIII. COMMUNICATIONS FROM THE PUBLIC

Time limitations: Same as above. Any citizen attending the meeting in person

who wishes to address the Elk Rapids School Board on a matter not listed on this agenda may speak at this time. Persons addressing the school board are asked to register their name, address, and, if applicable, their affiliation. The Board President should recognize that the attendees wishing to speak on matters listed on the agenda will be permitted, under the same limitations, to speak when the matter is brought before the board.

None.

IX. **CORRESPONDENCE TO AND FROM THE BOARD OF EDUCATION**

None.

X. **SUPERINTENDENT REPORT**

- Construction/Facilities Update
- Professional Development Update
- Budget Impasse Update

Construction/Facilities Update - Upgrades were completed for the soccer complex and pressbox. New ADA-compliant sidewalks linking CMS and ERHS, which were approved by the ERPD, have been installed. All buildings had new access controls installed over the summer, and the district is very happy with the local company that installed everything. Superintendent McKenna stated that he would share an updated related to safety in a future closed session.

Professional Development Update - There is a plan with the ISD that correlates with the Strategic Plan, including Restorative Practices. The Cabinet was provided with the first of the year-long PCM trainings by Cathy Meyer-Looze.

Budget Impasse Update - Still no update - the District is looking for an update from the state.

XI. **BOARD OF EDUCATION CELEBRATING SUCCESSES**

Brown - The facilities are looking great!

Steffen - The Unity among the district is amazing!

XII. **SCHEDULED ACTIVITIES/FUTURE MEETINGS**

- September 26, 2025 - Homecoming
- October 13, 2025 - No School for Students, Indigenous Peoples' Day, District PD for Staff
- October 13, 2025 - Regular Board Meeting

XIII. **ADJOURNMENT**

To adjourn at 6:12 p.m. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea, Sherry Steffen: Yea, Shana Wojtowicz: Yea

Yea: 7, Nay: 0

August 4, 2025 - Regular Board Meeting
Monday, August 4, 2025 8:15 AM Eastern

Elk Rapids High School Library
308 Meguzee Point Dr
Elk Rapids, MI 49629

Darryl Antcliff: Present
Jennifer Brown: Present
Jeff Hill: Present
Tara Kribs: Present
Scott Moore: Present
Sherry Steffen: Absent
Shana Wojtowicz: Absent
Present: 5, Absent: 2.

I. CALL TO ORDER: ROLL CALL/PLEDGE OF ALLEGIANCE

Board of Education:

President Jennifer Brown	Trustee Scott Moore
Vice-President Tara Kribs	Trustee Shana Wojtowicz
Secretary Sherry Steffen	Trustee Jeff Hill
Treasurer Darryl Antcliff	

Central Staff:

Superintendent Bryan McKenna
Executive Assistant Kortni Huron
Director of Finance Laurie McCann

II. CHANGES AND ADDITIONS TO THE AGENDA

To approve the agenda with no changes or additions. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea
Yea: 5, Nay: 0, Absent: 2

III. COMMUNICATIONS FROM THE PUBLIC (AGENDA ITEMS ONLY)

Time limitations: Fifteen minutes per item, three minutes per speaker per item.
None.

IV. CONSENT AGENDA **APPROVAL OF MINUTES**

- July 7, 2025 - Regular Meeting Minutes

APPROVAL OF BILLS

- General Fund - \$670,509.92
- 2023 Bond - \$435,729.18

PERSONNEL

15-25 APPROVAL OF KATELYN JARVIS AS A TEACHER

RESOLVED: That Katelyn Jarvis be approved as a teacher at Lakeland Elementary. Mrs. Jarvis is to be placed at BA Step 6 of the Master Agreement.

16-25 APPROVAL OF LUCAS DEFORGE AS A TEACHER

RESOLVED: That Lucas DeForge be approved as a teacher at Lakeland Elementary and Mill Creek Academy. Mr. DeForge will be placed at BA Step 3 of the Master Agreement.

17-25 APPROVAL OF RESIGNATION OF RYAN MCCHESENEY AS A TEACHER

RESOLVED: That the resignation of Ryan McChesney as a teacher at Cherryland Middle School be approved as of July 23, 2025.

18-25 APPROVAL OF RESIGNATION OF HOLLY SCHLICHER AS OFFICE ASSISTANT

RESOLVED: That the resignation of Holly Schlicker as an Office Assistant at Mill Creek Academy be approved as of July 19, 2025.

19-25 APPROVAL OF TIM SPIERS AS FACILITIES/GROUNDS ASSISTANT

RESOLVED: That Tim Spiers be approved as Elk Rapids Schools Facilities/Grounds Assistant as of August 4, 2025.

20-25 APPROVAL OF BELLANY MILLER AS LEAD GSRP TEACHER

RESOLVED: That Bellany Miller be approved as the Lead GSRP Teacher at Mill Creek Academy. Ms. Miller will be placed at Step 1 of the Lead Preschool Teacher Wage Scale.

21-25 APPROVAL OF ANDREA REFFITT AS A PRESCHOOL PARAPROFESSIONAL

RESOLVED: That Andrea Reffitt be approved as a Preschool Paraprofessional at Lakeland Elementary. Mrs. Reffitt will be placed at Step 3 of the paraprofessional wage scale.

DONATIONS

None.

To approve the Consent Agenda as presented. This motion, made by Darryl Antcliff and seconded by Scott Moore, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

V. ACTION ITEMS

V.A. 22-25 APPROVAL OF PROBATIONARY AND NON-PROBATIONARY TEACHERS REQUIRED BY POLICIES 3142 & 3370

RESOLVED: That the probationary and non-probationary teachers be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

V.B. 23-25 APPROVAL OF CONTRACTS/ADJUSTMENTS

RESOLVED: That the contracts/adjustments for the following staff be approved as presented.

- Katie Knust
- Tim Spiers
- Preschool Lead Teacher

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

V.C. 24-25 APPROVAL OF COURSE LIST FOR THE 2025-26 SCHOOL YEAR

RESOLVED: That the attached Course List for 2025-26 be approved as presented.

To approve the resolution as presented. This motion, made by Darryl Antcliff and seconded by Scott Moore, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

V.D. 25-25 APPROVAL OF STUDENT ASSESSMENT PLAN FOR THE 2025-26 SCHOOL YEAR AS REQUIRED BY POLICY 2623

RESOLVED: That the attached Student Assessment Plan for the 2025-26 school year be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

V.E. 26-25 APPROVAL OF THE STUDENT ACTIVITY FUNDS FOR THE 2025-26 SCHOOL YEAR AS REQUIRED BY POLICY 6610

RESOLVED: That the attached Student Activity Fund for the 2025-26 school year be approved as presented.

To approve the resolution as presented. This motion, made by Scott Moore and seconded by Tara Kribs, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

VI. COMMUNICATIONS FROM THE PUBLIC

Time limitations: Same as above.

None.

VII. DISCUSSION ITEMS

- Agenda Modifications
- Board Self Assessments

- Agenda Modifications - The board agreed with what was presented and would like to move forward with the example template that was created and provided.
- Board Self Assessments - The policy committee previously discussed this, and Superintendent McKenna brought it to the entire board for discussion. MASB has a tool for onboarding new board members. Elk Rapids School Board discussed that Jennie Brown and Superintendent McKenna will review it and modify it to better fit this board specifically, and will bring it back again for review and approval for use.

VIII. CORRESPONDENCE TO AND FROM THE BOARD OF EDUCATION

None.

IX. SUPERINTENDENT REPORT

- Construction Update
- State Budget
- Opening Week - Back to School Update
- Superintendent McKenna shares his condolences on behalf of Elk Rapids Schools to Rob Bachi and family on the passing of Rick Young.
- Construction Update - The carpet and lockers are being installed at the high school this week. There is still a lot of work to get done at CMS before school starts. Lakeland and Mill Creek are on track and are almost ready at this point.
- State Budget - No update yet.
- Opening Week - Back to School Update -
 - Parent Update will go out to families today
 - Personnel are taking shape throughout the district after filling vacancies
 - New family tours taking place today for all buildings/new families from 9 am - noon
 - Professional Development - Leadership Training for all cabinet and lead administrative assistants will take place in a couple of weeks. Bill Boyle will lead the Professional Staff in Restorative Practices.
 - All Open Houses will take place on Thursday, August 28th. This also includes CMS, which was originally scheduled for the day prior.

X. BOARD OF EDUCATION CELEBRATING SUCCESSES

Brown - reported that BoardBook appears to be working again!

XI. SCHEDULED ACTIVITIES/FUTURE MEETINGS

- August 27, 2025 - Staff Opening Day & District PD
- August 28, 2025 - CMS Open House
- August 28, 2025 - Elementary/High School Open Houses
- September 1, 2025 - No School, Labor Day
- September 2, 2025 - First 1/2 Day of School for Students
- September 8, 2025 - Regular Board Meeting, 5:30 p.m.

XII. ADJOURNMENT

To adjourn at 8:44 a.m. This motion, made by Scott Moore and seconded by Darryl Antcliff, Carried.

Sherry Steffen: Absent, Shana Wojtowicz: Absent, Darryl Antcliff: Yea, Jennifer Brown: Yea, Jeff Hill: Yea, Tara Kribs: Yea, Scott Moore: Yea

Yea: 5, Nay: 0, Absent: 2

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
080552	08/08/2025	Payroll	Check	Open	000113	Michigan State Disbursement U..	2025 / 3 FOC_234 - Garnishment (FOC)	17.70
080554	08/10/2025	AP	Check	Open	094638	Ashlee Friess	Summer School Reimbursement	100.00
080555	08/10/2025	AP	Check	Open	001230	Chalk, Naomi	Summer School Reimbursement	100.00
080556	08/10/2025	AP	Check	Open	095188	Complete Home Repair & Hand..	Soccer press box	5,000.00
080557	08/10/2025	AP	Check	Open	001526	Elk Rapids Food Service	Summer School Snacks CMS summer ..	662.00
080558	08/10/2025	AP	Check	Open	092885	ESS Midwest, Inc.	8/8/25	7,976.29
080562	08/10/2025	AP	Check	Open	095057	Sara Miling	Summer School Reimbursement	95.13
080563	08/10/2025	AP	Check	Open	094747	Shauna Phillips	Summer School Supplies	100.00
080565	08/10/2025	AP	Check	Open	000014	Three Oaks Groundcovers	ERS playground Mulch Installation	5,600.00
080568	08/10/2025	AP	Check	Open	094694	X-Cel Chemical Specialties Nort..	Custodial Supplies HS	89.88
080570	08/14/2025	AP	Check	Open	094306	Varsity Spirit Fashion & Supplie..	Cheer (GF)	200.00
080571	08/18/2025	AP	Check	Open	094554	Arbitersports	400 Schedule 8/2/25-8/1/26	415.00
080572	08/18/2025	AP	Check	Open	092265	Big Rapids High School	Girls Tennis	100.00
080573	08/18/2025	AP	Check	Open	091446	Cheboygan High School	Girls Golf Invite	275.00
080574	08/18/2025	AP	Check	Open	000021	Crystal Flash Inc	7/29/25	1,822.16
080575	08/18/2025	AP	Check	Open	002222	DTE Energy	5/28-6/25 AND 6/26- 7/28/25	901.42
080576	08/18/2025	AP	Check	Open	090838	Grayling High School	Girls Gold Invite 2025	250.00
080577	08/18/2025	AP	Check	Open	094727	GTACS	TCSF Golf Invite	400.00
080578	08/18/2025	AP	Check	Open	093061	Leland Public Schools	Leland Volleyball	200.00
080579	08/18/2025	AP	Check	Open	002213	MASB	S. Steffen	500.00
080580	08/18/2025	AP	Check	Open	094695	Neola, Inc	digital maintenance	795.00
080581	08/18/2025	AP	Check	Open	000020	Savvas Learning Company LLC	CMS	38,183.64
080582	08/18/2025	AP	Check	Open	091322	Thrun, Maatsch, And Nordberg,..	7/31/25	837.00
080583	08/18/2025	AP	Check	Open	092283	Traverse City Central Athletic D..	Lober Classic	920.00
080584	08/21/2025	AP	Check	Open	093129	Custer Office Equipment, Inc.	HS WELDED FRAME TABLE	4,386.67
080585	08/21/2025	AP	Check	Open	001618	Gill-Roy's Complete Hardware	elk027	234.98
080586	08/21/2025	AP	Check	Open	093273	Julie Greene	Reimburse SS supplies	100.81
080587	08/21/2025	AP	Check	Open	003105	Village of Elk Rapids	July 1- July 31, 2025	3,211.30
080588	08/22/2025	Payroll	Check	Open	000113	Michigan State Disbursement U..	2025 / 4 FOC_234 - Garnishment (FOC)	17.70
080589	08/28/2025	AP	Check	Open	093331	CDW Government	PMVP623 Quote Dell Pro Maz 16	2,495.00
080590	08/28/2025	AP	Check	Open	001227	Consumers Energy	308 Meguzee Pt #B	78.37
080591	08/28/2025	AP	Check	Open	000128	Messa	09/2025	127,678.96
080592	08/28/2025	AP	Check	Open	093956	Profile	CMS	45.00
080593	08/28/2025	AP	Check	Open	094614	Ricoh USA, Inc	Printers All Schools	596.48
080594	08/28/2025	AP	Check	Open	003109	Varsity	cheer uniforms	200.00
080595	09/04/2025	AP	Check	Open	091705	Antrim County	taxes	2,230.02
080596	09/04/2025	AP	Check	Open	094601	Axium Services, Inc.	August 2025	24,478.12

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
080597	09/04/2025	AP	Check	Open	094677	Christine Crissman	CPR reimbursement	37.00
080598	09/04/2025	AP	Check	Open	002264	David McKeon	van gas to Flint	121.37
080599	09/04/2025	AP	Check	Open	001526	Elk Rapids Food Service	breakfast/lunch Opening Day Teacher	1,875.00
080600	09/04/2025	AP	Check	Open	000025	Everway Holdco, LLC	read and write	1,298.50
080601	09/04/2025	AP	Check	Open	001619	Ginop Sales, Inc	kubota part	16.90
080602	09/04/2025	AP	Check	Open	000027	JARVIS, KATELYN M	reimburse fingerprints	67.50
080603	09/04/2025	AP	Check	Open	094602	Kimberly Rice	cherry ke game manager	150.00
080604	09/04/2025	AP	Check	Open	095168	Laura Jackson	soccer game manager	75.00
080605	09/04/2025	AP	Check	Open	002213	MASB	Steffen/ main conference fri/sat 10/24-25	440.00
080606	09/04/2025	AP	Check	Open	092229	Mi School Energy Cooperative	aug-2025	17,207.44
080607	09/04/2025	AP	Check	Open	095160	Vork Brothers Painting LLC	kitchen painting	2,355.00
080608	09/05/2025	AP	Check	Open	094302	Katie Knust	Cell Phone 24/25	840.00
080609	09/05/2025	AP	Check	Open	002502	Petoskey High School	varsity G. Tennis	50.00
							Total of All Checks	255,827.34
							Less Voids	0.00
							Grand Total	255,827.34

Check Summary

Check Status	Count	Amount
Open	50	255,827.34
Cleared	0	0.00
Void	0	0.00
Total	50	255,827.34



Check Register

Elk Rapids Schools

Bank Account BOND, From 08/05/2025 to 09/08/2025

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
001000	08/18/2025	AP	Check	Open	002222	DTE Energy	New Gas Service for Generator	7,523.00
001001	08/18/2025	AP	Check	Open	094889	Quality Enviornmental Services,..	Asbestos CMS	50,000.00
001002	09/03/2025	AP	Check	Open	092856	Otwell Mawby, PC	Asbestos Air monitoring	2,900.00
001003	09/03/2025	AP	Check	Open	091122	Windemuller Electric, Inc.	CMS labor	10,000.00
001004	09/04/2025	AP	Check	Open	094694	X-Cel Chemical Specialties Nort..	CMS a wing	850.10
Total of All Checks								71,273.10
Less Voids								0.00
Grand Total								71,273.10

Check Summary

Check Status	Count	Amount
Open	5	71,273.10
Cleared	0	0.00
Void	0	0.00
Total	5	71,273.10



Check Register

Elk Rapids Schools

Bank Account CAPITAL, From 08/05/2025 to 09/08/2025

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
001000	08/20/2025	AP	Check	Open	001017	Allen Supply	CMS doors	8,033.70
001001	08/20/2025	AP	Check	Open	000022	Gorno Ford, Inc	2025 Ford Transit Wagon	73,196.00
001002	08/28/2025	AP	Check	Open	094736	Sideline Sports	Bleacher Service/Repair	24,708.00
001003	08/28/2025	AP	Check	Open	091122	Windemuller Electric, Inc.	MCA	40,000.00
001004	09/04/2025	AP	Check	Open	091937	Pro-Image Design, Inc.	HS windows	7,888.85
001005	09/05/2025	AP	Check	Open	000028	Brainard Enterprise Corp	Lockers HS	114,100.00
001006	09/05/2025	AP	Check	Open	002702	The Herb Ritsema Company	HS flooring	107,415.00
Total of All Checks								375,341.55
Less Voids								0.00
Grand Total								375,341.55

Check Summary

Check Status	Count	Amount
Open	7	375,341.55
Cleared	0	0.00
Void	0	0.00
Total	7	375,341.55



Check Register

Elk Rapids Schools

Bank Account DAYCARE, From 08/05/2025 to 09/08/2025

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
001000	08/28/2025	AP	Check	Open	092885	ESS Midwest, Inc.	8/22/25	6,304.82
Total of All Checks								6,304.82
Less Voids								0.00
Grand Total								6,304.82

Check Summary

Check Status	Count	Amount
Open	1	6,304.82
Cleared	0	0.00
Void	0	0.00
Total	1	6,304.82



Check Register

Elk Rapids Schools

Bank Account Lunch Fund, From 08/05/2025 to 09/08/2025

Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
000001	08/11/2025	AP	Check	Open	094536	Meal Magic Corporation	Meal Magic Yearly Fees	3,195.00
000002	08/13/2025	AP	Check	Open	094431	Compass Groups USA, Inc.	July 2025	26,285.63
000003	08/14/2025	AP	Check	Open	094420	Grand Traverse Refrigeration, I..	Service - MCA 9203 CDF	1,045.25
000004	09/03/2025	AP	Check	Open	094420	Grand Traverse Refrigeration, I..	1/2 down CMS	1,349.14
000005	09/04/2025	AP	Check	Open	094821	Belanger Septic Service	Grease Trap II	275.00
000006	09/04/2025	AP	Check	Open	094420	Grand Traverse Refrigeration, I..	repair freezer	3,179.11
000007	09/04/2025	AP	Check	Open	090779	Stafford-Smith, Inc.	New Oven	11,366.06
Total of All Checks								46,695.19
Less Voids								0.00
Grand Total								46,695.19

Check Summary

Check Status	Count	Amount
Open	7	46,695.19
Cleared	0	0.00
Void	0	0.00
Total	7	46,695.19



Check Register

Elk Rapids Schools

Bank Account TRUST, From 08/05/2025 to 09/08/2025

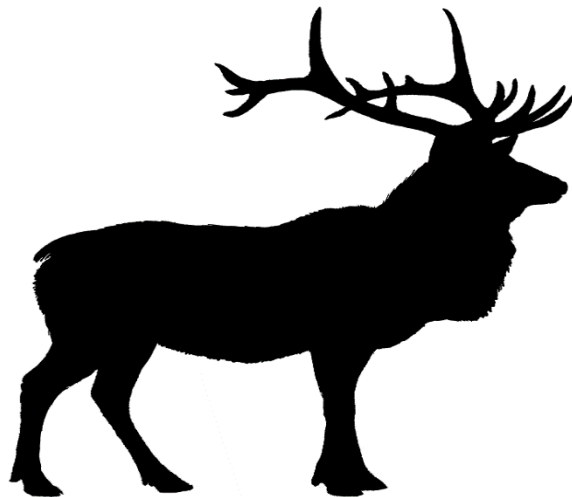
Check #	Date	Run	Type	Status	Vendor	Name	Invoice Description	Amount
001000	08/14/2025	AP	Check	Open	094306	Varsity Spirit Fashion & Supplie..	(29) Cheer skirt/shell/bodyliner	1,443.41
001001	08/14/2025	AP	Check	Open	002532	The Place, LLC	(29) Girls B-ball	571.15
001002	08/14/2025	AP	Check	Open	095189	Katie Placek	(29) Coach Clinic Reim	209.10
001003	08/14/2025	AP	Check	Open	002327	Northwestern Michigan College	(29) Scholarship Fall 2025 J. Hill	2,000.00
001004	08/14/2025	AP	Check	Open	002327	Northwestern Michigan College	(29) Scholarship Fall 2025 E Olosky	2,000.00
001005	08/14/2025	AP	Check	Open	003243	Western Michigan University	Johanna Okeke 448117231	2,000.00
001006	08/20/2025	AP	Check	Open	002701	All American Sports Corp	(29) Football	758.70
001007	08/20/2025	AP	Check	Open	094533	Bounce Athletics, Inc	(29) g. soccer	599.00
001008	08/20/2025	AP	Check	Open	002532	The Place, LLC	(29) B Soccer	6,743.49
001009	08/26/2025	AP	Check	Open	095022	MIHA District 18 Treasurer	(29) district fee	450.00
001010	08/28/2025	AP	Check	Open	003109	Varsity	Cheer Uniforms	1,443.41
001011	09/04/2025	AP	Check	Open	094598	Derek Morton	pizza volleyball tournament	30.03
							Total of All Checks	18,248.29
							Less Voids	0.00
							Grand Total	18,248.29

Check Summary

Check Status	Count	Amount
Open	12	18,248.29
Cleared	0	0.00
Void	0	0.00
Total	12	18,248.29



**2025 - 2026
PARENT/STUDENT HANDBOOK**



MISSION STATEMENT

"We are lifelong learners working to build a more peaceful world"

Dear Lakeland Families,

The Lakeland Elementary School Parent/Student Handbook has been prepared to provide information to questions frequently asked. We believe this information will help you become quickly informed regarding policies, procedures, and programs at Lakeland.

Parent interest and participation in the total school program is welcomed and encouraged. When parents become actively involved in the PTO, committees, serving as room parents, and resource persons, their child, and other children benefit greatly. In fact, research proves parental involvement equates to improved overall student performance. The rewards for being involved are substantial for parents as well.

We would like to express how much we enjoy working with Lakeland's children, staff, and adult community. It is our belief that for children to grow and flourish in a school setting, they require a safe and orderly environment where teachers, principal, and support staff work harmoniously to maintain safe, consistent and positive limits while providing warmth and support.

If after reading our handbook additional questions arise, feel free to call us at 264-8289.

Let us have a great 2025-26 school year, working in partnership toward the total growth and development of all children.

Sincerely,

Angie Nichols
Principal

LAKELAND STAFF DIRECTORY

Name	Position
Mrs. ANGIE NICHOLS	Principal
Ms. RACHAEL BIRGY	Preschool/Kids' Club Director
Mrs. Carissa Davis	ECSE/RR
Mrs. Kate Dentinger	GSRP
Mrs. LINDA DART	GSRP
Mrs. Anna Prissel	Transitional Kindergarten
Mrs. Jen Hall	Kindergarten
Mrs. Katie Veith	Kindergarten
Mrs. COLEMAN	1st Grade
Mrs. KATELYN JARVIS	1 st Grade
Mrs. LYNETTE STARR	2 nd Grade
Mrs. DEDE SZUMERA	2 nd Grade
Mr. BRET GUTKNECHT	3 rd Grade
Mrs. EMILY WHITE	3 rd Grade
Mr. Stephen McDonald	4th Grade
Mrs. KATIE KINERY	4 th Grade
Mrs. KATE FRIES	5 th Grade
Mrs. Annie Grammer	5 th Grade
Mrs. ASHLEE FRIESS	Resource
Ms. Sam Abeel	Social Worker
Mr. DREW PICHAN	Art
Mr. LUCAS DEFORGE	Physical Education
Mrs. LINDSEY McCARTY	Music
Mrs. Sue Anderson	Title
Mrs. Heather Bergquist	Speech
Mrs. SARAH HARRIS	School Wellness Nurse
Mrs. SOPHIE WYATT	School Wellness Social Worker
Mrs. Heather Bergquist	Speech
Mrs. Zaida Hamann	Migrant Education

SUPPORT STAFF

Name	Position
Beth Veeder	Lead Administrative Assistant
Elaine DiGiovanni	Administrative Assistant
John Rice	School Resource Officer
Holly Schlicker	Community in Schools
Courtney Poniatoski	Librarian
LouAnn Polzin	Paraprofessional
Mary Crawford	Paraprofessional
Melissa Bocardo	Paraprofessional
Heidi Clark	Paraprofessional
Carrie Parks	Paraprofessional
Alayna Dean	Paraprofessional
Shannon Hemstreet	Paraprofessional
Sara Bogard	Paraprofessional
Linda Dart	GSRP Teacher
Kate Dentinger	GSRP Teacher
Shelly Kurtz	GSRP Assistant
Andrea Reffitt	GSRP Assistant
Misaeng Suh	GSRP Assistant
Chip Koenig	Day Custodian
Bob	Evening Custodian
Roxanne Sarasin	Cafeteria
Gabrielle Hill	Cafeteria

ELK RAPIDS SCHOOLS BOARD OF EDUCATION

TITLE	NAME
PRESIDENT	Jennifer Brown
VICE PRESIDENT	Tara Kribs
SECRETARY	Sherry Steffen
TREASURER	Darryl Antcliff
TRUSTEE	Jeff Hill
TRUSTEE	Scott Moore
Trustee	Shana Wojtowicz

PTO ORGANIZATION

The Lakeland PTO is a valuable support group of the school. All parents are encouraged to become actively involved. PTO meetings are held once a month at the school and are open to everyone. Board members for the 2025-26 school year are as follows:

TITLE	NAME
PRESIDENT	Amanda Merchant
VICE PRESIDENT	Ellie Kirkpatrick
CORRESPONDING SECRETARY	Emily Petrovich
RECORDING SECRETARY	Carrie Markham
TREASURER	Lindsay Toelle
VP MEMBERSHIP	Kayle Vaughn
VP MEMBERSHIP	Katie Larsen
VP Committees	Kelsey Ward
VP Committees	Jessica Jones
VP Communications	Cherisa Kuznicki
VP Communications	Rachel Jarosz
Teacher Rep	Emily White

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MISSION STATEMENT- Lakeland

“We are lifelong learners working to build a more peaceful world”

ATTENDANCE PROCEDURES

ENROLLMENT

Lakeland Elementary is available to enroll throughout the school year to all Elk Rapids residential families. Please contact the main office for more information.

ABSENCES FROM SCHOOL (Ref. Board Policy 5200)

When your child will be absent or tardy, please call the school office at 264-8289. You may leave a message between the hours of 4:30 P.M. and 8:30 A.M. To ensure child safety, we will call parents at home first and place of work next if parents do not call us to confirm an absence.

If a student needs to be absent from school for a medical, dental or an other personal appointment, or for unusual family needs, the school will honor a request from a parent for up to a **MAXIMUM OF FIVE DAYS** of pre-excused absence per school year. Pre-excused absences should be arranged through the school office at least one day prior to the anticipated absence. Arrangements for make-up should be made prior to the absence and will be presented to the student after their return. Pre-excused absences should be used judiciously. Please do your best to avoid student pre-excused absences during assessment periods.

We recognize that the presence of a student in the classroom enables him/her to participate in instruction, class discussions, and other related activities. As such, regular attendance and classroom participation are integral to instilling incentives for the student to excel. Lakeland follows MDE compulsory attendance mandates and parent notification will occur as follows:

- 10 absences/tardies--a letter will be sent home
- 20 absences/tardies—another letter will be sent home requesting a meeting between the parent, teacher, and principal to discuss truancy support plan.
- 25 absences/tardies—another letter will be sent home and a meeting will occur. It will be up to the discretion of the building administrator to involve the Antrim County Truancy Intervention Officer.

Students arriving between 8:55 - 10:15 a.m. – Tardy

Students arriving after 10:15 a.m. – Excused for AM

Students leaving early afternoon before 2:15 – Excused for PM

Students leaving after 2:15 p.m. – LE (Left Early)

STUDENTS LEAVING WHILE SCHOOL IS IN SESSION

Children are not permitted to go home by themselves while school is in session. This policy is intended for the protection of the child. When it becomes necessary for a child to go home due to illness or prearranged appointments, a parent or other responsible person designated by the parent must come for the child. Parents are asked to come into the office to pick up their

children. They must also sign our Student In/Out Notebook. Parents are encouraged to make dental and medical appointments for children after school hours whenever possible.

STUDENT ATTENDANCE AT SCHOOL EVENTS

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

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

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

DAILY SCHEDULE

- 8:50 A.M. Instruction begins
- 3:48 P.M. School dismissed

All half days dismissal at 12:10 P.M.

ILLNESS OR ACCIDENT AT SCHOOL

If a child becomes ill in school, or is injured at school, the parents will be contacted, and arrangements will be made before the child is released from school. If parents cannot be reached, contact will be made with the person designated by parents on the Student Information Card. **It is very important that this card be kept up to date at all times.**

SCHOOL HOURS

Children attend school from 8:45 A.M. to 3:48 P.M. each day unless otherwise designated on the school calendar. For safety reasons, it is important that children **DO NOT ARRIVE AT SCHOOL BEFORE 8:35 A.M.**

TARDINESS

Students are considered tardy if they are not in their seats at 8:55 A.M. If the buses are late, the students are not penalized. Persistent tardiness will be called to the parent's attention by the teacher and principal.

HOMEBOUND INSTRUCTION

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

Parents should contact the school administration regarding procedures for such instruction. Applications must be approved by the Superintendent. The District will provide homebound instruction only for those

confinements expected to last at least five (5) days.

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

(See also Board Policy 2412)

ELEMENTARY INSTRUCTION PROGRAM

CURRICULUM

Lakeland Elementary has representatives on each of the district's curriculum committees. These committees review national goals and the state's recommended core curriculum to determine where changes in our district curriculum might be appropriate. With anything new in our programming comes the responsibility of **ensuring** excellence in education continues. Administrators and teachers must ensure that this new model for curriculum will deliver the quality of education Elk Rapids **have** come to expect. A large part of all this accountability lies too in having an assurance that our curriculum meets and/or exceeds the Core Content State Standards. Through the overarching structure of the district's Curriculum Committee, Lakeland staff work to implement changes in **the** curriculum in order to meet these new grade level expectations. Allowing teachers time to acclimate and assimilate themselves with these new requirements and **providing** adequate professional development time for them to find **the** best ways to reach the curriculum are integral parts of this process.

EDUCATION SUPPORT TEAM/MULTI TIER SYSTEM OF SUPPORT

Periodically parents ask what steps we take to help a child who is experiencing learning difficulties in school.

We use what we call the "Educational Support Team." The purpose of the team is to try and identify a way to solve a given child's learning challenges with as little interruption of the classroom program as possible.

Although each case is unique, we generally follow these steps:

- A. General education teacher/parent recognizes the challenge.
- B. The EST (which may consist of: the school principal, school psychologist, general education teacher, special education teacher(s), Title 1 teacher, social worker, parent, and/or other interested persons) meets to consider solutions to the student's challenges.
- C. The EST reviews the information and generates recommendations designed to help resolve the challenge. These recommendations include such actions:
 - 1) remedial reading or math assistance in general education
 - 2) modified curriculum in general education
 - 3) additional testing
 - 4) parent conference and follow-up in another EST meeting
 - 5) behavior plan

- 6) reward systems
- 7) observations of the child in a classroom setting
- 8) referrals to outside agencies
- 9) medical tests or screening
- 10) referral for special education services*

* Parents must be in attendance and the Evaluation Review Form must be completed during the EST meeting.

- D. The EST finalizes the actions to be completed, stipulates the person(s) responsible, and sets a date or timeline to review the case.
- E. The general education teacher or principal then contacts the parents and provides feedback about the EST.
- F. The EST reviews cases in progress on a regular basis. Continual attempts to meet the needs of the students without special education interventions are made until all general education alternatives, which are feasible, are tried.

*Please note that either parents or teachers can request an EST. If you have further questions about our process, please contact either your child's teacher or the principal.

COURSES OFFERED

Classes in art, vocal music, physical education are offered to students in grades TK – 5th. These specialists provide programming that adheres to national and state standards.

MATURATION PROGRAM

In the fall, students in grade 5 will participate in a series of classes aimed at supporting students along their maturation journey. Parents are invited to view the materials prior to the students' lessons. Please contact the principal if you are interested in viewing materials.

MEDIA CENTER

Lakeland's media center is a fine academic support facility, centrally located, that houses thousands of pieces of media. The organization and maintenance of the facility are the responsibility of the media specialist.

Our media center is staffed by a media assistant and volunteers. They provide literature appreciation and assistance on a scheduled basis and as needs arise. The media center is open during regular school hours.

OBJECTIONABLE MATERIALS

If a parent finds any aspect of his/her child's education objectionable, they are asked to adhere to the following course of action:

- 1) If it is a reading material of any nature, please review all of the material.
- 2) If it is a magazine, video or any other type of media, direct your concern to the

school personnel with which the material came from.

The protocol for a piece of material in question will be for the person with which the complaint originates to direct the matter to the building principal. The principal will review each objection and follow board policy.

SOCIAL WORKER

Lakeland Elementary School receives the benefit of a school-based social worker. And, starting the fall of 2022 we will share a School Wellness Social worker funded through a grant by Antrim County Health Department.

SPECIAL EDUCATION

The Elk Rapids Public Schools is committed to serving all children in order that each child may obtain the most appropriate education. Special education provides a wide variety of programs and services to children who have been identified as eligible for service.

These programs and services are designed so that the students can develop to realistic levels of social, educational and vocational potential and include: appropriate facilities, specialized instructional materials, teaching methods and teachers with specialized training.

Lakeland Elementary has learning disabled and cognitively impaired programs that service the needs of children who qualify in other areas as well. For more information and details, please call the principal.

SPECIAL SERVICES

Northwest Educational Services provides Elk Rapids Schools with specialists who facilitate the special education review and service process.

The School Psychologist, teacher consultant, occupational and physical therapists, autism spectrum disorder consultant, limited english proficiency consultant and school speech therapist provide services to Lakeland students within their areas of expertise. The services of these specialists are only available to students through an Individual Education Plan.

STATE TESTING

In grades 3, 4 and 5, students are involved in state testing. The testing is done on a state-wide basis in accord with the following schedule:

- o Grade 3: State Mandated Test – math and language arts
- o Grade 4: State Mandated Test - math, language arts, science
- o Grade 5: State Mandated Test - math, language arts, social studies

Although good attendance is important throughout the year, we especially encourage perfect attendance during the administration of these tests. Research indicates children are more successful if they are tested with their classmates, as opposed to individualized make-up sessions. In addition, a consistent sleeping and eating pattern during these two weeks may prove beneficial.

TALENT DEVELOPMENT PROGRAM

The base of our program is a differentiated approach to educating all K-8 students based on their needs while providing appropriate, in-depth curriculum and instruction for high ability learners. Differentiation is the best instructional model to meet the needs of all learners in a diverse student population, including the gifted and talented. For more information, you may call the principal.

KIDS' CLUB

Elk Rapids Kids' Club is a before school program designed to provide a nurturing and enriching experience for all students in Elk Rapids Elementary Schools. The program is sponsored by the Elk Rapids Public Schools. It is licensed by the Division of Day Care Licensing. All children in Kids' Club must be registered and it is desirable they use the program on a regular basis.

KIDS' CLUB SUMMER PROGRAM

Elk Rapids Schools offers through Lakeland Elementary a summer daycare program for children in Transitional Kindergarten through fifth grade. Like our before and after school program, the summer program is licensed as well. Children are offered a variety of experiences ranging from field trips, arts and crafts, and even the chance to participate in some community service.

PRESCHOOL/WAY TO GROW

The Elk Rapids Board of Education and its superintendent have believed it important to sustain the essence of a preschool program begun in the fall of 2001 which was titled Way to Grow. In fact, this initiative was in part responsible for the spawning of a licensed preschool program.

Our Pre-school/Way to Grow/Childcare Coordinator is responsible for all matters relative to licensing and services provided. Please call the school if you have any questions or concerns about preschool or Way to Grow.

TITLE 1 Program

Title 1 is a federally funded program focusing on support instruction for students in the areas of math and reading. Funds are designed to provide greater opportunity for success for students at-risk of not reaching their potential.

ANTI-BULLYING POLICY

Policy # 380.1310b: Anti-Bullying Policy: Prohibiting bullying; adoption and implementation by board of school district or intermediate school district or board of directors of public school academy; public hearing; submission of policy to the department; contents of policy; annual report of incidents of bullying; form and procedure; school employee, school volunteer, pupil, or parent or guardian reporting act of bullying to school official; modified policy; definitions; section to be known as "Matt Epling Safe School Law."

For further information please contact the building principal for information related the Lakeland Elementary School Anti-Bullying policy, instruction/awareness/curriculum for students and staff, and protocols/consequences for those taking part in identified behavior.

BREAKFAST/LUNCH PROGRAM

The state of Michigan has initiated a program called Michigan School Meals. This program provides students with free breakfast and lunch for the 2025-2026 school year. Parents will still complete a free and reduced price meal application, which will ensure ongoing state funding. This application is on our school website.

Each day in the cafeteria a nutritious breakfast and lunch are prepared for the students. We offer choices to the students to encourage participation. Menus are on the schools website. Please take the time to go over them with your child.

Milk is available for children who carry lunch. If your child has a milk allergy, we can replace the milk choice in the lunch with a juice IF we have a form signed by a physician. Forms are available in the school office. Parents are always welcome to join their child for breakfast or lunch.

BIRTHDAY TREATS

Treats will be limited to celebrations within the classroom only because of allergy issues and class disruption. Because of allergy issues and birthday treats will not be dispersed throughout the school. Any extra treats should be taken to the staff room for all to enjoy. Classrooms that have allergy concerns need to be respected at all times.

BUILDING SIGN-IN

In an effort to improve the management of our facility parents, guests, and visitors are asked to sign in at the office when they enter and sign out when leaving. **This procedure is in place during regular school hours only.**

BUILDING USE AFTER SCHOOL HOURS

We welcome the use of our building for special student-related activities and community education. Any adult sponsoring a group should contact the school office for a copy of the guidelines and to reserve space. Students must be supervised until all have left the building. The school is not responsible for the safety of those children here for special activities.

It is important that adults in charge of after-school activities remind the children of appropriate in-building behavior. Our “rule of thumb” for any activities held within Lakeland is that no matter whether the activity is held before, during or after school hours, **the same student behavior of walking in the building, using an inside voice, and other such common sense rules apply at all times.** Parents, we ask that you enforce these rules for two reasons; number one, we want children to have consistency in what we all expect of them and number two, we believe these simple guidelines will help you immensely as you establish and maintain control of the group you have.

Children who return to the school playground after school hours are not supervised and the school is not responsible for their supervision.

CLASS ASSIGNMENTS

The principal will do his/her best to honor class placement requests from parents. These requests need to be in place by the end of April each school year. Because teacher placements can change throughout the summer, we ask that your request not name a specific teacher, but rather specific traits or a learning environment that you feel your child would benefit from. The teachers and principal create class lists that are balanced in terms of male and female, ability, effort, and learning styles of students.

DESK INSPECTIONS AND SEARCHES (Ref. Board Policy 5771)

The desks, drawers, lockers, and/or other areas where students keep their books, supplies, and personal items are the property of the school. All students are expected to keep their areas clean. If there is any reasonable suspicion that a student's area may contain something that it should not, it may be open to a search by a school official.

DIRECTORY INFORMATION

In accordance with "The Family Educational Rights and Privacy Act", we do not give out information that would be an invasion of your family's privacy. Under this act, however, it is considered appropriate to give out directory information including name, address, and telephone number. Most often, this is requested by our PTO or parents for making calls for birthday parties or other **out-of-school** events. If you do not want us to give out your telephone number or address, please indicate this on the Media & Field Trip Release form that will be sent home to every student **during** the first week of school.

ELECTRONIC DEVICES

The following expectations are followed:

- Cell phones/smart watches: Students may have a cell phone/smart watches at school, but they may not be in use from 8:50 am – 3:48 pm, nor may they be brought into classrooms. Students should keep their cell phones/smartwatches in their locker. The school is not responsible for these devices should they become lost or stolen
- Game Systems: It is highly suggested that students do not bring devices to school. If brought to school, they may not be used from 8:50 am – 3:45 pm.

EMERGENCY CARD FILE

At the beginning of each school year, a new Emergency Card is completed for each student consisting of address, parent's name(s), home phone and emergency contacts. The information is kept in the school office and enables us to contact the parent(s) in case of illness or injury. This information is kept confidential. **We expect parents to keep us informed of any changes so that our information will always be current.**

LOST AND FOUND

Lost and found items are stored in or outside the cafeteria. Contact the office for lost items of money and jewelry. We encourage students and parents to personally check for lost items from time to time. We strongly encourage parents to write names on items that are sent to school. **Lost items not claimed will be sent to a local charitable institution on two occasions during the year. Parents will be reminded to check for lost items prior to the donation.**

PARENT PARTICIPATION

Parents are most welcome to become involved in the school. In the past, many parents have assisted the staff with special projects such as scenery building, cooking, chaperoning, tutoring, and helping with PTO sponsored activities. We encourage all parents to find as many ways possible to become involved and interact with Lakeland.

PARENTS AS VISITORS

We love to have parents in our classrooms! We want to make sure that we don't interrupt the learning process and that we always provide a safe environment for our students, so please help us by following these guidelines:

- Please arrange your visit the day before visiting.
- Remember that all visitors must report to the office before going to classrooms.
- Enjoy watching your child and the wonderful things that happen in the classroom. If you need to consult with the teacher about something, please schedule a conference.

POLICY ON STUDENT RECORDS

The following statement briefly summarizes parents' legal access to their child's record, the CA-60 folder. Parent, legal guardian or adult student may request a scheduled conference to review the record in the presence of the principal or his/her designee-- such conference to be held within two weeks of the request under ordinary circumstances and never to exceed six weeks. In most cases, we will try to accommodate your request as soon as possible.

WITHDRAWAL AND TRANSFER OF STUDENT RECORDS

In order to withdraw from the school please communicate with the office of your intentions. When you are transferring to another school or district, you will be asked to sign a statement releasing the student's records to the new school. The records may then be legally mailed to the

new district. Should you need copies of parts of the records such as immunizations, standardized testing, etc., we will be happy to make copies for you. A small fee may be charged for copies.

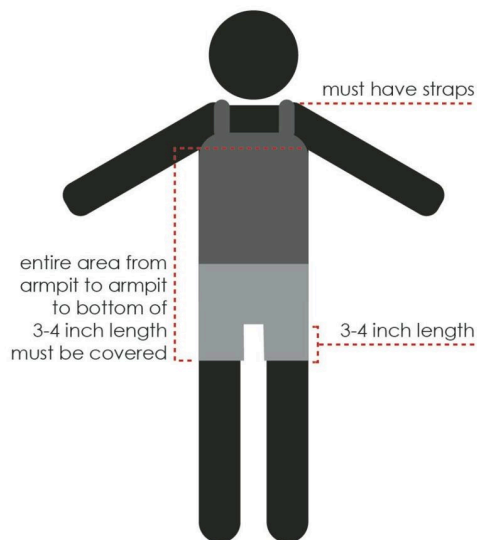
SCHOOL SUPPLIES

Textbooks, workbooks, materials and supplies necessary for instruction are furnished by the school and our PTO. Students are expected to care for them as if they were their own and are liable for loss or damage. We ask that your child have a backpack that is large enough to carry his/her things from school to home, but not too big to fit in their locker.

STUDENT DRESS (Ref. Board Policy 5511)

In compliance with the Code of Student Conduct approved by the Board of Education, parents are encouraged to guide their children in appropriate dress for school.

- No hats worn inside the building (unless a designated class or school wide incentive day).
- All tops must have at least two-finger wide shoulder straps. Crop tops & half shirts are prohibited.
- Flip-flops are prohibited due to the risk of injury and interruptions to the learning environment. Sandals may be worn as long as they strap securely to the foot.



STUDENT PICTURES FOR PUBLICATION IN THE MEDIA

During the course of the school year, occasions may arise when photographs of students will be taken for the Town Meeting, Elk Rapids News, other newspapers, and school publications, E. R. website or other media. Usually, the student is identified in these pictures. Parents will be provided with a form to sign at registration time indicating if they have any objections to their student's picture being published in this fashion.

STUDENT VALUABLES

TOYS FROM HOME

Due to distractions and unintentional damage students should not bring any toys from home to school. This includes but is not limited to stuffed animals, barbie dolls, trading cards, electronic toys and balls.

TELEPHONE USE

Students may use the office telephone to call their parents in case of illness or other emergencies. Students should make after-school plans in advance and are discouraged from using the telephone for such calls. Permission to use the telephone must be obtained from the student's teacher and will only be granted in cases of illness or emergency.

Per board policy (5136) Cell phones are away for the day in K-8.

ONLY IN CASES OF EMERGENCY will we deliver messages to students during the school day. We ask parents not to request to have their child come to the telephone.

HEALTH

COMMUNICABLE DISEASES

Parents must notify the school and the Antrim County Health Department (231-533- 6255) when a child has a communicable disease. Immediate warning permits the school to promptly notify parents whose children may have been exposed so that preventive measures can be taken. Communicable diseases include; chicken pox, Fifth's disease, head lice, impetigo, mumps, pink eye, rubella, scabies, and scarlet fever/strep throat.

DRUG FREE SCHOOLS

In accordance with federal law, the Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs include any alcoholic beverage, an anabolic steroid, and dangerous controlled substance as defined by state statute, or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbook, up to and including expulsion from school. When required by state law,

the district will also notify law enforcement officials.

HEAD LICE

Head lice can crop up at any point in the school year. Please check your child's hair thoroughly from time to time. This will serve as a non-invasive and effective way of monitoring the possibility of head lice. If you detect head lice or nits, please notify the school so that we may monitor the [classroom](#) to avoid further infestation. Lakeland follows the parameters and guidelines set forth through the Michigan Community Health. For specific guidelines please go to www.michigan.gov/mdch.

HEALTH CONCERNS

If your child has an allergy, requires medication, or has any health problem that the school should be aware of, please follow this procedure:

1. Notify the office annually of the situation. (Preferably on registration day each year.)
2. Leave us written directions to follow in case medication needs to be given or emergency procedures need to be followed.
3. Parents must complete a Medical Release form giving the school permission to administer any medications, including over the counter medication. Please keep us updated regarding any changes in condition, medication, or procedure. Thank you.

IMMUNIZATIONS

All students are required by state law to have a certificate of immunization on file or have a signed waiver on file. Students who have not met the immunization requirements will not be able to attend school. Please contact the Antrim County Health Department for immunization waiver procedures and to learn more about immunization requirements.

MEDICATION AT SCHOOL (Ref. Board Policy 5330)

Administration of medication to students is only done under Board of Education policy as follows:

1. Administration of medication by members of the staff is voluntary.
2. The request to administer the medication must be in writing, signed by the student's parents. **All medication must be brought in by the parent.**
3. The request must include the written prescription for the medication, signed by the prescribing physician, or the reproduction of this prescription by the pharmacy, which compounds the medication.
4. Self-medication by students using prescription or nonprescription medication, while not prohibited by this policy, is generally discouraged by the Board of Education.

Children who need to take medication during school hours must have a signed medication form on file. Forms are available at the office.

VISION AND HEARING TESTING

Annually, students in Preschool, Kindergarten, grades 2 and 4 will have hearing tests and students in Preschool, grades 1, 3, and 5 will receive vision screening. Students whose results indicate a possible problem will be retested. If the retest confirms the presence of a problem, parents will receive written notification for follow-up with their family physician.

The services of a hearing specialist are available through the Antrim County Health Department. The health department also conducts a preschool vision and hearing testing program each year. Michigan law requires that incoming kindergarten students submit evidence of preschool vision and hearing testing as a prerequisite for admission to school. These services are available without charge.

ORAL HEALTH

Effective 2024-2025. The Kindergarten Oral Health Assessment (KOHA) is a new program that is similar to Michigan's Hearing and Vision Screenings and is also provided by local health departments, School Oral Health Services Dental Hygienist to provide on-site, no cost screenings.

An oral, or dental assessment is simply a look in the mouth by a dental hygienist or dentist to identify cavities, signs of disease, or other oral health problems.

WELLNESS (POLICY 8510)

As required by law, the Board of Education establishes the following wellness policy for the District.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research concludes that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

- A. With regard to nutrition education, the District shall:
 1. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the

knowledge, attitudes, and skills necessary to lead healthy lives.

2. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
 3. Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
 4. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
 5. Nutrition education posters, such as the My Plate Guide, will be displayed in the cafeteria.
 6. The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.
 7. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
 8. Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.
 9. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.
 10. Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.
- B. With regard to physical activity, the District shall:
1. **Physical Education**
 - a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State
 - b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
 - c. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes and skills necessary to engage in lifelong, health-enhancing physical activity.
 - d. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
 - e. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
 - f. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks established by the State.
 - g. The K-12 program shall include instruction in physical education as well

as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.

- h. Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.
- i. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- j. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- k. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.
- l. Planned instruction in physical education shall include cooperative as well as competitive games.
- m. Planned instruction in physical education shall take into account gender and cultural differences.
- n. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

2. Physical Activity

- a. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- b. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.
- c. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
- d. Schools shall offer a wide range of physical activities outside the regular school day that meet the needs, interests, and abilities of all students, including males, females, students with disabilities, and students with special healthcare needs.

C. With regard to other school-based activities the District shall:

- 1. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- 2. The school shall provide attractive, clean environments in which the students eat.
- 3. Students and staff are encouraged to stay appropriately hydrated throughout their school day.
- 4. Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
- 5. The schools may use environmentally friendly practices, such as the use of locally grown foods and non-disposable tableware and dishes.

6. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
 7. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
 8. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.
- D. With regard to nutrition promotion, the District shall:
1. encourage students to increase their consumption of healthful foods during the school day;
 2. create an environment that reinforces the development of healthy eating habits, including offering the following healthy foods that comply with the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards:
 - a. a variety of fresh produce to include those prepared without added fats, sugars, refined sugars, and sodium
 - b. a variety of vegetables daily to include specific subgroups as defined by dark green, red/orange, legumes, and starchy whole grain products - half of all grains need to be whole grain-rich upon initial implementation and all grains must be whole grain-rich within two (2) years of implementation
 - c. fluid milk that is fat-free (unflavored and flavored) and low-fat (unflavored)
 - d. meals designed to meet specific calorie ranges for age/grade groups
 3. eliminate trans-fat from school meals
 4. require students to select a fruit or vegetable as part of a complete reimbursable meal
 5. designate wellness champions at each school that will promote resources through the District's website for wellness for students, families, and the community
 6. provide opportunities for students to develop the knowledge and skills for consuming healthful foods
- E. The District nutrition department will promote and encourage Farm to School efforts in order to provide the healthy foods identified above.
- F. All foods and beverages sold to students as fundraisers outside of the school meals program during the regular and extended school day for consumption on the school campus shall meet the USDA Competitive Food regulations, the Alliance for A Healthier Generation's Competitive Foods and Beverages Guidelines, and the USDA Smart Snacks in School nutrition standards.
- G. Rewarding children in the classroom should not involve candy and other foods that can undermine children's diets and health and reinforce unhealthy eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance.

- H. Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:
1. In accordance with Policy [8500](#), entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages, including but not limited to the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program.
 2. As set forth in Policy [8531](#), entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
 3. The sale of foods of minimal nutritional value in the food service area during the lunch period is prohibited.
 4. The sale of foods and beverages to students that do not meet the USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards to be consumed on the school campus during the school day is prohibited.
 5. All food items and beverages available for sale to students for consumption on the school campus (any area of property under the jurisdiction of the school that is accessible to students during the school day) between midnight and thirty (30) minutes after the close of the regular school day shall comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition standards, including, but not limited to, competitive foods that are available to students a la carte or as entrees in the dining area (except entree items that were offered on the National School Lunch Program (NSLP) or School Breakfast Program (SBP) menu on the day of and the day after they are offered on the NSLP or SBP menu), as well as food items and beverages from vending machines, from school stores, or as fund-raisers, including those operated by student clubs and organizations, parent groups, or boosters clubs.
 6. The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
 7. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
 8. All food service personnel shall receive pre-service training in food service operations.
 9. Continuing professional development shall be provided for all staff of the food service program.
 10. Classroom snacks shall comply with USDA Dietary Guidelines for Americans.
 11. In the future all buildings will not sell artificially sweetened and carbonated drinks during the school day.

The Board designates the Food Service Director as the individual(s) charged with operational responsibility for verifying that the District meets the goals established in this policy.

The Superintendent shall appoint a District wellness committee that includes parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, members of the public and school administrators to oversee development, implementation, evaluation and periodic update of the wellness policy. The Wellness Committee shall be an ad hoc committee with members recruited and chosen annually.

The Wellness Committee shall be responsible for:

- A. assessment of the current school environment;
- B. review of the District's wellness policy;
- C. presentation of the wellness policy to the school board for approval;
- D. measurement of the implementation of the policy;
- E. recommendation for the revision of the policy, as necessary.

Before the end of each school year the Wellness Committee shall recommend to the Superintendent any revisions to the policy it deems necessary.

The Superintendent shall report annually to the Board on the progress of the Wellness Committee and on its evaluation of policy implementation and areas for improvement, including status of compliance by individual schools and progress made in attaining goals of policy.

The Superintendent is also responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall post the policy on the District's website, including the Wellness Committee's assessment of the implementation of the policy.

42 U.S.C. 1751, Sec. 204
42 U.S.C. 1771
7 C.F.R. Parts 210 and 220

Adopted 12/7/06
Revised 6/2/14
Revised 2/16/15

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SAFETY PROCEDURES AND REGULATIONS

BICYCLE USAGE

Parents, please determine if your student is responsible enough to ride a bicycle to school. The school does not encourage students to ride bicycles to school; however, students who do ride their bicycles are expected to:

1. Walk their bicycles on the school grounds.
2. Park in an orderly manner at the bike rack.
3. Observe safety rules enroute to and from school.
4. Wear a safety helmet at all times.

Please supply your child with a good safety chain and lock. The school is not responsible for lost or damaged bicycles.

BUILDING SAFETY/SECURITY

At Lakeland, the safety and well-being of students comes first. All entrances/exits are kept locked with the exception of the front doors. When children are on the playground, the adults supervising are required to have a two-way radio with them so they have constant communication with the office.

In 2014, our Governor signed into law legislation that requires each public school to hold a minimum of three (3) lockdown drills each year, in which occupants are restricted to the interior of the building and the building is secured. Please call the principal if you have any questions on this matter.

DANGEROUS AND DISTRACTING ITEMS

Under section 1303 of the Revised School Code, school districts prohibit students from carrying pocket pagers, electronic communication devices, or other personal communication devices in school, except for health or unusual reasons. The Revised School Code defines "dangerous weapons" as:

A firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles.

Parents, please talk with your children to be sure that they do not bring knives or any other weapons to school. The State of Michigan requires a one-year expulsion from school for students found in possession of a "dangerous weapon" on school property.

Certain personal items should not be brought to school unless special arrangements have been made with the teacher. Examples are: radios, tape recorders, electronic games, knives and other tools, toy guns, etc. These things are easily damaged, dangerous, or simply inappropriate to have at school. In addition, gum chewing is not allowed at school, unless in cases of class parties and other such special events deemed appropriate by the teacher.

EMERGENCY SCHOOL CLOSING

In the event of school cancellation because of severe weather, notification will be broadcast,

usually by 7:00 A.M., over the following radio and/or TV stations. Parents should also be notified via SchoolMessenger Text Message Alerts. Our school utilizes the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts, and more. To sign up simply send the message “Yes” to the number 67587. You can opt out of these messages at any time by replying to one of our messages with “Stop”. If you were enrolled to receive text messages last school year you do not need to re-enroll.

- WKHQ (106)
 - Charlevoix
- WKLT (97.5)
 - Kalkaska
- WLDR (102)
 - Traverse City
- WTCM (93.5)
 - Traverse City
- WCCW (107.5)
 - Traverse City
- WSRT (106.7)
 - Traverse City
- TV 7 & 4 and TV 9 & 10
 - Traverse City

FIRE AND NATURAL DISASTER PROCEDURES

In case of fire, tornado or other disasters, an emergency plan will be put into operation to assure the greatest possible protection for children. Feel free to ask your child's classroom teacher where children go from their classroom in such an emergency. Every school is responsible for having 5 fire drills, 2 tornadoes, and 3 lockdown drills per year.

PARKING LOT

Parents and visitors are encouraged to use extreme care in the school driveway and parking lot. Parents who drive students to and from school should permit walkers the right of way. Students should never cross between parked cars or buses, only where there are designated crosswalks. Parents are asked to observe the "No Parking"/"Bus Loading" areas and observe the speed limit signs.

PLAYGROUND SUPERVISION

The school provides playground supervision during normal school hours. There is direct communication with the office at all times through the use of two-way radios.

VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

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

If a student misbehaves on a bus and the student's actions are recorded, the recording will be submitted to the Principal and may be used as evidence of the misbehavior. Since these recordings are considered part of a student's record, they can be viewed only in accordance with Federal law. [\(See Board Policy 7440.01\)](#)

TRANSPORTATION AND SAFETY (BUS CONDUCT)

Bus riders are expected to observe good passenger manners at all times. Distractions to the driver must be kept to a minimum. While waiting at a bus stop, students are to stay away from the traffic and wait for the bus in a safe and orderly manner. For safety reasons, we ask that parents and visitors avoid parking in bus loading zones.

In August of 1990 a new state law, Transportation Act PA187, took effect. It prohibits school buses from transporting more students than their rated capacity allows. Because we have designed our routes so our buses are operating near their passenger-rated capacity, allowing only a few extra riders would cause us to exceed the passenger limit. Therefore, we are not able to transport groups of students to destinations, not on their assigned routes. Your child can have no more than two guest students (students who do not normally ride that bus) ride home with him/her. For birthday parties, scouts, 4-H, etc., going to a single home will probably require parent-arranged transportation. We will, however, continue to consider special destination requests for individual students on a first come, first served basis as long as they do not create an overload situation.

Parents of Preschoolers/TK/Kindergarteners: Please note that our bus drivers are not allowed to let children off the bus unless they see an adult in the driveway or at the door waiting for them. The only exception will be with a written permission slip or a note to allow your kindergartener to get off with an older responsible brother or sister.

If your child needs to ride a different bus or go to a different drop-off point, please call Karen Sneigowski at the transportation department 231-264-9321 to make arrangements. Once approved, send a written note to your child's teacher. The teacher will give the note to the school office. Please be sure to include the new destination address, phone number, and the name of the adult residing at the change in the destination address.

Written notes are a must because they lessen the probability of mix-ups, particularly at the end of the school day which is a very busy time in the office.

Telephone requests should be made only in emergencies. If you have an emergency, we ask that phone calls be made to the school office prior to 3:15 p.m. The phone is not answered after 3:15.

WEATHER GUIDELINES

There are times during the winter months when very cold temperatures affect whether children are allowed to have outdoor recess. The key indicator in making a decision is the wind chill factor. When the wind chill is 0 or below, children are kept inside. It is very important for children to come to school in appropriate cold-weather clothing. If your child

has a virus/flu and you wish them to remain indoors, please send a note stating this desire. If children are not well enough to benefit from playing outside in the fresh air, they generally should not be in school.

Occasionally during the winter months, the temperature can creep above freezing. When this happens, children immediately want to know if they can “abandon” their winter coats. Let’s all follow this guideline: **If snow or muddy conditions are present on the playground students are expected to be in their winter attire. Playground personnel will make the final determination if coats can be removed according to the “feels like” temperature.** It is especially important that snow pants and boots continue to be worn even as temperatures may near the 40-degree mark because our playground may get a little sloppy and muddy. The extra layer of clothing can save children lost learning time, avoiding phone calls home and additional time from the classroom in order to change out of wet and muddy clothing.

Other weather guidelines include

- Parent's responsibility to ensure students have dressed appropriately each day
- If the temperature falls below 40 degrees Fahrenheit students are expected to have a winter-type jacket on while on the playground. Once “wintery” weather starts (snow sleet, etc,) we ask that students wear a protective winter layer; jacket, snow pants, boots, gloves, and hat each day.
- If the temperature falls between 40-60 degrees Fahrenheit, children are required to wear a pull-over/spring-type jacket.
- If the temperature goes above 60 degrees Fahrenheit, children will not be required to wear a jacket.

SCHOOL/HOME COMMUNICATION

COMMUNICATING WITH SCHOOL

Teachers are generally available to answer telephone calls from 8:30 - 8:45 A.M. and from 3:50 - 4:00 P.M.

The office will not be accepting phone calls between 3:00-3:48 pm due to timeliness of communication to/from school personnel and our transportation department..

HOMEWORK

LES Staff Homework Beliefs:

- Intent is to teach personal responsibility
- Review/practice grade skills
- Inform parents of curriculum
- Practice lifelong skills

Grade Wide Expectations:

- TK/K-5: All Lakeland teachers value pleasure reading whenever possible
- Grades K-2: Not to exceed 20 minutes nightly homework 4/wk
- Grades 3-5: Not to exceed 40 minutes nightly homework 4/wk

Grade Level Projects:

- Teachers may shorten/remove routine homework assignments to support project completion
- Communication with specials teachers, grade level teachers and parents/students will occur

Homework Vacation Requests:

Requests for “vacation homework” will be honored after students have returned from vacation. Suggestions to read and write throughout vacation will be given.

FRIDAY FOLDERS GOING PAPERLESS

Lakeland utilizes a “Friday Email” to communicate the schedule of events for the week and other activities happening throughout our school and community. It is imperative that the office is notified if your email address changes. If you would prefer to receive hard copies of community events, please let your child’s teacher know.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are conducted two times each year, one in the fall and one in the spring. This is a special time for parents/guardians and teachers to meet and discuss a common goal, helping your child to get the best possible education. In addition to scheduled conferences, parents are encouraged to contact the teacher whenever it is felt that an additional conference is needed. We pride ourselves on perfect or near perfect attendance at conferences.

REPORT CARDS

All subject areas are listed on the student’s report card. In grades TK-5th, the report card is sent home two times per year. If you have a question about either the interpretation of the card or the grades, please contact the teacher or principal.

VISITORS

All persons entering a school building must report to the office to sign in. This is for the protection of everyone in the building. Parents are encouraged to visit the school at any time. Please notify the teacher in advance of the time that you wish to visit. However, if you wish to discuss your child's work or behavior, plan to do this outside of instructional school hours and by appointment, so the teachers can give you their undivided attention.

VOLUNTEERS

We are pleased to have volunteer help. If you have a few "extra" hours per week, we can make good use of your time and talent. Reading to children, listening to children read and working with small groups under teacher direction will help us give each child more individual attention. If you are interested, you may contact your child's teacher or the office. Any adult volunteer working directly with children will be asked to complete a **Lakeland Volunteer Application**, and a mandatory background check will take place.

WEB SITE

Lakeland has its own link to the www.erschools.com website. If you haven't already spent time browsing our site, you are encouraged to do so right away. It is updated on a very regular basis and has all kinds of relevant information about our outstanding school.

Advertising Outside Activities

No announcements or posting of outside activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

(See also Board Policy 9700- Relations with Special Interest Groups, Board Policy Advertising and Commercial Activities, and associated Administrative Guidelines.)

STUDENT ACTIVITIES

ASSEMBLIES AND FIELD TRIPS

Periodically we schedule assemblies and field trips for our children. Our intent is to bring experiences to them that are not regularly provided in our own community. Occasionally we ask the students for a nominal fee for these activities. We do this to help finance the programs, and can ask for a fee only if trips do not correspond with core curriculum. Whether or not a child brings the designated fee, everyone participates in the assembly or field trip.

You will be asked to fill out a permission slip for the current year granting your permission. This permission will be considered permanent for that school year. You will be notified in advance by a note from your child's teacher when and where a specific field trip will be taken by the class. The blanket permission slip helps prevent last-minute concerns because a student forgot to return a permission slip.

PARTIES AND TREATS

At the teacher's discretion, Halloween, Christmas, and Valentine's Day class parties may be held. The parties will be scheduled the last hour of school unless there are scheduled conflicts. Halloween costumes are permitted. The program, decorations, and refreshments shall be at the discretion of the teacher. Room parents should be contacted approximately two weeks before the parties, and it should be clearly understood what role in the party they are to have and at what time the teacher would like

the refreshments and/or parents to arrive. *Please be sure to check with the teacher regarding food allergies.* If the teacher is willing, birthday treats may be brought to school and may be shared at the teacher's discretion. Food should not be eaten on school buses.

SAFETY PATROL

The purpose of safety patrol is to supervise and encourage safe practice en route to and from school, on the school grounds, and in the building. Parent permission is required. AAA sponsors safety patrol.

STUDENT COUNCIL

The student council has been organized to give students an opportunity to participate in discussion of policies affecting them at Lakeland School.

Officers are elected in the fall and typically are members of the fifth grade. The offices are president, vice-president, secretary, and treasurer.

STUDENT FUND-RAISING (REF Board Policy [5830](#))

All student fundraising activities/sales must be approved by administration in advance and follow board policy.

STUDENT SCHOOL PICTURES

Annually, a commercial photographer will be present at school to take pictures of individual students and then sell these pictures to the students and families in a package.

Before the photography session, parents will be provided with complete information regarding the picture package, the cost, and an envelope for prepayment. All students' pictures are included in the yearbook, whether or not they purchase a picture package. If you have an objection to having your student photographed for the yearbook, please send a note to the school office.

Additionally, Lakeland has begun an annual practice of taking a Panoramic Picture in the spring of the year. This picture is an all-school picture available for purchase by every child.

STUDENT RIGHTS AND RESPONSIBILITIES

The staff of Lakeland Elementary School practices the following philosophy on a daily basis:

- o We continually seek to improve education.
- o We are here to facilitate student learning.
- o Every student has the right to learn.
- o Every teacher has the right to teach.
- o No student has the right to interfere with the teaching learning process or the safety and well-being of any other person.
- o Every teacher and supervising adult has the responsibility to respond to and facilitate student learning regarding behavior inappropriate to the classroom setting, and/or that which violates the Student Code of Conduct.

LAKELAND Code of Conduct

A major component of the educational program at Lakeland is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly when given expectations and resolve conflict with accountability and kindness.

Expected Behaviors

- A. abide by national, State, and local laws as well as the rules of the school;
- B. respect the civil rights of others;
- C. act courteously to adults and fellow students;
- D. be prompt to school and attentive in class;
- E. work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
- F. complete assigned tasks on time and as directed;
- G. help maintain a school environment that is safe, friendly, and productive;
- H. act at all times in a manner that reflects pride in self, family, and in the school.

(See also Board Policy 5500- Student Conduct, Board Policy 5600- Student Discipline, and associated Administrative Guidelines.)

Discipline

Lakeland utilizes Restorative Practices and Collaborative Problem Solving to respond to conflict. We believe that students will do well when they can and they should be given the support to learn from their mistakes.

Lakeland staff follow a discipline chart that is subject to administrative discretion and updated annually based on student needs. The most common steps are as follows;

- Ask the student what happened
- Explore the student's knowledge of the expectation they are struggling with
- Allow the student to repair or "make it right" with others involved
- Communication with parents for further problem solving

Some common responses to behavior may be:

- Working recess
- Walking recess
- Restorative Circle
- Individual plan
- After school problem solving

POLICY STATEMENT ON SEXUAL HARASSMENT (Ref. Board Policy 5362)

Elk Rapids Public Schools is committed to providing an educational environment that is free of

discriminatory intimidation and sexual harassment. Abuse of the dignity of anyone through sexist slurs or through other derogatory or objectionable conduct is offensive behavior that will not be tolerated.

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964 and the Michigan Elliott-Larsen Civil Rights Act. It is also contrary to the policy of the school district for any staff or student member, male or female, to sexually harass a student or staff member.

Individuals who believe that their rights in this area have been violated should report their concerns to building administrators or to the Director of Personnel of the Elk Rapids Public Schools. All complaints will be handled in a timely and confidential manner.

HARASSMENT

It is a violation of school rules, and often of law, for any student to harass or intimidate another student or staff member. If a student is the victim of any unwanted sexual conduct or derogatory communications or conduct concerning his/her gender, religion, race, ethnic group, or disability, the student should report such behavior to the office. All reports shall be kept confidential and shall be investigated as soon as possible. Please call the principal at 264-8289 if you have a concern.

NOTICE OF NONDISCRIMINATION AND GRIEVANCE PROCEDURES FOR TITLE 1I, TITLE VI, TITLE VII, AND TITLE 1X, SECTION 504, AGE ACT AND ADA

Nondiscrimination (Ref. Board Policy 5710)

Board of Education declares it to be the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, age, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District.

Complaint Procedure

Section I

If any person believes that the Elk Rapids School District or any of the District's staff has inadequately applied the principles and/or regulations of (1) Title 1I, Title VI, and Title VIII of the Civil Rights Act of 1964, (2) Title 1X of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act, and (5) The Americans with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the District's Civil Rights Coordinator.

Section II

The person who believes s/he has a valid basis for grievance shall discuss informally and on a verbal basis with the District's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures

according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the District's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the District's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board of Education within (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 600 Superior Avenue, Room 750, Cleveland, Ohio 44114.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The District's Coordinator, on request, will provide a copy of the District's grievance procedure and investigate all complaints in accordance with this procedure. A copy of each of the Acts and the regulations on which this notice is based, may be found in the District Coordinator's office.

ELK RAPIDS PUBLIC SCHOOLS NOTIFICATION OF RIGHTS UNDER FERPA AND THE DIRECTORY INFORMATION PUBLIC NOTICE

The Family Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the Elk Rapids Public Schools receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask Elk Rapids Public Schools to amend a record that they believe is inaccurate or misleading. They should write to the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If Elk Rapids Public Schools decide not to amend the record as requested by the parent or eligible student, Elk Rapids Public Schools will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Elk Rapids Public Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Elk Rapids Public Schools has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, Elk Rapids Public Schools discloses education records without consent to officials of another school district in which a student seeks to or intends to enroll.

4. The right to refuse to permit Elk Rapids Public Schools to designate certain personally identifiable information about the student as directory information which is not subject to the above restrictions on disclosure. Elk Rapids Public Schools may with its discretion release some or all directory information as it determines is appropriate. Elk Rapids Public Schools has designated the following information about a student as directory information: name, address, telephone listing, e-mail address, date and place of birth, major field of study, years in school, class schedules, class rosters, participation in officially recognized activities and athletics, weight and height of members of athletic teams, photographs, dates of attendance, diplomas received, awards received, and the name of the last previous school attended by the student, and other similar information which would not generally be considered harmful to a student, or an invasion of privacy if disclosed. If a parent or eligible student does not wish to have the student's information designated as directory information and disclosed, the parent or eligible student must request and complete a Request to Prevent Disclosure of Directory Information from the school principal and submit the completed form to the school principal no later than the 15th day of the school year. Please note that a request to block the designation of information as directory information will apply to all categories listed above and to all requests for directory information from within and outside the Elk Rapids Public Schools community. This notification will remain in effect until the parent or eligible student informs the school principal in writing to remove the block to designation and disclosure.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Elk Rapids Public Schools to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Technology - ACCEPTABLE USE POLICY for Elk Rapids Schools

RATIONALE

The continued growth of technology in our school necessitates the need for an Acceptable Use Policy to guide how we use the emerging devices and systems that are available to us. All people need to know what is acceptable and what is not. For example, a person who wouldn't dream of picking a lock or breaking into an office and tampering with files and records may think it is okay to bypass a computer's security code and change the computer's inner workings to their advantage or another person's disadvantage. It should be obvious that it is not acceptable to do any of the above. To make it clear, the following are the standards, rights and responsibilities for technology users in our system as well as the disciplinary action(s) for those who misuse the system.

STANDARDS

The use of technology in the Elk Rapids Schools is an opportunity extended to students, parents, faculty and staff to enhance learning, productivity, and information processing. The computer hardware and software of the district shall be used for educational purposes specified by the Board of Education and Administration of the Elk Rapids Schools. The use of computer and related equipment and software for the purpose of sending or receiving information or images of a prurient nature is expressly prohibited!

RIGHTS

Students, Parents/Guardians, and Staff may:

- o use hardware and software, which they have received permission to use
- o access information from approved resources inside and outside the school district
- o access the Internet to receive and send information

RESPONSIBILITIES

Students, Parents/Guardians, and Staff are responsible for:

- o Utilizing information technology only for the educational purposes of our district
- o Using hardware and software in a manner that enables its ongoing usage
- o Adhering to the rules of the school, lab, office, or classroom, which govern the technology
- o Keeping hardware and software from being relocated, removed from school premises, or modified without permission of an administrator
- o Maintaining the privacy of passwords and are prohibited from publishing or discussing passwords
- o All materials received from sources outside the school district, including the Internet, under their user accounts and for accepting responsibility for keeping all pornographic material, inappropriate text files, or files dangerous to the integrity of the school's network, equipment, or software from entering the school

Adhering to the law and district policy pertaining to copyright and privacy rights in the use of hardware and software and in the transmission or copying of text or files

Not using the technology for personal or private business, for product advertisement, or political lobbying without the express permission of the school's administrator

Not engaging in the malicious use of information technology to disrupt the use of technology by others or to infiltrate unauthorized computer systems or areas

Not using information technology to engage in any forms of harassment, intimidation, or bullying.

DISCIPLINARY ACTION(S)

Students, Parents/Guardians, or Staff violating any of these Rights and Responsibilities may face disciplinary action(s). These actions may include:

- o Restricting or eliminating their use of school information technology
- o Attending training sessions
- o Making financial restitution for any damages caused or for any unauthorized expenses incurred
- o Criminal or civil charges/complaints being lodged against them
- o Suspension, dismissal, expulsion, or other disciplinary action as deemed appropriate by the Administration and Board of Education

I understand that I am responsible for materials that I accessed, acquired, or used on the Elk Rapids Schools' property, devices and/or network. I will abide by the Elk Rapids Schools' Acceptable Use Policy and applicable Board of Education Policies. I further understand that any violation of the regulations may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, and disciplinary action, including legal referral may be taken.

Elk Rapids Schools Lakeland Elementary School Title 1 Parent-School Involvement Plan 2021-2022

Lakeland Elementary School believes that parent involvement is critical to the success of each student. Strong partnerships exist between staff, parents, and community members. Our Parent Teacher Organization (PTO) exists to support and extend classroom learning. Lakeland Elementary encourages parental involvement through programs designed to increase parent-school communications. Parents will be involved in evaluating Title 1 programs and services. Another important component is the Home/School Compact. This compact is given to parents at back to school parent orientation and is available for review at our parent-teacher conferences. The compact is an agreement that the parent, the teacher, and the student provide a partnership for learning between school and home. Title 1 meetings that include parents are planned throughout the year. Parents are always welcome to help in the classroom and to offer suggestions regarding activities to enrich the education of our students. Lakeland Elementary School has developed a parent involvement plan which is based on the Elk Rapids Schools' Parent Involvement Rules and Regulations Policy mandated by the No Child Left Behind Act of 2001.

I. The involvement of parents and community members is an essential component within the educational process. We will make every effort to invite and consider parent and community input to ensure the success of our students.

II. Lakeland Elementary shall maintain web access through the Elk Rapids Schools' website erschools.com as well as distribute documents in paper form if requested regarding the following:

- A. Kindergarten through 5th grade Parent Guides to Grade Level Content Expectations and pending Core Content State Standards
- B. Annual Report Information
- C. District Events Calendar
- D. Lakeland Elementary School website

III. Lakeland Elementary will continue to provide the following to parents through paper copy, email, or other technology:

- A. School Newsletter
- B. Annual Reports
- C. Parent/Student Handbooks
- D. Automated telephone notification system

IV. We will continue to coordinate and integrate opportunities for parental involvement with:

- A. Academic Support Programs
 - 1. RTI Groups
 - 2. VIP
- B. Extracurricular Academic Opportunities
 - 1. LTIP
 - 2. Robotics

V. Our staff shall assess parent involvement through the Annual Title 1 Parent Involvement survey. The information from the survey will be used by the Lakeland staff to evaluate the effectiveness of the parent involvement plan.

VI. Parents can be involved in school activities by:

- A. Volunteering at the school
 - a. VIP
 - b. LTIP
 - c. LBB
- B. Helping their children with homework
- C. Attending open houses
- D. Attending parent/teacher conferences
- E. Joining a parent organization

VII. Lakeland Elementary will do the following to build the capacity for strong parental involvement in our school:

- A. Help parents understand the Core Content State Standards; academic achievement standards; state and local assessments; the requirements of Title 1 Part A.
- B. Educate staff members on how to communicate, work, and collaborate with parents as equal partners.
- C. Coordinate parent meetings and activities at convenient times.
- D. Strive to bridge the communication between our school and Lakeland English Language Learner families.

Updated 2019



**THE
POSITIVITY
PROJECT**

Cherryland Middle School

**707 E. 3rd Street
Elk Rapids, Michigan 49629**

**Parent/Student Handbook
2025-2026**

Welcome Cherryland Middle School Families,

It is hard to believe the 2025-26 school year is only a few weeks away! I hope you have enjoyed our beautiful Northern Michigan summer filled with activities, sunshine, and excitement! We are excited about the new school year. Renovations in the old main entrance area and existing classrooms look fantastic and will soon be completed. We have much to look forward to as we welcome our new 6th grade students (Class of 2032!) and welcome back the awesome 7th and 8th grade students. As I enter my 8th year as principal at Cherryland Middle School, I am grateful to serve our talented students, dedicated staff, wonderful supportive families, and community. We are able to provide such a positive learning environment because of collaboration and teamwork.

We are planning to kick off the school year with our annual CMS Family BBQ and Open House on August 28th from 5:00 pm to 7:00 pm. We hope to see everyone there for food, class schedules, classroom visits, and to meet the CMS team. In mid-September, each grade level will have a fall field trip experience to one of our local natural areas. These trips are a great way to extend learning beyond the classroom in a fun and exciting way.

Go Elks!

Josh Haggerty

CMS Welcome Back BBQ and Open House

We can't wait to welcome our new students and the incoming 6th grade to CMS. Our annual tradition is to host a cookout and open house to welcome all our students and families. Please review the details below. We look forward to seeing everyone soon!

When: 5:00-7:00 pm on Thursday, August 28th. *(Date changed from original Aug. 27th date)*

Purpose: Students will receive their class schedule, locker, meet our CMS Team, walk the school, and a quick meeting for each grade level team in the gym

Food: Hot dogs, chips, popcorn

Who: 6th-8th Grade CMS students and their families

Grade Level Meetings in Gym: 8th Grade 5:15, 7th Grade 5:45, 6th Grade 6:15

***If you are unable to attend the CMS Open House we will have student schedules available online via PowerSchool on Friday, August 29th. New families and families of 6th grade students will have an information sheet delivered in the mail to help you register and gain access to PowerSchool. If you are in 7th and 8th grade and cannot access PowerSchool please contact the CMS Office.

School Supplies:

Please see the attached PDF of our CMS Supply List to see which supplies would be helpful for your child.

Cellphone Policy:

We had an incredibly successful experience with restricting cell phone use during students' lunch periods beginning last school year. Seeing students interacting, being creative, and having fun confirmed it was the correct decision. Continuing this year students may still bring a device to school, but will not be allowed to use cellphones during passing time or breakfast and lunch. We do want students to have the opportunity to

communicate with their families. To this end, if students need to use a phone, they are welcome to use our office phone or bring their phone to the office to make a call or send a text message. Our discipline policy for cell phone usage outside of the office space remains the same as in previous years.

1st Occurrence: Student receives device at the end of the school day

2nd Occurrence: Parent/Guardian pickup device at their convenience

3rd Occurrence: Parent/Guardian pickup device at their convenience and device is not allowed to return to school or must be checked into the office each morning

Paid and Volunteer Opportunities:

We are always looking for volunteers to support various activities at CMS. Having families involved is important to continue our strong traditions of supporting learning and student growth. If you are interested in possibly volunteering, please reach out to Mr. Haggerty jhaggerty@erschools.com

Paid Positions Available:

- Lunch/Recess Supervisors 11:00-1:00 Daily (Day shares welcomed if not available all five days weekly or even on an on-call basis)
 - Let Mr. Haggerty know if you have any questions or internet in either position
- Guest Teachers
 - We are always in need of additional guest teachers. Even if you can only commit to a day or two a month.
 - Training and support from Mr. Haggerty and the CMS Team
 - <https://www.erschools.com/district/services/pcmi-willsub/>

CMS Office Hours:

Starting August 19th

Summer Office Hours: 8:00-3:00 (Closed 8/28 - 9/1)

During the school year, Office Hours: 7:00-3:30

Student Medication:

If your child will be taking medications at school parents may pick up and drop off forms and medication at the CMS office. Parents must bring the medication to the school office and fill out the required paperwork.

Parents/Visitors/Item Drops:

After class begins at 7:51 am, all entrances will be locked. Between 7:51 am and 2:43 pm students, staff, and visitors will be required to enter through the new main CMS secure entrance which will require a secretary to “buzz” you in. When dropping items off for students, we will typically ask families to leave items on the table in the entryway and students will be notified to pick them up.

Positivity Project:

We are excited to continue our partnership with the Positivity Project (P2). The Positivity Project is based on extensive research in the field of positive psychology at the University of Michigan and other research institutions. Each week the students and teachers will study one of 24 different character strengths to learn more about each strength. The model encourages people to use their natural character strengths and rely on the strengths of others to build strong and meaningful relationships and a stronger community. If you want to

learn more you can check out the websites below and parents can take the survey to learn more about their own strengths.

Positivity Project www.PosProject.org

Character Strength Survey: <https://www.viacharacter.org/>

(Students will take the survey during the 1st week of school but we highly encourage family members to take the survey as well)

New Staff Members:

We were incredibly fortunate to add several high-quality educators to our team. We can't wait for them to meet families and students soon!

- Melissa Ciscneros - 6th and 7th ELA
- Ashley Gee - Assistant AD and Office Support
- Jesse Kramer - 6th-8th Special Education

Family Communication Tools 2025-2026:

CMS Weekly Update: Emailed to all students and family members. Parents, please ensure your correct email is listed in PowerSchool. The CMS Weekly Update will only be delivered if your email is accurate in PowerSchool.

Mrs. Bradberry can help assist and update your email in PowerSchool RBradberry@ERSchools.com

Principal Update Videos: Most weeks you will also receive a link to a CMS update video on YouTube, the video will also be shared on our Cherryland Middle School Facebook page. <https://www.facebook.com/elkrapidscms/>

Daily School Announcements: The daily announcements read each day at school can be accessed via PowerSchool Daily Bulletin or our school website at

<https://www.erschools.com/schools/cherryland-middle-school/>

School Messenger: This allows for quick communication such as on snow days and other important school events. Families will receive the messages via text message.

Upcoming Events and Important Dates:

8/28/25 CMS Back to School BBQ 5:00 pm - 7:00 pm

9/2/25 First Day of School (Half Day Schedule) 11:13 Dismissal

9/26/25 CMS Fall Field Trips

9/26/25 Homecoming

10/1/25 School Picture Day - Yearbook Order Form

Go Elks!

Josh Haggerty



Cherryland Middle School

Principal

MISSION STATEMENT

We are active lifelong global learners!

FIGHT SONG

Cheer our Elks to victory

Show your E.R. pride

We're the team that can't be beat

So come on Elks get on your feet

And hail the good old Orange and Black

We're gonna win tonight

Fight, fight, go team fight

Victory for E.R. High!!!

CHERRYLAND MIDDLE SCHOOL Parent/Student Handbook

This handbook lists the school practices and procedures and helpful information which impacts student actions and behavior at Cherryland Middle School.

Within the handbook school regulations & information, student behavior, and student responsibilities are outlined. All students and parents are to be familiar with the information outlined in the handbook. The handbook is subject to updates at any point and should a conflict with a school board policy occur the school board policy will supersede the school handbook.

Board Approval Date: 9.8.25

ABSENCE FROM SCHOOL

Students are expected to be in attendance at all times during the school day except in case of illness or emergency. Upon returning to school after an absence, students are to report to the office before proceeding to class. If parents have not called the office to excuse an absence, students need to present one in person to the school secretary or receptionist. Emailed absence explanations are also acceptable.

ACADEMIC HONESTY

Academic honesty is defined as a set of intrinsic values and skills that promote integrity in teaching, learning, and assessment. Furthermore, CMS expects that students respect others' intellectual property, and submit work that is of their own creation. If CMS students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Association (MLA) format. The use of artificial intelligence (AI) tools or any other technology to generate, complete, or substantially alter assignments is strictly prohibited and is considered a violation of the CMS academic honesty policy.

1st Incident:

- Teacher informs student and principal of academic honesty violation
- Principal meets with student, teacher, and contacts family
- Student expected to complete an alternate assignment to demonstrate knowledge

2nd Incident:

- Teacher informs student and principal of academic honesty violation
- Principal meets with student, teacher, and family
- Student expected to complete an alternate assignment to demonstrate knowledge

3rd Incident and Beyond:

- Teacher informs student and principal of academic honesty violation
- Principal meets with student, teacher, and family
- Student expected to complete an alternate assignment to demonstrate knowledge
- No credit received

ADVERTISING OUTSIDE ACTIVITIES

No announcements or posting of outside activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours advance notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

ATHLETICS

Information regarding CMS athletics can be located in the CMS Athletics Handbook

ATTENDANCE:

Students who are not present when class begins will be marked absent. Students arriving to class late will be marked tardy when they arrive within the first 15 minutes of class.

EARLY DISMISSAL FROM SCHOOL

No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian. No student will be released to a person other than a custodial parent(s) without written permission signed by the custodial parent(s) or guardian.

Tardy to Class

Students marked tardy 3 or more times in a week (Friday-Thursday Tracking Period) will serve a lunch detention on Friday.

Students marked tardy 6 or more times in a week will meet with Mr. Haggerty and or Ms. Bissell, contact their family, and develop a plan to help ensure they can attend class on time

AWARDS

At the end of the year, students receive award certificates from the school for various accomplishments. These include earning a superior grade point average, having perfect attendance, outstanding citizenship, etc. Certificates are also presented at the end of each season to members of the athletic teams. If you have any questions about end-of-year awards contact the principal.

AWARDS ASSEMBLIES

Cherryland Middle School conducts end-of-year awards assemblies for each grade level. The purpose is to reward and recognize outstanding effort, achievement and citizenry in the ranks of our Elks. Some, though not all of the awards presented at grade levels are perfect attendance, outstanding citizenship, scholarship, achievement, Leadership, band, choir, art, etc. Additionally there may be other awards from year-to-year basis.

BACKPACKS

For reasons of school safety, backpacks, duffle bags, and book bags are to be kept in the student's lockers during the school day. Bags brought to class or left in the hallways will be taken to the office. Students should carry only a binder/organizer/Chromebook and other necessary supplies to classes.

BAD WEATHER NOTIFICATION

In the event of school cancellation because of inclement weather, notification will be broadcast over the following radio and television stations, shared via School Messenger, posted on the Elk Rapids Schools Facebook page, and notification on the ERSchools.com website.

BAND

Students commit to band on an annual basis. Students who choose to sign up for instrumental music (Band) in grades 6, 7, & 8 are committing to a minimum of one complete school year. Class changes may be made during the first two weeks of the school year start. Students with hardship exceptions decided on a case-by-case basis.

BICYCLES

Students may ride bicycles to school. All bicycles must be left in the bike rack during the school day and locked. Bicycles may not be ridden during the lunch hour.

BULLYING5517.01 - BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS

It is the policy of the District to provide a safe and nurturing educational environment for all of its students. This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

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

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

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

Notification

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

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

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

Implementation

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

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

Procedure

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

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

The Principal (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit and should be completed within three (3) school days after a report or complaint is made.

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

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

Non-Retaliation/False Reports

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

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

Definitions

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

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

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

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

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the school district's educational programs or activities by placing the student in reasonable fear of

- physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

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

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

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

"Staff" includes all school employees and Board members.

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

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

Harassment, see Policy [5517](#);

Hazing, see Policy [5516](#).

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

Adopted 11/8/04
Revised 6/2/14

Confidentiality

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Notification

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

The Superintendent is directed to develop administrative guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the Superintendent shall be followed.

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

Policies on Bullying, Michigan State Board of Education, 7-19-01
Model Anti-Bullying Policy, Michigan State Board of Education, 9-12-06

Adopted 11/8/04
Revised 6/25/07

Any type of disrespectful behavior towards another student intended to embarrass, intimidate or create fear is bullying and will not be tolerated. Any type of bullying behavior will be addressed with consequences up to and including suspension. (See Consequence Chart, Appendix C).

BUZZ IN SYSTEM/ENTERING SCHOOL

As part of the Elk Rapids School District's ongoing commitment to school safety, the District installed buzz-in systems at the main entrance at Cherryland Middle School. The buzz-in system includes an intercom and a camera.

Students and visitors to the school will be "buzzed" into the school, which is intended to enhance the safety and security of both students and staff by establishing greater door control at the primary entrance to the school. Once the school day begins, our doors will be locked and visitors will need to press the button to gain entry to the school.

When dropping off items for students we will likely ask families to leave items on the table in the secure entry to limit the number of school visitors. Upon entering the school, visitors will come to the office to receive a visitor's badge. When visitors are ready to leave, they should exit the school building through the main entrance and officially check out.

CARE OF VALUABLES

Students are urged NOT to bring large sums of money or other valuable items to school. The school will not be responsible for the loss of valuables.

CELL PHONES & EARBUDS/BLUETOOTH HEADPHONES (AIR PODS)

Cell phones are permitted at school. However, cell phones may only be used before entering the building or after exiting the building. Cell phones must remain in student lockers until the end of the school day. If a staff member observes a phone or hears a phone, they will take the phone to the office. Bluetooth headphones (example Air Pods) are not permitted for use outside of the classroom and will be confiscated and treated as a cell phone. *(See practice below)*

First offense – students may pick up the phone at the end of the school day.

Second offense – a parent/guardian must pick up the phone.

***at this time, parents will receive the rules for the third offense (to be initialed).

Third offense – student phone privilege is suspended. If it is necessary for a student to bring a phone with them to school, it must be turned into the office first thing in the morning and can be picked up at the end of the day.

Chromebooks

Each CMS student is issued a school-owned Chromebook. This device is to be used for school purposes only. For additional information on the care, handling, and best practices of the Chromebook please refer to the technology acceptable use agreement.

CLASS PLACEMENT

At Cherryland Middle School, careful consideration is taken with each placement into a class. It is our responsibility to ensure all students have, as best as possible, viable access to all subject areas; Health and Physical Education, Social Studies, STEM, Language and Literature, Mathematics, Science and The Arts.

In an effort to build language and literature skill and fluency, all CMS 6th and 7th grade students have double block of English Language Arts each day. Conversely, in an effort to prepare our students for the rigor of high school Mathematics expectations, all CMS 8th grade students have two periods of Mathematics education each day.

Cherryland Middle School offers the following accelerated classes to students:

- 6th, 7th and 8th grade Accelerated Math; (6th and 7th Accelerated and H.S. Algebra I for 8th grade

With average total class sizes of approximately 80 to 100 students, our cut mark for placement in an accelerated course ranges from 25 to 30 students. Children who have a “matrix” score that ranks in the top 25 to 30 students will be placed in accelerated classes.

(For more information on what elements are included in subject area matrixes contact the CMS Counselor).

Students that have not already been “matrixed in” to accelerated programming and wish to be considered need to meet the following criteria:

- A- or better grade average in the subject matter
- Level 4 on M-STEP subject matter
- 85th%ile or higher NWEA subject matter score
- 85% score or better on end-of-year subject area test (for Math)

The criteria established to move students out of accelerated placement are if students do not maintain the following:

- B+ or better average grade
- Level 3 or higher on the M-STEP subject matter
- 75th%ile or higher on the NWEA subject matter

If any of these conditions exist, the principal or counselor, (possibly both), will meet with the student to develop a plan for improvement. A timeline for improvement will be established. If the guidelines for improvement are not met, the student will be removed - possibly during the school year - from the accelerated program to an on-level class.

The placement of any new students to the district in an accelerated program class will be based on considerations such as accelerated placement in another district as well as the other criteria considered for all student placement in our programming.

Accelerated scheduling from year-to-year, including the movement of students in and out of accelerated classes, is based on established criteria and available openings. Any other unique student placement aspects will be governed as much as possible by the current guidelines of our building placement decision-making processes.

Accelerated Transitions

Students may transition from CMS accelerated classes to our high school “honors” programs according to the following ERHS recommended guidelines: (Please note that even if students are not in CMS or ERHS honors programs, they can still get into H.S. AP courses in their junior and senior years, based on their performance and seat availability).

Honors English 9 : ERHS guarantees placement of the top 30 students based on minimum expectations/matrix ranking of the following criteria. Beyond 30, a wait list is developed.

- Have a minimum of B+ (87%) in ELA 8th
 - Have PSAT EBRW score range between 370 to 410 or better
 - Have 80th%ile or higher on Reading NWEA (Spring)
 - Writing sample of teacher’s choice, (rank ordered by rubric score)
- PSAT (Preliminary Scholastic Aptitude Test)- given Spring 8th grade year.
 - EBRW (Evidenced Based Reading/Writing)

Geometry 9:

CMS students must have completed high school Algebra I prior to 8th/9th grade (and passed both semesters with 80% B- or higher). Students must also have:

- PSAT Math score range of between 400 to 460 or better.

Biology 9:

ERHS guarantees placement of the top 30 students based on minimum expectations/matrix ranking of the following criteria. Beyond 30, a wait list is developed.

- Have a minimum of B+ (87%) or better average in 8th grade Science
- Have PSAT EBRW score range of between 370 to 410 or better
- Have 80th %ile or higher on Reading NWEA
- Have strong recommendation from 8th grade Science teacher.

Honors US History 9 :

ERHS guarantees placement of the top 30 students based on minimum expectations/matrix ranking of the following criteria. Beyond 30, a wait list is developed.

- Have a minimum of A- (90%) or better average in 8th grade US History
- Have PSAT EBRW score range of between 370 to 410 or better
- Have 80th %ile or higher on Reading NWEA
- Have strong recommendation from 8th grade US History teacher.

COATS, HATS AND HOODS

Students are not permitted to wear coats, hats, hoods overhead, sunglasses and scarves or other outdoor wear during regular school hours, unless they have teacher permission. These items are to be kept in the lockers and not brought to class.

Course Catalog

Below is a list of courses offered through CMS and CMS Virtual. Additional course offerings may be available via Edmentem or Michigan Virtual, please contact the counselor for additional information and questions.

6th Language
6th Literature
7th Language
7th Literature

6th Language Accelerated
6th Literature Accelerated
7th Language Accelerated
7th Literature Accelerated

8th ELA
8th ELA Accelerated
6th Math
6th Accelerated Math

7th Math
7th Accelerated Math
8th Math
8th Math Lab
Algebra 1
6th Science
7th Science
8th Science
6th Geography
7th World History
8th U.S. History

Art 6
Art 7
Art 8
Vocal Music 6
Vocal Music 7
Vocal Music 8
Band 6
Band 7
Band 8
Intervention 6
Intervention 7

Intervention 8
STEM 6
STEM 7
STEM 8
PE/Health 6
PE/Health 7
PE/Health 8
P2/Community Action
Special Education Resource

DANCE RULES

1. Cherryland Middle School students in 6th-8th grade are permitted to attend dances, no guests are allowed.
2. Students must have a ride waiting for them at the conclusion of the dance.
3. Students wishing to leave early may not re-enter the dance and may only leave if a parent or guardian enters the building to pick up the student.

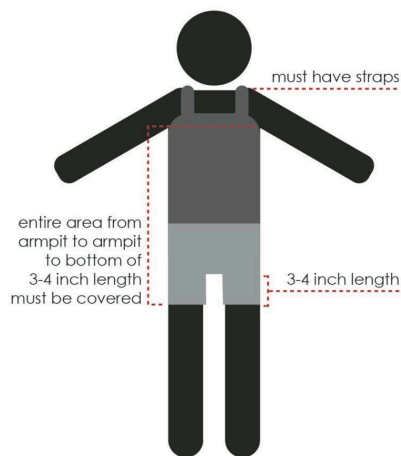
Formal Dances

Girls can wear strapless dresses and spaghetti straps but their dresses have to be fingertip length. If students have questions regarding the modesty level of their clothing, they need to speak with the adult in charge of the dance prior to the event.

DRESS CODE

We are committed to fostering a learning environment and culture in which students can both express themselves as individuals and also be comfortable learning in a professional environment. When selecting new clothes for the 2025-26 school year please use the gender-neutral guide below to ensure you are comfortable and appropriately dressed for success each day.

- Pajama clothing can only be worn on school-sponsored spirit day.



Management of Dress Code Violations

School administrative staff shall enforce dress code violations consistently using the requirements below. The school administration shall not have the discretion to vary the requirements in ways that lead to discriminatory enforcement.

Students will be removed from spaces, hallways, or classrooms as a result of a dress code violation. Students in violation of the dress code will be provided two options;

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

No student should be discriminated against by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as sporting events, end-of-year trips, special field trips and dances.

ELECTRONIC ITEMS

Students are not permitted to use electronic items during regular school hours unless given specific permission by a staff member to do so. The school is not responsible for any lost or stolen item. The same rules apply for electronic items such as cell phones.

EMERGENCY MEDICAL AUTHORIZATION

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by the student's parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extracurricular activities, and co-curricular activities. The Emergency Medical Authorization Form is provided at the time of enrollment and at the beginning of each year. Failure to return the completed form to the school will jeopardize a student's educational program.

ENERGY/SUGAR DRINKS

Water is the only drink allowed in our school building. Energy or power drinks high in caffeine and/or sugar for example: (Monster, Red Bull, Arnold Palmer teas, Gatoraid) are not allowed at school or school events, including sports team practices and games. If a medical condition necessitates the need for a drink other than water families should contact the CMS office.

ENROLLING IN THE SCHOOL

In general, State law requires students to enroll in the school district in which their parent or legal guardian resides.

() unless enrolling under the District's open enrollment policy.

() unless enrolling and paying tuition.

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

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

Under certain circumstances, temporary enrollment may be permitted. In such cases, parents will be notified about documentation required to establish permanent enrollment. Students enrolling from another school must have an official transcript from their previous school in order to have credits transferred. The office assistant will assist in obtaining the transcript if not presented at the time of enrollment.

Homeless students who meet the Federal definition of homeless may enroll and will be under the direction of the District Liaison for Homeless Children with regard to enrollment procedures. (See Board Policy 5111.01 – Homeless Students) Students who meet the Federal definition of children and youth in foster care may enroll and will be under the direction of the Local Point of Contact with regard to enrollment procedures. (Board Policy 5111.03 – Children and Youth in Foster Care)

A student who has been suspended or expelled by another public school in Michigan may be temporarily denied admission to the District's schools during the period of suspension or expulsion even if that student would otherwise be entitled to attend school in the District. Likewise, a student who has been expelled or

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

GRADING SYSTEM

Report cards are issued two times a year. See the school calendar for the end of the 18-week/semester marking periods. Students are graded "A" through "D" (with + or -). A grade "E" will be used for marking period failure.

GRADES- Cherryland Middle School has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The school uses the following grading system:

93 to 100% = A
90 to 92% = A-
88 to 89% = B+
83 to 87% = B
80 to 82% = B-
78 to 79% = C+
73 to 77% = C
70 to 72% = C-
68 to 69% = D+
63 to 67% = D
60 to 62% = D-
59 to 0% = E
I =Incomplete

Incomplete Grades: An "I" or incomplete appears on the report card if the student has failed to meet the requirements of the class due to prolonged illness or other justifiable reasons. After the work is made up, a regular grade is given. Students who fail to make up an incomplete grade within two (2) weeks of the marking period will be given a failing grade.

INDIVIDUALS WITH DISABILITIES

The American's with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. (Board Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability). This protection applies not just to the student, but to all individuals who have access to the District's programs and facilities. A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is important and required by Federal (IDEA) and State law. Contact the building principal to inquire about evaluation procedures and programs. (See Board Policy 2460 – Special Education and associated Administrative Guidelines)

The District is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

HOMEBOUND INSTRUCTION

The District shall arrange for individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability. Parents should contact the school administration regarding procedures for such instruction. The District will provide homebound instruction only for those confinements expected to last at least five (5) days.

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

(See also Board Policy 2412 – Homebound Instruction Program and associated Administrative Guidelines.)

HOMEWORK

All classes at CMS will have a Google Classroom to view daily objectives, assignments, and assessments. Families will not be able to access the complete Google Classroom from their personal accounts but will be able to register for a daily summary. Also major assignments, projects, essays, and assessments will be posted in advance of their due date on each grade levels public Google Calendar.

IMMUNIZATIONS

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

LEAVING SCHOOL GROUNDS

No student is to leave the Cherryland Middle School grounds during the school day without permission from the principal's office.

LOCKERS

Each student is assigned a locker and must follow these rules:

1. Do not change lockers without the permission of the principal.
2. Do not hit, kick or otherwise mistreat any locker.
3. Do not write or mark on any locker.
4. Do not attempt to enter another person's locker or try to get another student's combination.
5. Do not use an empty locker or another person's locker to store your personal items.
6. A fee will be assessed for any damage or misuse.

If a locker does not work properly, it should be reported to the office. At the end of the school year, you are responsible for cleaning your locker out. This includes removing all pictures, stickers, writing, and the like. The school retains ownership of the lockers and inspections may be held at any time. The principal or other school officials will also check a locker at any time if there is a suspicion of illegal or dangerous content. This will be done with or without the students' and parents' consent or knowledge.

LOCKS

Students may rent locks from the school if they want a lock. The cost is \$5.00. If the lock is returned in good condition, \$5.00 will be refunded. A lock may be rented from the office at any time during the year. Students are not permitted to bring their own locks from home to put on their lockers.

LOST AND FOUND

The lost and found area is in the athletics hallway. Students who have lost items should check there and may retrieve their items if they give a proper description. Unclaimed items will be given to charity at the end of the 1st semester and near the end of the school year. Students will be encouraged to look at items in the lost and found before the donations occur.

LUNCH CHARGES

All regular breakfast and lunch charges are included at no cost to families for the 2023-24 school year. Students will not be allowed to charge money to accounts for a la carte purchases, students must have funds available to

purchase these extra items. For more information or questions, call Food Service Director, Rob Payne at 264-6077.

LUNCHROOM

When students have finished their lunch, they are required to clean their table area, including items dropped on the floor. Students will wait to be dismissed and then help with any general cleaning or maintenance of lunch tables. There is a separate lunch hour for each grade level.

MEDICATION

Before any prescribed medication or treatment may be administered to any student during school hours, the school shall require the written prescription from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication or treatment. The School Board shall require the prior written consent of the parent along with a waiver of any liability of the district for the administration of the medication. Medication must be in its prescribed bottle.

MICHIGAN YOUTH IN GOVERNMENT

MYIG is a real-world experience in the fields of government and public policy-making. CMS students will have the option of applying to participate in the legislature, debate, or political compromise portions of the program for this trip to Lansing, MI, and our State Capitol Building. The trip dates are the Sunday through Tuesday in late November just before Thanksgiving. The trip will include five meals, 2 MYIG t-shirts, transportation to and from Lansing, MI, lodging at the Causeway Bay Hotel in Lansing, and CMS teacher advisors/chaperones. Applications occur in early September. For more questions contact MYIG coordinator Mr. Joe Macaluso at jmacaluso@erschools.com

MONEY

Students are not to bring large sums of money to school and are advised not to loan money to others. The school is not responsible if money or other valuable items are lost or stolen. During gym class, please give valuables to your physical education teacher for safekeeping until class is over.

NONDISCRIMINATION POLICY

Cherryland Middle School (CMS) does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, height, weight, marital status, or any other legally protected characteristic, in its programs, activities or employment opportunities.

Notice of the CMS policy on nondiscrimination shall be available in the school, published in any CMS statement regarding the availability of educational services, and in student and staff handbooks.

OUTDOOR ACTIVITIES

Students are to use the area east of the school for outdoor activities. The area in front of the school may be used for socializing but not for games. Throwing of objects is not permitted.

Students are not to go beyond the dirt road east of the school. No unsupervised activities are allowed in the area west of the school and students are not to go in the area between the gym and the hall to the band room. In addition, students are not to go in or behind the softball diamond dugouts where they can't be seen from the school.

PASSES

No student may be out of an assigned class without having a pass issued by a staff member. Students must give the pass to the teacher when they return to class. Students are issued new passes during each semester.

PHYSICAL/HEALTH EDUCATION

All students are expected to participate in Physical Education activities throughout the year, unless excused by a doctor or some other mandated reason. Students are required to wear suitable clothing during gym class. As determined by the teacher. Failure to be prepared for class or refusal to dress as directed by the teacher will result in removal from the class for that day along with a failing grade for the day.

POWERSCHOOL

PowerSchool is an online student data management system used by Elk Rapids Public Schools. Aside from major test data (for example: NWEA), all other critical student data is logged in this system. PowerSchool also provides a parent access component. In this way, parents can check their child's grades on a daily basis if desired. Parents are also able to view our daily school announcements via PowerSchool.

PowerSchool website <https://pselkrapids.northwested.org/public/>

To obtain your personal username and password please contact the CMS office.

RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a responsibility which it shares jointly with parents of the school community and that a strong program of communication and cooperation between home and school is essential to ensure that the best interests of the child are served.

In order to encourage parent-school cooperation the Board directs that the following activities be implemented:

- A. Parent-teacher conferences, which permit two (2) way communication between home and school.
- B. Open Houses in District schools, which shall provide parents with opportunities to see school facilities, meet faculty members and personally sample programs. Each District school shall hold an Open House at least once each school year.
- C. Meetings of parents and staff members designed to allow free explanation and discussion of matters regarding child-school, child-home or child-school-home relationships.
- D. Special events of a cultural, ethnic or topical nature which are of general interest to the schools and/or the community and which involve the cooperative effort of students and parents. Such programs may be initiated by parent groups.

Right of Expression

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

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

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

REPORT CARDS

A copy of your child's report card will be mailed home to each family after the 1st and 2nd semesters.

REVIEW OF INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

SCHOOL BUSES

Students who are riding to and from school on transportation provided by the school are required to follow all basic safety rules. This applies to school-owned buses as well as any contracted transportation. The driver may assign seating or direct students in any reasonable manner to maintain transportation safety. Students must comply with the following basic safety rules:

Each student shall:

- be on time at the designated loading zone 10 minutes prior to scheduled stop);
- stay off the road at all times while walking to and waiting for the school transportation;
- line up single file off the roadway to enter;
- wait until the school transportation is completely stopped before moving forward to enter;
- refrain from crossing a highway until the driver signals it is safe to cross;
- go immediately to a seat and be seated.

Drivers will not wait for students who are not at their designated stops on time. The driver will not discharge students at places other than their regular stop at home or at school unless the driver has proper authorization from school officials.

SCHOOL VISITORS

Visitors, particularly parents, are welcome at the school. In order to properly monitor the safety of students and staff, each visitor must report to the office upon entering the school to obtain a pass. Any visitor found in the building without a pass shall be reported to the Principal. If a person wishes to confer with a member of the staff, that person should call for an appointment prior to coming to the School, in order to schedule a mutually convenient time. Students may bring visitors to school provided approval is received from the principal at least 24 hours prior to the visit. The visitor must be of middle school age.

SEARCH AND SEIZURE

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

Students are provided lockers, desks, and other equipment in which to store materials. It should be clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are to prevent theft, not to prevent searches. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated. In the course of any search, students' privacy rights will be respected regarding any items that are not illegal or against school policy.

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

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

SELLING ITEMS

Students may not sell items in school without the permission of the principal. This includes personal items as well as group "fundraising" items.

SEXUAL HARASSMENT - ANTI HARASSMENT (Ref. Board Policy 5517)

The Board of Education has adopted specific guidelines for the sexual harassment of students. A copy of this policy may be obtained in either the Middle School office or the Superintendent's office.

[MDE Sexual Harassment Information](#)

<http://go.boarddocs.com/mi/elk/Board.nsf/goto?open&id=C5R05066E982>

SKATEBOARDS/ROLLER BLADES/LONGBOARDS/WHEEL BASED SHOES

Students who bring skateboards or rollerblades to school must leave them in the principal's office during the school day. They may not be used during school hours. Wheel based shoes will not be allowed.

STUDENT ELIGIBILITY

Athletics/Snowchasers/MYIG

In order to be eligible for participation

- Students must have at least a D grade in all classes. Grades are checked each Monday. One-week probation begins immediately. The Asst. Athletic Director communicates probation and ineligibility to coaches and teachers on Monday.
- Students must not be suspended. First Suspension: 30 days (calendar) of ineligibility, Second suspension: 60 days (calendar) of ineligibility, Third Suspension: Student is no longer eligible.

In-School events: Camp/Assemblies/Field Trips

In order to be eligible for participation

- Students must not be suspended. First Suspension: 30 days (calendar) of ineligibility, Second Suspension: 60 days (calendar) of ineligibility, Third suspension: Student is no longer eligible.

CMS Musical:

- Students must not have any failing grades at the end of the 1st-semester to participate in the musical

FUN REWARD DAYS/DANCES

In order to be eligible for participation

- Students must have at least a D grade in all classes.
- Students must not be suspended. First Suspension: 30 days (calendar) of ineligibility, Second Suspension: 60 days (calendar) of ineligibility, Third Suspension: Student is no longer eligible.

For further information on Athletic eligibility refer to the CMS Athletics Handbook.

STUDENT LEADERSHIP

Middle school is a time when students are learning how to grow their influence as young future leaders of America. At CMS, we believe students should be given many opportunities to express themselves in leadership and at the same time have just enough adult supervision to ensure maximized success of project missions. The CMS model of leadership is expressed with the acronym SLAM (Student Leadership Achieves More). Students in each grade will come together to lead their classmates to accomplish fundraising, school dances, and other motivational activities.

For further information on SLAM please visit the Cherryland Middle School Website.

<https://www.erschools.com/schools/cherryland-middle-school/enrichments/student-leaders-achieve-more/>

STUDENT CONCERNS

The school is here for the benefit of the students. The staff is here to assist each student in becoming a responsible human. If a student has suggestions that could improve the school, the student should feel free to offer them. Written suggestions may be presented directly to the Principal or to the SLAM (Student Leadership Achieves More).

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

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

STUDENT RECORDS

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

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

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

Students and parents have the right to review and receive copies of all educational records.

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

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

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

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

FERPA@ED.Gov; and
PPRA@ED.Gov.

STUDENT FEES, FINES, AND SUPPLIES

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

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

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The District will provide all basic supplies needed to complete the required course curriculum. The student and/or the student's family may choose to purchase their own supplies if they desire to have a greater quantity or quality of supplies, or desire to help conserve the limited resources for use by others. The teacher or appropriate administrator may recommend useful supplies for these purposes. Fees may be waived in situations where there is financial hardship.

Students using school property and equipment can be fined for excessive wear and abuse of the property and equipment. The fine will be used to pay for the damage, not to make a profit. Late fines can be avoided when students return borrowed materials promptly. Their use may be needed by others. Failure to pay fines, fees, or charges may result in the withholding of grades and credits.

STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

Limited proficiency in the English language should not be a barrier to equal participation in the instructional or extracurricular programs of the District. It is, therefore, the policy of this District that those students identified as having limited English proficiency will be provided additional support and instruction to assist them in gaining English proficiency and in accessing the educational and extracurricular program offered by the District. Parents should contact the building principal at 264-8991 [telephone number] to inquire about evaluation procedures and programs offered by the District.

SUBSTITUTE TEACHERS

Guest teachers will be treated with respect and courtesy. Failure to give them their best behavior and effort will result in immediate discipline, reflection, and contact with the student's family.

USE OF PHONE

Students may use the teacher's classroom phone with the teacher's permission; however, if a student becomes ill the student must use the phone in the office.

WEAPONS (Ref. Board Policy 5610)

Students are not permitted to bring weapons of any kind to school or on the school bus. A copy of this policy may be obtained in either the Middle School office or the Superintendent's office.

<http://go.boarddocs.com/mi/elk/Board.nsf/goto?open&id=BZVN6Z5E33CD>

STUDENTS' BEHAVIOR IN CLASS

Students are expected to manage their behavior while in class. When they do not, it is necessary for them to receive a measure of discipline.

Discipline for minor misconduct is handled by the teacher. The following are identified as minor misconduct:

1. Disruptive classroom behavior
2. Minor backtalk
3. Disruptive hall/restroom/playground behavior
4. Tardiness to class except 1st hour
5. Pushing or shoving
6. Public displays of overt affection
7. Swearing, other than to an adult
8. Violations of other stated classroom or school regulations

*Repeated minor misconduct will result in discipline handled by the Principal; parents will be notified.

Discipline for major misconduct is usually handled by the principal and may result in the student being placed in detention or suspended from school. When it is necessary for the principal to severely discipline a student, the student's parents are notified.

The following are identified as major misconduct:

1. Use of drugs
2. Use of alcohol
3. Use of tobacco
4. Physical assault on a teacher
5. Fighting
6. Stealing, extortion
7. Leaving school grounds without permission
8. Abusive language to staff/or students
9. Major insubordination
10. Destruction of school property
11. Violation of state and local ordinances
12. Continued minor misconduct, and three classroom removals may result in a parent conference
13. Weapons
14. Threats
15. Possession of tobacco products (i.e. rolling papers, lighters)

BEHAVIOR REFLECTION PROCESS

Behavior is most often a form of communication of students' needs. Our goal is to ensure classrooms are places of learning, collaboration, and clear expectations.

1. Reflection sheets will be given at the discretion of the teachers for classroom behaviors that disrupt learning including, but not limited to:

- Continuous Verbal Disruptions
- Inappropriate Language
- Disrespect Toward the Teacher, Guest Teacher, or Peers
- Defiance and insubordination
- Horseplay
- Throwing Items
- Disrupting learning
- Misuse of school equipment

2. When a student receives a reflection sheet they will be to a neighboring classroom, where they fill out the reflection sheet.

3. The teachers will fill out a "teacher note" section where they explain the circumstances surrounding the reflection sheet.

4. Each reflection sheet would be scanned or taken a picture of and the reflection sheet would be emailed home by the teachers for a parent's signature or email acknowledgment the next morning to the teacher who gave the reflection sheet.

5. The teacher will complete a Google spreadsheet indicating what happened and send an email home to parents, letting them know that they can expect a reflection sheet coming home that they need to sign and return to school.

6. When students don't complete the reflection sheet a follow-up from the principal will occur.

Reflection Consequences:

1. Reflections Reset at the semester break
2. Consequences based on amount of reflections received:

- 3 reflections - Parent Meeting
- 5 reflections - Parent Meeting and 1/2 day ISS,
- 7 reflections - Parent Meeting and Full Day ISS

STUDENT DISCIPLINE CODE

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

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

Cherryland Middle School Aggression-Consequence Rubric
Revised 6/21/2022
Code of Conduct

Disrespect to a guest teacher or other adults, is a violation of the code of conduct and will be handled on a case by case basis, and may also result in after school detention

Behavior	1st Referral	2nd Referral	3rd Referral
<p>LEVEL 1: Mild Harassment or Teasing, or Misconduct: Repeated name-calling, insults, derogatory comments or other harassment after correction, starting or spreading rumors, (true or false-meant to hurt or embarrass). Repeated disruptive behavior in/around building-during school hours, public displays of affection for example; hand holding, groping, prolonged, hugging, arms around each other and telling others not to be friends with someone.</p>	<p>Student calls parent</p> <p>Warning from office</p>	<p>Student calls parent</p> <p>Two lunch detentions</p> <p>Reflection with CMS Counselor</p> <p>Counseling (optional)</p>	<p>Student calls parent</p> <p>Four lunch detentions</p> <p>Reflection with CMS Counselor</p> <p>Counseling</p> <p>Parent Conference (optional)</p>
<p>LEVEL 2: Moderate Harassment/Physical Contact or Misconduct: Slapping, grabbing, pushing and shoving with intent to harm, repeated shouldering and running into others roughly, threatening comments or gestures, cyber bullying, racial, ethnic, or religious slurs/comments, swearing/profanity other than to an adult, overt public displays of affection for example: kissing, hands on another's private parts, plagiarism/cheating and not following basic rules that govern CMS and HS sporting events, skipping class.</p>	<p>Student calls parent</p> <p>Two lunch detentions or ½ day ISS</p> <p>Reflection with CMS Counselor</p> <p>Counseling (optional)</p>	<p>Student calls parent</p> <p>Four lunch detentions or a full day of ISS</p> <p>Reflection with CMS Counselor</p> <p>Counseling</p>	<p>Student calls parent</p> <p>Out of School Suspension</p> <p>Reflection w/ CMS Counselor before return</p> <p>Counseling</p> <p>Parent conference (optional)</p>
<p>LEVEL 3: Severe Harassment/Physical Contact or Misconduct: Fighting, punching, kicking, or other dangerous physical aggression aimed to injure others, threats of serious violence, touching/grabbing private body parts, sexual comments, racial or ethnic comments meant to hurt, stealing, destruction of property of others, use or possession of drugs, alcohol, or tobacco, attempting to harm a staff member, leaving school grounds without permission, and swearing/profanity to an adult.</p>	<p>Student calls parent</p> <p>Out of School suspension (up to 5 days)</p> <p>Reflection w/ CMS Counselor before return</p> <p>Counseling</p> <p>Behavioral Contract</p>	<p>Student calls parent</p> <p>Out of School Suspension (up to 10 days)</p> <p>Reflection w/ CMS Counselor before return</p> <p>Mental Health evaluation and clearance (opt.)</p> <p>Parent Conference & Behavioral Contract</p> <p>Anger management classes</p>	<p>Possible expulsion for the remainder of term or year.</p> <p>Before Return:</p> <ul style="list-style-type: none"> - Anger Management classes - Mental Health Evaluation and clearance - Reflection w/ CMS Counselor And Counseling - Parent Conference & Behavioral Contract
<p>In certain cases, the rules governing out of school suspensions/expulsions may be superseded by the requirements of school board policy, state and/or federal law.</p>			

PUBLIC DISPLAYS OF AFFECTION (PDA) – Displays of care or affection are not to occur at school between students. Examples of PDA include; hand holding, kissing, groping, prolonged hugging, and arms around each other. PDA incidents will be dealt with following our Code of Conduct guidelines.

I. SCHOOL WIDE RULES

While not in class, the following rules are in effect in the various areas of the school.

Everywhere

1. Follow directions the first time given.
2. Don't do these things:
 - a. litter
 - b. hit, push or fight
 - c. call names, tease or use bad language or signs
 - d. use or have tobacco, tobacco products (i.e.; rolling papers, lighter) alcohol or any illegal drug
 - e. damage the school's or another person's possessions
 - f. take things that belong to others – without permission

Hall Rules

1. Walk on the right side of the hall
2. Walk at a normal pace
3. Speak in a normal voice and don't make unnecessary noise
4. Don't slam your locker door or try to get in another person's locker

Multi-purpose Room/Lunch Line Rules

1. Speak in a normal voice
2. Clean up around where you sit and dispose of your garbage
3. Move at a normal pace
4. Don't take cuts in line
5. Don't throw food or other things

Restrooms/Locker Rooms

1. Respect other's privacy
2. Talk in a normal voice
3. Keep the area clean
4. Pick up all your belongings and don't leave valuables in the locker room
5. No horseplay and don't fool around with any of the equipment
6. Don't hang around without a reason

Play Areas

(Gym, bleachers, outdoors)

1. Use equipment the right way and put it away when finished with it
2. Outdoors, stay in the designated play area
3. Refrain from horse play or anything that could hurt someone
4. Don't leave the school grounds without permission

Office

1. Come to the counter
2. Wait your turn and respect the work of the adults
3. Speak in a normal voice and use common courtesies
4. Come in by yourself
5. Refrain from any behavior that will disrupt office work

II. SUSPENSIONS

Factors to be Considered Before Suspending or Expelling a Student

- A. the student's age
- B. the student's disciplinary history
- C. whether the student has a disability
- D. the seriousness of the violation or behavior
- E. whether the violation or behavior committed by the student threatened the safety of any student or staff member
- F. whether restorative practices will be used to address the violation or behavior
- G. whether a lesser intervention would properly address the violation or behavior

The Board will exercise discretion over whether or not to issue long term suspensions or expel a student. In exercising that discretion for a suspension of more than ten (10) days or expulsion, there is a rebuttable presumption that a suspension or expulsion is not justified unless the Board can demonstrate that it considered each of the factors listed above. For a suspension of ten (10) days or fewer, there is no rebuttable presumption, but the Superintendent will still consider these factors in making the determination.

Restorative Practices

The Board and/or Superintendent shall consider using restorative practices as an alternative to or in addition to suspension or expulsion. If the District determines that it will utilize restorative practices in addition to or as an alternative to suspension or expulsion of a student, it will engage in restorative practices which emphasize repairing the harm to the victim and school community caused by the student's misconduct.

Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment, and cyberbullying.

If the Board and/or Superintendent decides to utilize restorative practices as an alternative to or in addition to suspension or expulsion, the restorative practices may include victim-offender conferences that:

- A. are initiated by the victim;
- B. are approved by the victim's parent or legal guardian or, if the victim is at least fifteen (15), by the victim;
- C. are attended voluntarily by the victim, a victim advocate, the offender, members of the school community, and supporters of the victim and the offender (the "restorative practices team");
- D. would provide an opportunity for the offender to accept responsibility for the harm caused to those affected, and to participate in setting consequences to repair the harm, such as requiring the student to apologize; participate in community service, restoration of emotional or material losses, or counseling; pay restitution; or any combination of these.

The selected consequences and time limits for their completion will be incorporated into an agreement to be signed by all participants.

STUDENT RESPONSIBILITIES

Students are expected to accept many responsibilities as part of their obligation to the school. Some of the important student responsibilities are:

1. To know and obey all school rules
2. To report major violations of school rules
3. To discourage others from violating school rules
4. To treat all persons courteously
5. To respect the property of others
6. To pick up litter
7. To care properly for money and other valuables
8. To make up work missed while absent
9. To not disturb classes in session

TRANSFER OUT OF THE DISTRICT

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

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

WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the District. The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research concludes that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school. The Board, however, believes this effort to support the students' development of healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits:

- A. With regard to nutrition education, the District shall:
 1. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
 2. Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
 3. Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
 4. Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
 5. Nutrition education posters, such as the Food Pyramid Guide, will be displayed in the cafeteria.
 6. The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.
 7. Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
 8. Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.
 9. Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low fat and fat-free dairy products.

10. Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.

B. With regard to physical activity, the District shall:

1. Physical Education

- a. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the standards and benchmarks established by the State.
- b. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- c. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate motor skills and social skills, as well as knowledge.
- d. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- e. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- f. Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks established by the State.
- g. The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.
- h. Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.
- i. Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.
- j. Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.
- k. Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, or harassment of any kind.
- l. Planned instruction in physical education shall include cooperative as well as competitive games.
- m. Planned instruction in physical education shall take into account gender and cultural differences.
- n. Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

2. Physical Activity

- a. Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.
- b. Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.
- c. The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.
- d. All students in grades 7 - 12 shall have the opportunity to participate in interscholastic sports programs.

- e. Schools shall offer a wide range of physical activities outside the regular school day that meet the needs, interests, and abilities of all students, including males, females, students with disabilities, and students with special healthcare needs.

C. With regard to other school-based activities the District shall:

1. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
2. The school shall provide attractive, clean environments in which the students eat.
3. Students and staff are encouraged to stay appropriately hydrated throughout their school day.
4. Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
5. The schools may use environmentally friendly practices, such as the use of locally grown foods and non-disposable tableware and dishes.
6. The schools may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.
7. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
8. Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy [8500](#), entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy [8531](#), entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
- C. The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
- D. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
- E. All food service personnel shall receive pre-service training in food service operations.
- F. Continuing professional development shall be provided for all staff of the food service program.
- G. Classroom snacks shall comply with USDA Dietary Guidelines for Americans.
- H. In the future all buildings will not sell artificially sweetened and carbonated drinks during the school day.

The Superintendent shall develop administrative guidelines necessary to implement this policy, including, but not limited to, the manner in which the implementation of this policy shall be regularly evaluated by the principal of each school. The Board designates the Superintendent as the individual(s) charged with operational responsibility for verifying that the District meets the goals established in this policy.

The Superintendent shall report on the District's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.

Review of this policy shall occur every three (3) years, by a committee appointed by the Board, consisting of a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to this policy.

MISSION: Elk Rapids Schools equips every student to be an innovative problem-solver who succeeds in diverse communities.

VISION: Exceptional education grounded in academic rigor, relationships, and community.

BELIEF STATEMENTS: at Elk Rapids Schools, We Believe:

- Collaboration among students, staff, parents, and the community builds trust and supports a high-functioning school system.
- Connections and relationships foster growth for all.
- Support for the whole student enables learning.
- Individuals can thrive and make a positive impact.
- Excellence is important in all that we do.
- Staff are critical to our success.
- Safe environments are foundational to effective learning and a positive school culture.
- Facilities and resources will be designed to support district goals.

NON-DISCRIMINATION POLICY: The Elk Rapids Public School District does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or disability, in its programs and activities.

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I. ACADEMICS

GRADE CLASSIFICATION: Students will be classified according to their year of entry as freshmen into high school.
TOTAL NUMBER OF CREDITS REQUIRED: students must earn the minimum credits listed below in order to graduate: (See GRADUATION REQUIREMENTS.) One-half credit is earned by the successful completion of a semester course. Additional credit opportunities are listed below:

- 1/2 credit can be earned by passing a college level course.
- Credits for correspondence, summer school, after school, and on-line courses will be determined by the principal and counselor at the time of enrollment. Such credits are normally a ½ credit.

In all cases, it is the responsibility of the student to periodically check with the appropriate counselor regarding the satisfactory progress and completion of all graduation requirements.

GRADUATION REQUIREMENTS: Seniors must satisfactorily complete the minimum (or more) units of credit for their class to be eligible for participation in graduation exercises and to receive a diploma. These requirements are in compliance with the Michigan Merit Curriculum.

ERHS Graduation Requirements: a total of 22 credits required.

English	4 credits	English 9, 10, 11, 12 (A & B)
Math	4 credits	Algebra 1, Geometry, Algebra 2 & 1 additional credit. (0.5 credit must be taken during senior year).
Science	3 credits	Biology A/B, Physics or Chemistry, Plus 1 additional credit.
Social Studies	3 credits	U.S. History A/B, World History A/B, Economics & Government
PE/Health	1 credit	General Physical Education and Health
World Language	2 credits	Taken between 8-12 grade
Arts	1 credit	Visual, Performing, or Applied Art
Electives	varies	Multiple offerings in each department

SCHEDULING

Minimum Class Load: In order to meet current Board of Education guidelines, students must be enrolled full time. Approved programs of co-op or work experience may count toward the requirement. All students are required to have full schedules (6 class hours) in the Fall semester. If Seniors have sufficient credits to graduate with their class at the end of the year to have a reduced schedule in the Spring (i.e. either 1st or 6th hour free), they may pursue that option after speaking with the School Counselor and receiving approval from the Principal.

Schedule Changes and Adjustments: The student and the parent/guardian must request all schedule changes during the drop/add period. Requests to drop or add a course must be turned into the counselor no later than the end of the fifth day of the semester.

Students MUST follow their present schedules until change requests have been completed, officially approved or denied. Check PowerSchool for updates.

Schedules may be changed if:

- Student schedule is not complete.
- Student has duplicate courses that may not be repeated.
- Senior needs class (es) for graduation.
- Student has completed course (s) in summer school or has "tested out."
- Student has been accepted into a special program, co-op job, college class, etc.

Schedules may not be changed for the following reasons:

- Student preference for lunch period.
- Student preference to be with friends.
- Student preference for a different period or term.
- Student preference for a different teacher.
- Student changes mind about taking a course.

The principal must approve any exceptions to these guidelines.

PERSONAL CURRICULUM

The Personal Curriculum is a process to modify specific credit requirements and/or content expectations based on the individual learning needs of a student. It is designed to serve students who want to accelerate or go beyond the MMC requirements and students who need to individualize learning requirements to meet the MMC requirements.

Click this link below to learn more about PC:

<https://www.michigan.gov/mde/services/academic-standards/mmc/personal-curriculum>

ONLINE/Virtual CLASSES

Online elective courses are available through Edmentum and Michigan Virtual. Core courses (English, math, science, and social studies) are available in person and are not an option to take online. Must meet with the counselor to discuss online elective options and be scheduled. If a student fails an online course, they are not permitted to take another in a future semester. This is NOT recommended for Freshmen. Students must be highly motivated independent learners with highly developed self-management skills.

TESTING OUT OF HIGH SCHOOL CLASSES

The State of Michigan mandates that high schools provide students a method of "testing out" of classes. This allows students who already have knowledge or skills taught in specific high school classes to show mastery in those subject areas.

- All students have this opportunity to "test out" of all classes.
- "Testing out" allows a student to go on to higher levels or additional courses available to them.
- Students must exhibit mastery of course content by attaining a grade of 77% or better on a comprehensive final examination.
- Students may also be required to demonstrate mastery through basic assessments used in the class, which may include, but are not limited to; portfolios, performance, papers, projects and/or presentations.
- Credit earned for "testing out" of classes may apply toward the credits required for ERHS graduation.
- Testing out will occur before taking the course.

Credit earned will be based on successful mastery of the required assessment and recorded as "Credit". The student's cumulative grade point average will not be impacted. Credit will be accepted as fulfillment of a requirement in a course sequence. **Once credit is granted by "testing out", a student may not receive credit for a lower course in that course sequence.**

1. Parents and students can get further information in the ERHS Principal's/Student Services Office.
2. There is no charge to students for "testing out."
3. Parents and students can schedule in May for testing in June.

DUAL ENROLLMENT PROGRAM

The State School Aid Act contains a provision that directs school districts to assist students in paying tuition and fees for courses at Michigan public or private colleges or universities, if all of the following conditions are met:

1. Students in grade 11 or grade 12 have taken the entire PSAT, PLAN, MME, SAT, ACT, or Compass test and are endorsed in one or more subject areas in which they wish to dual enroll. Also, students in grades 11 or 12 may take courses in subjects not offered by the school, typically in the core academic areas.
2. Students must be enrolled in both the school district and a post-secondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
3. Students must enroll in college courses not offered by the district. An exception to this could occur if the Board of Education determines that a scheduling conflict exists which is beyond the student's control.
4. The college courses cannot be a hobby, craft, or recreation course, or in the subject areas of physical education, fine arts, or religion.

School districts are required to pay the lesser of (a) the actual charge for tuition, mandatory course fee, and registration fees; or (b) the state portion of the students' foundation allowance, adjusted to the proportion of the school year that student attends the post-secondary institution.

*Students may be charged for their courses if they receive a failing grade.

*There is a December 1st deadline for Spring Dual Enrollment and a May 1st deadline for Fall Dual Enrollment.

Parents may obtain information concerning procedures and guidelines in the ERHS Guidance Office where the dual enrollment process begins. **Please note** that if the state changes these guidelines, the program at Elk Rapids High School may be altered. **Other ERHS considerations:**

1. Students requesting high school credit must follow specific timelines and procedures.
2. Students with a high school G.P.A. of less than 3.0.
3. Students who have not completed a previous class may not continue with Dual Enrollment or Early College.
4. Students may not take college courses if those course times conflict with their high school schedule of graduation requirements.
5. Students must weigh the advantages and disadvantages of Dual Enrollment considering the fact that, although they may choose to take a course both for high school and university credit, some universities will not accept transfer credit if the student takes the course for high school credit.

WORK-BASED LEARNING

The State of Michigan no longer allows in-school placements unless the placement is a part of a course with a curriculum, assessments, recorded attendance and grading. Under no conditions are students allowed to be placed as office aides.

Out-of-school placements are “paid trainees”. These students may be released up to two periods each semester in their junior and/or senior year to earn credit as they work. They can earn no more than a total of six credits for a school-to-work placement. These students must work hours equivalent or beyond their release time. Their job placement must relate to their Educational Development Plan (EDP) and the student must be taking a related class in all semesters in which he/she is enrolled in a work-based learning experience.

All employers of paid trainees must meet all state requirements and the job placement must be approved by the Principal before the student can register for the course.

Students must complete relevant safety training and all paperwork must be completed before starting in the placement.

EARLY HIGH SCHOOL COMPLETION

Some students may wish to finish their high school requirements and terminate their attendance early. These students should consult with their Counselor when they begin to consider early completion. Those students who have **NOT** passed the MME are encouraged to remain at ERHS until their class graduates and take courses that might improve their educational background. All regular ERHS graduation requirements must be met for early high school completion, in addition to the following procedures:

1. The student should request a form from the counseling department, complete and return with appropriate signatures.
2. The form explains required procedures to follow for diplomas, graduation, and related activities. A parent signature is required on the letter if the student is under the age of 18 at the beginning of the Semester.

Further information and the complete list of procedures can be obtained from the School Counselor.

TRANSFER OF CREDIT

Students who enter Elk Rapids High School from another school will be placed at a grade level by the counselor based upon an examination of the transcript. It should be noted that the Michigan State Board of Education maintains the following standards:

- Instruction must be given by certified teachers in each core area.
- Curriculum must be comparable to the State Core Curriculum
- Students must be provided with a minimum of 1098 hours of instruction annually.

Credits for students transferring in from other public schools, including charter schools, or private schools that meet the above standards will be accepted from an official transcript.

WITHDRAWAL and/or Transfer from ERHS: Students who wish to withdraw from school or transfer to another school should notify the Counseling Office at least three days prior to the intended transfer date for preparation of exit grades and transcript.

GRADE REPORTING: The school year is divided into two semesters, each lasting 18 weeks. Report cards are mailed to the home address at the end of each semester and progress reports are available on PowerSchool 24 hours a day for review. Parents will be given a web address with a password to view their child’s grades, attendance, and other information. Students who receive an “I” (incomplete) will not be listed for the Honor Roll.

GRADING SCALE: Academic achievement is reported using the following scale:

	A =	4.0	A- =	3.67	
B+ =	3.33	B =	3.0	B- =	2.67
C+ =	2.33	C =	2.0	C- =	1.67
D+ =	1.33	D =	1.0	D- =	0.67
	E =	0.0			

A = Excellent Progress, B = Good Progress, C = Fair Progress, D = Unsatisfactory Progress, E = Failure
I = Incomplete, CR = Credit, NC = No Credit

EXAM POLICY: All students will take a comprehensive final exam at the end of the First Semester. In addition, all 9th grade through 11th grade students will take a comprehensive final exam at the end of the Second Semester. For 12th grade students, there may be exemptions granted for the Second Semester as follows:

1. Individual Faculty members will determine if the 2nd Semester Final Exam is required for Seniors.
2. Faculty shall adhere to the following when making this determination.
 - a. Total number of tardies in the class.
 - b. Total number of absences in the class, as well as the types of absences..
 - c. Documented disciplinary issues within the class (PowerSchool logged discipline).
3. Faculty may also consult with Administration regarding Senior exam determinations.

For Advanced Placement (A.P.) courses: *the expectation is that AP Students do take the end of course exam offered through College Board.*

HONOR ROLL: The Honor Roll recognizes academic achievement and is published each semester. To be eligible, students' grades must have a 3.0 trimester grade point average. Students who receive an Incomplete (I) or a no credit (NC) grade/s for the semester will not be considered for the honor roll. Students must have a minimum of three graded ERHS classes.

HONOR GRADUATES: Based upon 7 semesters and using cumulative grade points, graduating seniors are recognized as follows: 3.00-3.49 "Honors" (gold cords), 3.50-4.00 "High Honors" (gold stoles)

NATIONAL HONOR SOCIETY: The National Honor Society (NHS) is a national organization created to recognize outstanding students. The purpose of NHS is to develop character, promote leadership, create an enthusiasm for scholarship, and stimulate a desire to render service. A student with a cumulative grade point average of 3.50 by the end of the sophomore year is a candidate for the National Honor Society, using the following selection process:

- NHS advisor/s invite all sophomores and juniors with a cumulative GPA of 3.50 or higher to apply.
- Candidates to be considered must submit the Student Activity Information Form to the advisor/s..
- Potential NHS membership is then reviewed by the Faculty council.
- Determination for membership: student must have a majority (3) of the votes cast by council members, with a formal Induction ceremony to follow.

II. ATTENDANCE

Elk Rapids High School strives to provide all students the education and skills to be responsible, healthy, and productive citizens, prepared to compete in an ever-changing global community. To do this properly, regular attendance is an absolute necessity. Elk Rapids High School has developed an attendance policy and a set of attendance procedures designed to promote good attendance in a positive, constructive manner. The effectiveness of these procedures depends upon parents, students, and the school working together to see that students attend classes regularly in order to acquire a sound high school education and to prepare themselves to become responsible citizens and members of society.

"Presence in a classroom aids in instilling concepts of self-discipline and exposes a student to group interactions with teachers and fellow students. Such presence also enables a student to hear and participate in class instruction, discussion and other related learning experiences. These and similar considerations are proper educational values which will not necessarily be fully reflected in test results. School authorities may determine that attendance, class participation and similar factors are proper educational values bearing on a student's academic achievement." OAG No 541, p 738 (12-20-78).

EARLY RELEASE FOR SENIORS: Depending on the school calendar and the established date for graduation, seniors may be released prior to graduation commencement ceremonies, per Administration.

Attendance Requirement to Receive Course Credit: coinciding with earning a passing grade in a course, the attendance requirement is as follows. Students are permitted a maximum of 9 absences per class, per semester, with no make-up hours required . However, at 10 (or more) absences per class period, per semester, students are required to complete make-up hours in order to receive semester credit in a course (*refer to Saturday School*

information below). Regarding attendance, there are two forms that parents/students may complete & submit to the main office.

1. **Attendance Appeal form:** may be submitted at any time during the semester to provide dates & documentation (doctor's office and/or appointment notes) to verify one's attendance. Any supporting documentation (medical, legal, social services, etc.) is helpful for administration to consider when granting an appeal. The deadline to submit an Attendance Appeal is no later than one week prior to the end-of-semester exams.
2. **Family Trip Request form:** students are encouraged to submit the form prior to leaving on any extended family trip or vacation time, not concurrent with our regular school year calendar.

Both the Attendance Appeal & the Family Trip Request hard copies are available in the main office, and upon request, office staff can email the documents electronically to the requesting parent.

**Note: ERHS Administration reserves the right to grant conditional appeals whereby a student may earn past credit through future action defined in a written plan.*

SATURDAY SCHOOL: the term "Saturday School" refers to a three (3) hour, quiet work-study session, held in our ERHS Library/Media Center from 8:00 AM to 11:00 AM, throughout the school year. In the Fall of each new school year, a list of all the Saturday School dates is shared with ERHS Families, so that both students & parents are aware of the dates, and take advantage of these opportunities. Oftentimes, additional Saturday School sessions are added to our calendar, particularly toward the end of each semester, which are then shared with ERHS Families.

Each Saturday School session is supervised & facilitated by two ERHS staff members focused on assisting students with academic needs. Saturday School attendees will be completing current and missing assignments, make up work as allowed by individual staff, and serving hours to make up a student's 10th (or more) absence. Saturday School may potentially accommodate students referred for disciplinary reasons as well.

Students are expected to bring school work, something to read, and all appropriate materials with them. The support team will provide basic materials necessary for students including calculators, classroom copies of textbooks, pencils and paper. Students will be provided reading materials if they do not bring work/materials. ERHS Expectations for Saturday School sessions are as follows:

- Each Saturday School session will begin at **8:00 AM SHARP**; Students will NOT be admitted after 8:00 AM. Arriving 5 minutes early is strongly advised. Each session will end at 11:00 AM.
- Those students that are tardy will be assigned an alternative session.
- Students will be placed at separate tables in the Library and will not be allowed to socialize.
- Students will be expected to clean off their workspace at the close of their time/the session.
- ALL electronics will be collected upon arrival, including phones, music players, iPads, and laptops.
- Electronics may be used by students for academic purposes at the staff's discretion.
- NO SLEEPING will be permitted. Sleeping will result in dismissal.

Excessive Absences: Students who have accumulated ten (10) or more absences in a course, during a semester, who failed to serve the required make-up hours have therefore violated the Attendance policy and will therefore receive an "NC" (No Credit) on the report card for that course, regardless of the actual letter grade awarded by the teacher. Students who earn the NC in a course will be given an opportunity to earn back the actual letter grade, by adhering to an **Attendance Contract** during the following semester.

Trips/Vacations: Students are expected to be in classes while school is in session. There are generous vacation periods built into the school calendar, so vacations taken during school time are discouraged. Prior to a vacation or trip, parents should notify main office staff & submit the **Family Trip Request form**. During the absence, the student is responsible for making necessary arrangements for missed coursework with teachers. Absences due to a vacation or trip will not count toward the 9 absences allowed per semester.

Responsibility for School Work: Students will notify teachers & administration in advance for pre-arranged absences. Students should request homework prior to departure and arrange a time to make up missed tests or quizzes at a time that is acceptable with the teacher. Students attending *school-related functions* (field trips, Athletic and/or Extra-Curricular competitions, etc.) have the same responsibility for prearranged work. Upon return to school

from an absence (or school-imposed suspension/restriction), the work that was due on the day of the absence is due the day of return. If a student was absent due to illness, the student will have as many days to complete make-up work for each excused absence. Students, who have an extended illness, should make arrangements with their teachers on an individual basis. Administrators and/or School Counselors may assist in making such arrangements. Students are encouraged to refer to the teacher's course syllabi for specific classroom policies regarding make-up expectations. Students with unexcused absences may not have the option to make up work and/or may not receive full credit for missed coursework.

Homebound Services: Students who face hospitalization or extended illness should communicate with the Principal as soon as possible in order to request homebound services. Days of school missed by students after homebound services have started will not count against the attendance requirements. A doctor's verification and completed homebound services application will be required for homebound services.

TARDY POLICY: Punctuality is essential to success and is a fundamental employability skill. For this reason and the fact that tardiness disrupts the class and impacts the learning process, ERHS adheres to the following policy. Tardiness is defined as being late to class. Tardiness of more than ten (10) minutes equals an absence. Excessive tardiness is addressed as follows:

- 1st & 2nd Tardy to class = Teacher issues a warning
- 3rd & 4th Tardy to class = Teacher informs Administration, Student is assigned a Lunch Detention
- 5th (or more) Tardy = Teacher informs Administration, Student is assigned a Saturday School, and Administration informs the parent.

Students who accumulate more than ten (10) tardies in a class, per semester, may result in an "NC" (No Credit).

**At the Teacher's discretion: 10% of a student's final grade may be impacted by total tardies (Example: A Student who was tardy to class three (3) times during the semester, that student's grade may be reduced by 3%).*

ATTENDANCE PROCEDURES, Reporting Absences: parent/guardian should contact ERHS main office staff for any & all absences. Any absence due to illness, funeral, religious observance, medical absences, or other important business that cannot be accommodated outside the school day, **MUST BE VERIFIED BY A CALL OR NOTE FROM THE PARENT OR GUARDIAN BY 3:00 PM THE DAY FOLLOWING THE ABSENCE.**

The parent/guardian may call the main office (231) 264-8108 at any time; Voice mail is available after hours.

When leaving a voice message at the ERHS office, please state the following:

1. Student's Name (First & Last)
2. Date/s of the Absence.
3. Reason for the Absence.
4. Relationship of caller to the Student.
5. Contact Phone Number where the caller may be reached.

**Frequently, call-backs may be made to verify the authenticity of calls.*

Late Arrival/Sign-In Procedure: Students who report to school any time after the first scheduled class begins, or are returning from signing out earlier in the day, must report to the main office.

Early Dismissal/Sign-out Procedure: If/when it is necessary for a student to exit school any time during the school day prior to dismissal, the student must sign-out at the main office & have parent/guardian communicate with office staff regarding permission to leave school.

Classification of Absences:

EXCUSED ABSENCES: the following as excusable reasons for absence from school. *Excused absences do count toward the 9 absences allowed per semester.*

- Personal Illness: administration may require a doctor's confirmation if deemed advisable.
- Illness in the Family.
- Quarantine of the Home: limited to the length of the quarantine as fixed by the proper health officials.
- Death of a Relative.
- Observance or Celebration of an Established Religious Holiday.

- Absence during the school day for professional appointments: Parents are encouraged to schedule medical, dental, legal, and other necessary appointments outside of the school day. Since this is not always possible, when a student is to be absent for part of the day:
 - Student shall have a statement to that effect from his/her parents.
 - Students/parents will submit documentation of professional appointments.
 - Student shall report back to school immediately after the appointment, if school is still in session.

SCHOOL RELATED Excused Absences, which do not count toward a student's total absences for the semester, include the following: field trips, athletic events, conferences (with a teacher/counselor/administrator), special programs. Parents are informed by the school (staff, administration, teacher, coach, etc.) regarding any & all School-related activities/events when participating students will be excused from classes.

UNEXCUSED ABSENCES: an absence from class/school, that does not meet the Attendance Policy and/or that has not been approved by administration, shall be considered truancy & subject to discipline. *NOTE: When parent/guardian indicates that they are "excusing" an absence even though the reason given doesn't meet the ERHS Attendance Policy, office staff indicate the absence as "parent verified", but it is still recorded as "unexcused." In such situations, administration may not issue disciplinary consequences; however, *students with unexcused absences may not have the option to make up work and/or may not receive full credit for missed coursework.* In addition, these absences may not be subject to the Attendance Appeal Process.

SCHOOL IMPOSED ABSENCES: Detention/Suspension (see also Code of Conduct).

- **In-School Suspension (ISS)** as assigned by administration per Code of Conduct. Students serving In-School Suspension will request their classwork from their teacher/s and will complete such work during their suspension time. Absences from class due to In-School Suspension *do not count* against semester attendance totals.
- **Out-of-School Suspension (OSS)** as assigned by administration per Code of Conduct. The office will request classwork from the student's teachers, picked up by the student or parent in the main office, which the student will complete during the suspension. Absences from class due to Out-of-School Suspension *do not count* against attendance totals.

III. CODE OF CONDUCT

ERHS Code of Conduct applies to all students while on school premises (as well as anywhere on campus), on bus transportation, while attending a school-sponsored or school-related activities, and while representing our school in any aspect of our local school community and our greater community at large.

ERHS does not administer discipline for the sake of discipline, rather ERHS works to educate students regarding behavior, to correct concerning behavior, while making every effort to maintain a safe environment for students to learn, work and thrive. Therefore, while not an exhaustive list, the headings listed below outline concerns regarding student conduct that are addressed by ERHS faculty, staff and administration.

Academic Dishonesty: including, but not limited to: Cheating, Plagiarism, Forgery, any Falsification of work. Per Administration discernment, any instance of academic dishonesty may result in the following: Loss of points (per individual teacher discretion), Detention, Suspension (ISS and/or OSS), with potential Expulsion.

Alcohol, Drugs, illicit-illegal/controlled substances: possession, use, and/or being under the influence; may include, but not limited to: (alcohol, marijuana, ecstasy, methamphetamine, etc.).

1st Violation = Five (5) day Suspension (OSS). In addition, Substance Abuse Screening, as well as Completion of a recommended course of action by a screening agency may be required, per administration, and potential referral to legal authorities.

2nd Violation = Ten (10) day Suspension (OSS), potential referral to Board of Education for Expulsion, and referral to legal authorities.

Any instance of selling alcohol, drugs or controlled substances is grounds for immediate Expulsion.

Alcohol Look-Alikes: Malt beverages labeled as non-alcoholic may contain alcohol. The possession or consumption of malt beverages (regardless of their alcoholic content) on school grounds or in association with any school activity is inappropriate conduct and will be subject to disciplinary procedures.

Drug Look-Alikes: It is against the Board of Education policy for a student to possess, deliver, attempt to deliver, or cause to be delivered, a non-controlled substance which the person:

- Represents to be a controlled substance.
- Represents to be of a nature, appearance, or effect which will allow the recipient to display, sell, distribute, or use the substance as a controlled substance.
- Represents through misleading advertising the look-alike drug.

Drug Paraphernalia: Various instruments and materials that are commonly known to be intended for the use of, or preparation of illicit substances. Because of the intended use implied by these implements, their manufacture, distribution, sale, use or possession is prohibited.

The Michigan Public Health Code prohibits the manufacture, distribution, or possession of an "imitation controlled substance" and includes criminal penalties for violations. MCL 333.7341 The possession or sale of drug look-alikes on school grounds or in association with any school activity is inappropriate conduct and will be subject to disciplinary procedures.

Arson: the willful and malicious burning, or attempt to burn, any building or part of any property of the school district. MINIMUM SUSPENSION OF TEN (10) DAYS AND REFERRAL TO LEGAL AUTHORITIES AND BOARD OF EDUCATION.

Assault: referring to "physical assault," Fighting, hitting, striking, pushing, any means to "intentionally cause or attempting to cause physical harm to another through force or violence" (MCL 380.1310). Suspension up to ten (10) days. Potential referral to the Superintendent and/or Board of Education, as well as legal authorities.

Automobile Misuse: any inappropriate use of a vehicle on school property, including failure to register vehicle, parking infractions, speeding, and unsafe driving; students driving, riding in, or entering the parking lot or a vehicle during any part of the school day without administrative authorization. Loss of driving/parking privileges, in addition to possible Suspension, parent conference, referral to legal authorities, as well as the *vehicle may be towed from the school parking lot at the owner's expense.*

Bomb Threat: including any False Alarms, Fire Extinguisher Misuse, etc.: the act of initiating or circulating a report or warning of fire or an impending bombing or other catastrophe; misuse of fire extinguisher. Suspension up to ten (10) days. Referral to Superintendent and/or Board of Education, as well as legal authorities.

Bullying/Harassment: name-calling, "picking-on" someone, regardless of statements such as: "I was only joking," is considered bullying/harassment and will result in Detention, and/or Suspension. Per administration, after addressing the issue with the student, if he/she fails to cease & desist with the bullying/harassing behavior, the result will be further discipline, including extended suspension time (see also **Sexual Harassment**, listed below).

Computer/Technology Misuse: Infractions of ERHS Technology User Agreements. Violations such as inappropriate use, destruction or vandalism of technology equipment/hardware, software, network, or supplies will result in disciplinary action. The act of knowingly entering an unauthorized account and copying or altering such programs. The act of maliciously destroying another person's file, account or electronic media. Students are prohibited from bypassing school security filters, utilizing other student login information and downloading non-school related material. Loss of school computer/internet privileges, Detention, Suspension, Potential Loss of Credit, denial to take Advanced courses, Restitution and/or referral to legal authorities.

Dress Code Violations: any clothing that interferes with the health and safety of students or creates or potentially creates a disruptive influence on the educational process, per administration discernment. Warning, Change of clothing, Detention, Suspension.

Displays of Affection: students demonstrating affection between each other is personal and not meant for public display. This includes touching, petting, or any other contact that may be considered sexual in nature. Such behavior may result in Suspension from school and/or other disciplinary consequences.

Disruptive/Disorderly Behavior: per administration, any acts detrimental to the educational process or safety of others. Detention and/or Suspension.

Electronic Devices/Use of Camera & Cell Phones: the school prohibits the use of any video device from any restroom, locker room or other location where students and staff "have a reasonable expectation of privacy." Cellular phones, or electronic devices are not to be on in class. Taking or transmitting images during testing is also prohibited. CONFISCATION AND/OR PARENT CONFERENCE AND/OR SUSPENSION.

Cell Phone Use Violations:

- First Offense= Verbal & Written Warning (Insubordination - logged in PowerSchool) by Teacher; Teacher turns phone into Office; Teacher communicates with parents; Student may pick up phone from office at the end of the day.
- Second Offense= Verbal & Written Warning (Insubordination - logged in PowerSchool) by Teacher; Teacher turns phone into Office; Administrator Contacts Parents; Administrator meets with Student; Student Assigned In-School Suspension; Parents required to pick up the phone from office.
- Third Offense= Progressive Discipline, Out of School Suspension, etc.

Fireworks/Smoke Bombs/Explosives/Incendiary Devices/Irritants (such as mace or pepper spray): the act of possessing, selling, using or threatening to use a lighter, matches or any device or instrument capable of inflicting bodily injury. SUSPENSION OF UP TO TEN DAYS. POSSIBLE REFERRAL TO LEGAL AUTHORITIES AND/OR BOARD OF EDUCATION. SEE WEAPONS.

Insubordination/Persistent Disobedience: the act of failing to respond to or carry out a reasonable request by authorized school personnel; recurring insubordination; and deliberate and open defiance of school personnel. Also, refusing to accept discipline is a form of insubordination. When a student refuses to accept the usual discipline for an infraction, the refusal can result in an alternative consequence and more stern action. DETENTION, SUSPENSION, PARENT CONFERENCE, REFERRAL TO BOARD.

Laser Pointers: determined to be a safety hazard, possession and/or of laser pointers is prohibited. Confiscation, Detention, and/or Suspension.

Lunchtime/Cafeteria Behavior: per administration, any inappropriate Cafeteria behavior, including Food and/or Beverages in Non-designated Areas (eating or carrying food and/or drinking or carrying beverages in unauthorized areas), throwing food or other objects, leaving garbage behind, disregarding requests from lunch monitors/staff, as well as leaving campus without administrative approval, is prohibited. Detention and/or Suspension. Tampering with Food/Drink: Students may not Take/Hide/Replace or Add Foreign Substances to another student's food or drink. These actions are not permitted and can result in Suspension from school.

Obscenity, Profanity, Vulgarity: abusive, profane, or vulgar words, gestures, pictures or sounds; the act of using language in oral or written form, or in pictures, or caricatures, or gestures, which are offensive to the general standards of the school and/or community. DETENTION AND/OR SUSPENSION.

Sale of Personal Items: Students are not permitted to sell personal items while on school premises (as well as anywhere on campus), on bus transportation, while attending a school-sponsored or school-related activities, and while representing our school in any aspect of our local school community and our greater community at large. Detention and/or Suspension.

Sexual Harassment: any unwanted sexual remarks or behaviors, including: verbal, physical, or visual.
Verbal:

- Making sexual jokes, comments, or spreading rumors targeted at someone (in person or online).
- Making sexual jokes or comments about students' bodies or how they look or act.
- Making jokes or comments about students' masculinity or femininity and/or who they are attracted to or love.

Physical:

- Pulling at or touching someone's clothing in a sexual manner (like putting down someone's pants or snapping a bra strap).
- Touching, pinching, or grabbing someone in a sexual way.
- Brushing up against someone's body on purpose

Visual:

- Posting or sharing sexual comments, pictures, or videos.
- Pressuring someone to take or send sexual pictures or videos ("nudes").

Sexual harassment can make someone feel many emotions. You may feel scared, uncomfortable, upset, embarrassed or angry. When it comes to sexual harassment, what matters is how the action makes a person think or feel—not the intention of the person who did it.

Sexual harassment can happen anywhere or to anyone. It can take place in person or online. But no matter where sexual harassment happens, it is never OK. It is wrong and it is against the Law.

Sexual Assault: any sexual act that one person chooses to do to another person without consent (permission) through physical force, threats, or pressure (verbal or emotional).

- Touching someone's genitals, breast, or butt without their permission (consent).
- Unwanted behavior or touch over or under clothes.
- Unwanted kissing.
- Physically forcing someone to perform a sexual act.
- Threatening or pressuring a person to do any sexual act.
- Unwanted vaginal, oral, or anal penetration with a body part or object (also known as rape).

Sexually assaulting another person is wrong and it is against the law.

In Michigan statute, this is referred to as CSC = Criminal Sexual Conduct.

About Consent: "Consent" means that each person agrees or gives permission. Anyone can change their mind at any time. Consent means each person understands what is going on and agrees to all of it. Someone needs to get consent every single time. Just because someone said "yes" before, does not mean "yes" now. It is not OK to use threats, emotional pressure, or the fact that another person is drunk or high to get what you want. If someone doesn't consent to sexual acts it is sexual assault.

What if This is Happening to Me? It is not your fault. You are not alone. No one has the right to sexually harass or assault anyone else. You have the right to feel safe and respected. If you feel like you won't be harmed, tell them this is not okay and to stop. Consider telling a trusted adult if any of these behaviors happen to you. If the trusted adult is a teacher, coach, or school staff, they may have to tell someone else (like a principal, parents, etc.). If you're not sure if you are ready or want to tell a trusted adult at your school, you can talk to them without saying it happened to you ("I have a friend who..."). If the first person isn't helpful, keep trying until you find someone who is. Speaking up is a brave thing to do. Don't be afraid to seek help from someone you trust (See Resources listed below).

Scientific research tells us that people who experience traumatic events like sexual harassment and sexual assault have many different responses in their brains, bodies, feelings, and behaviors. However YOU respond to trauma is OK and is normal.

What if This is Happening to Someone I Know? Believe. Listen. Support. Believe them! If someone tells you that someone has sexually harassed or assaulted them, know that it is very hard to tell someone about this and that person trusts and respects you enough to share this information. Let them know that what happened is not their fault and you are there to support them. Listen without judgment. Give them space and time to tell you what they feel comfortable sharing. Ask how you can support them. What you would need might differ from what your friend needs, so always ask. Let your friend decide who else can know.

Resources: There is Help. You can call or chat with any of the resources below 24/7. People who are trained are there to listen and support you no matter what. You don't have to tell them your name. They can connect you with people and organizations nearby who can help you with questions or needs. Michigan's Sexual Assault Hotline (VOICES4) Text: 866-238-1454 Call: 855-864-2374 Chat: <https://mcedsv.org/sexual-violence-hotline-chat/> Michigan's Domestic/Dating Violence Hotline (VOICEDV) Text: 877-861-0222 Call: 866-864-2338 Chat: <https://mcedsv.org/hotLine-domestic-violence/> Youth Resources Web Page <https://mcedsv.org/resources>

School Title IX Coordinator: If someone sexually assaulted or sexually harassed you at school or at a school event, you can choose to talk to your School District's Title IX Coordinator. Part of their responsibilities is to prevent and respond to sexual assault, sexual harassment, and discrimination based on sex and gender. Note: If you report to a Title IX Coordinator, they are required by law to follow up and may conduct an investigation. If you report a sexual assault or sexual harassment incident, the policies forbid someone from retaliating or doing something to get back at you. See page 5 for your school's Title IX information and other related policies.

Elk Rapids District Title IX Coordinator: *Josh Haggerty 707 E. Third Street Elk Rapids/ MI 49629 District Policies Related to Sexual Harassment and Sexual Assault PO 5517 and PO 2266:* Summary: It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment/ including sexual harassment and sexual assault. This commitment applies to all School District operations/ programs, and activities. All students/ administrators, teachers/ staff/ and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment or assault. This policy applies to unlawful conduct occurring on school property or at another location if such conduct occurs during an activity sponsored by the Board.

Smoking, Vaping, including use of Tobacco Products: the use or possession of tobacco or products represented as tobacco (look-a-likes) in any form on school property, school functions, or going to and from school and at school bus stops is prohibited to ALL STUDENTS. Even though it is not a violation of the Youth Tobacco Act for an 18 year old to possess or use tobacco, it is a violation of the Board of Education's regulations relative to students. Accordingly, the penalties for violating these regulations apply to all students, including those 18 years of age.
1st Violation: two (2) day Suspension (OSS), Possible referral to legal authorities.
2nd Violation: five (5) day Suspension (OSS), Possible referral to legal authorities.
3rd Violation: up to ten (10) days Suspension (OSS), Referral to Superintendent/Board of Education.

Stealing: theft, taking things (money, personal or public property) that belongs to another; Obtaining property through unauthorized entry into lockers, desks, or other areas. RESTITUTION, REFERRAL TO LEGAL AUTHORITIES, SUSPENSION. POSSIBLE REFERRAL TO BOARD OF EDUCATION.

Trespassing & Loitering: trespassing is being present someplace other than where you are authorized to be or refusing to leave when requested to do so. Loitering is when students are in the building or on school grounds without a valid pass and/or not in their regularly scheduled class. It also refers to students lingering in hallways and other areas of the school building. DETENTION, SUSPENSION OR OTHER APPROPRIATE DISCIPLINE. POSSIBLE REFERRAL TO LEGAL AUTHORITIES.

Truancy/Unexcused Absences: the act of being out of scheduled classes without permission; "skipping". IN-SCHOOL SUSPENSION, POSSIBLE REFERRAL TO TRUANT OFFICER.

Vandalism: willful destruction or damage to property belonging to the school or others while under school jurisdiction. RESTITUTION FOR MATERIALS AND LABOR AND/OR SUSPENSION. POSSIBLE REFERRAL TO THE BOARD OF EDUCATION AND/OR LEGAL AUTHORITIES.

Weapons: possessing, using, or threatening to use, any weapon or instrument capable of inflicting bodily injury. A weapon is any device, instrument, material, or substance, animate or inanimate, which under the circumstances in

which it is used, attempted to be used or threatened to be used, is capable of causing death or serious bodily harm. **MINIMUM SUSPENSION THREE (3) TO TEN (10) DAYS. REFERRAL TO LEGAL AUTHORITIES, AND/OR REFERRAL TO THE BOARD OF EDUCATION FOR PERMANENT EXPULSION.** A dangerous weapon is defined as “a firearm, dagger, dirk, stiletto, knife with a blade over three (3) inches in length, pocket knife opened by a mechanical device, iron bar, or brass knuckles” or other devices designed to or likely to inflict bodily harm including but not limited to, air guns and explosive devices.” Weapons shall include, but are not limited to: firearms, pellet guns, knives, metal knuckles, straight razors, club type implements, explosives, noxious, irritating, or poisonous gases; and drugs or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff, parents or the public. It may also include any toy that is presented as a real weapon or used to threaten or injure another. This includes, but is not limited to: padlocks, pens, pencils, scissors, chairs, jewelry, and other items.

Possession of a weapon will subject a student to permanent expulsion. It will make no difference whether or not the weapon belongs to someone else, unless the student can provide convincing evidence that the weapon was placed in the student’s possession without his/her knowledge. If it can be confirmed that a weapon belonged to a student other than the one who possessed the weapon, that student shall also be subject to the same disciplinary action.

The Board shall permanently expel any student who possesses a dangerous weapon in a weapon-free school zone or commits either arson or rape in a District building or on District property, including school busses and other school transportation.

DISCIPLINARY CONSEQUENCES

Detention: Teachers and/or administrators may assign after-school detention on one day’s notice. Students have two days to serve the detention and students are to have school work to do during that time. Students may not talk, eat, or sleep during detention. Students must make their own arrangements for transportation when serving detention. Detention hours are to be completed after school (2:45- 3:50 PM) in the detention room. Students may also attend detention to complete study hours provided they do not have prior disciplinary obligations. Failure to attend/complete the first assigned detention may result in a one-day in-school, or out of school suspension.

Teacher Snap Suspension: A student may be suspended from a class, subject, or activity for up to one day by his/her teacher for certain conduct as defined in the Student Code of Conduct. A student so removed may be allowed to attend other classes taught by other teachers during the term of the one-day removal. A student may return that school day to the classroom, subject or activity for which he/she was suspended, with the concurrence of the teacher and a school administrator. A student suspended by a teacher must immediately report to the Principal’s Office and the suspending teacher will arrange a parent/teacher conference.

In-School Suspension (ISS): Administrators may assign students to in-school suspension for violations of the Student Code of Conduct. Students are expected to work on behavioral packets assigned by administration and schoolwork throughout the day. Assignments will be requested and collected by students from teachers whenever possible. Students may not talk or eat without permission. Students may not sleep in in-school suspension. absences are not counted toward the attendance policy. Students receive credit for assignments completed. Students may not choose out-of-school suspension in place of in-school suspension.

Out-of-School Suspension (OSS): Administrators may assign students to out-of-school suspension for violations of the Student Code of Conduct. Suspended students may not be on school grounds or participate or attend any school-sponsored activity during the term of their suspension. Assignment requests will be processed through the Principals’ Office.

Expulsion: The Board of Education is continually concerned about the safety and welfare of District students and staff and, therefore, will not tolerate behavior that creates an unsafe environment or a threat to safety.

EXPULSED/SUSPENDED STUDENTS ARE NOT TO BE ON ANY SCHOOL PROPERTY OR PARTICIPATE IN ANY SCHOOL SPONSORED ACTIVITIES DURING THE TERM OF AN EXPULSION/SUSPENSION. ANY STUDENT IN ANY RESTRICTED AREA WITHOUT PERMISSION WILL BE SUBJECT TO DISCIPLINARY ACTION AND/OR REFERRAL TO LEGAL AUTHORITIES.

DUE PROCESS - Appeal Process (Board Policy 5611): Any & all Appeals will adhere to the following procedure.

Appeal Procedure: Suspensions may be appealed by parents in writing to the Principal within two school days of the parent's notification of the suspension. The written appeal must contain the reason(s) that the suspension is being appealed.

- The student shall be reinstated during the appeal process unless it is determined that the student's attendance would jeopardize the safety of others.
- Upon review, the Principal may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not be limited to, a meeting with a parent if, in the Principal's opinion, this is appropriate.
- The Principal will reach the decision and inform the parent within ten school days after the receipt of the written request.
- The decision of the Principal may be appealed in writing to the Superintendent within two school days of the parent's receipt of the decision. The Superintendent will reach a decision and inform the parent in writing within ten school days after the receipt of the written request.
- The Superintendent's decision shall be considered final. The parent may appeal to the Board only in cases of alleged violation of due process by the Superintendent. In such cases, the appeal shall be made in writing to the Board president within two school days after the parent's receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parent of its decision within ten school days of receipt of the written request.

Due Process Rights: The Board of Education recognizes the importance of safeguarding a student's constitutional rights, particularly when subject to the District's disciplinary procedures. To better ensure appropriate due process is provided to a student, the Board establishes the following guidelines.

- **Students subject to short-term (10 days or less) suspension:** a student must be given both written notice of his/her suspension and the reasons therefore, and the opportunity to respond to the charges against him/her prior to the suspension. An appeal may be addressed to the Superintendent whose decision will be final.
- **Students subject to long-term (more than 10 days) suspension and expulsion:** a student and his/her parent or guardian must be given written notice of the intention to suspend or expel and the reasons therefore, and an opportunity to appear with a representative before the Superintendent, in the case of a long-term suspension of forty-five (45) days or less, or the Board in other long-term suspension or expulsion cases, to answer the charges. The student and/or his/her guardian must also be provided a brief description of the student's rights and of the hearing procedure, a list of the witnesses who will provide testimony to the Board or Superintendent, and a summary of the facts to which the witnesses will testify. At the student's request, the hearing may be private, but the Board must act publicly.

IV. POLICIES & PROCEDURES

Accessibility & Accommodations: any & all requests for accessibility and accommodations should be made to administration.

Accident Reports: any student who has an accident in school, or on school grounds, is directed to report the accident to an adult (teacher, or any other staff member). Staff member/s will inform the main office so that proper care is afforded to the student, parent contact is made, and school documentation is completed.

Age of Majority: age of majority, which is 18, is a relevant factor in Michigan school policies, particularly regarding the transfer of rights and responsibilities for students with IEPs and for students who are legally emancipated. Students 18 years of age and older are legally recognized as adults. Except as noted below, policies and procedures set forth in the ERHS handbook will apply to all students, regardless of their attainment of the age of majority. As such, students 18 years and older may have the same privilege as their parents/guardians as it relates to access to their student records, and may represent themselves during disciplinary conferences and be the addressee for their grade reports.

Eligible students who wish to assert these rights should register their intent by scheduling a meeting with a principal to make an official declaration. Until such time as the eligible student registers this intent, school officials may not recognize the above exceptions to school policies and procedures.

Parents/Guardians will be advised when their student has declared “age of majority”. Parents should be advised that once an eligible student has registered their intent as stated above, all school related communication will typically be handled through the student, not the parent/guardian or home.

Backpacks/Shoulder Bags/Any School bag: Based on recommendations from local and state law enforcement, the district recommends the following procedures for student bags at Elk Rapids High School: Students should place bags directly in their lockers upon entering the building and may retrieve them from their lockers when exiting the building.

Bus Transportation: to ensure that all student riders are safe, and to maintain a safe and orderly experience for all (students & staff) using ER Schools bus transportation, students shall adhere to the following.

- Be at the right place at the scheduled time, ready to board the bus.
- Wait for the bus in an orderly fashion and to stay off the roadway while waiting for the bus.
- Wait for the bus to come to a complete stop before attempting to get on or off.
- Enter & exit the bus only by the front door except in the case of an emergency or an emergency drill.
- Be seated and remain seated in that seat until it is time to get off.
- Never throw anything around the bus, out of the bus, or at the bus.
- Never push or shove anyone, such behavior is unsafe and may distract the driver.
- Refrain from profane or vulgar language, smoking, or littering while on the bus.
- Never deface or damage the bus; Report at once any damages to the bus that are observed. Anyone guilty of such action shall bear the cost of repairs.
- Leave the bus at the regularly scheduled stop unless written permission is given by a parent or guardian with the consent of the bus driver. To keep books, musical instruments, feet and other items out of the aisle.
- Above all, obey the driver.

Students who violate this code of conduct may be subject to suspension of all school bus riding privileges. All disciplinary action shall be consistent with the seriousness of the violation. The school bus is considered an extension of the school/classroom and disciplinary actions for misconduct on the bus may extend to the school setting. The overall safety of the driver, other passengers, and other motorists is of the utmost importance.

Cafeteria, Food & Beverage: ERHS offers free school breakfast & lunch (formerly the free & reduced lunch program) which is available to all students. All Families are encouraged to complete the School Meals Application, including federal income guidelines and information regarding cafeteria debit cards, will be distributed at the beginning of the school year or may be obtained in the Principal’s Office. *USDA DIETARY GUIDELINES: Board Policy #8510 indicates our implementation of USDA dietary guidelines, please visit erschools.com for details.*

Student behavior in the cafeteria (see also Code of Conduct) is based on courtesy and cleanliness. All students eating at school are expected to properly dispose of their refuse in the trash cans and recycling bins provided. Students are required to remain in the cafeteria/lobby/gymnasium area during the lunch period.

Canine Contraband Detection Program: the overall intent of the use of detection canines on the school campus is to provide a deterrent to minimize the presence of contraband items on school property. Policy incorporates routine inspections of such areas as: lockers, gym areas, common areas, and parking lots. Inspections are performed on a random basis ensuring consistency of areas searched. The ultimate goal is to assist in providing a learning environment free from contraband items.

- Contraband Items (defined): trained canines are capable of detecting the following items:
- Illicit Substances: marijuana, heroin, cocaine, methamphetamine
- Alcoholic Beverages: beer, wine, liquor
- Gunpowder: ammunition, guns, fireworks
- Medications: normally both prescription and over the counter medications commonly subject to abuse
- Bombs: explosives and other incendiary devices

Cell Phones, Smart Watches, Personal Electronic Devices: after a lengthy review by staff of a growing body of research regarding the negative impacts of cell phones on student attention and learning, it has been determined that some additional restrictions need to be implemented to safeguard the learning environment. ERHS students are to have cellphones in school, under the following conditions.

- it is expected that they will be locked in lockers and are not brought to the classroom. Otherwise keeping them locked in a vehicle in the parking lot during the day is a good idea.
- Cell phone usage will continue to be allowed before school begins, during lunches, during passing periods (as long as students are not tardy), and after school is dismissed for the day.
- Cell phones may not be possessed/used when classes are in session, and this includes in hallways and restrooms. Students found using/in possession of cell phones during learning time may have them confiscated and/or have assigned consequences (see Code of Conduct).

There is a dedicated student phone available in the main office for students needing to contact parents for important/emergency reasons. Students are expected to follow the general school rules as noted in the handbook as well as specific instructor's rules as communicated in each classroom.

Closed Campus: ERHS operates as a "closed campus," meaning students are not permitted to leave campus during regular school hours. Moreover, during lunch periods, students must remain within the building; Students are not permitted to leave campus during lunch.

Clubs & Student Organizations: clubs & student organizations at ERHS have open membership, are available to all interested students, and practice no discrimination. In addition, each & every meeting, event, etc. is facilitated and/or supervised by the adult advisor (either staff advisor, parent advisor, or other parent volunteer assigned by advisor).

ERHS Clubs & student organizations exist and operate with the primary purpose of providing service to others, and thus enhance the high school experience of its student members/participants. Any student interested in organizing a club must secure a staff advisor, and receive administrative approval. Outside visitors are not permitted to attend club meetings unless special arrangements have been made through the advisor & school administration.

According to student interest on a yearly basis, the clubs & organizations active at ERHS include: Art Club, Spanish Club, Michigan Youth In Government (MYIG), Robotics, Academic World Quest, National Honor Society, National Technical Honor Society (through CTC), Student Council/Student Government, Broadcasting, Yearbook, Concert Choir, Jazz, Concert, & Marching Band.

**ERHS clubs & student organizations are subject to change and may not be available every year.*

Displays of Affection: Public displays of affection (PDA) are not appropriate school behavior in the building or on school grounds. This type of behavior is not permitted and is subject to disciplinary action, per administration (**see Code of Conduct**). PDA is considered, but not limited to, hugging, cuddling, kissing, groping, petting, or any other inappropriate behavior, sexual in nature, or otherwise. Holding hands or putting an arm around a significant other is acceptable only in non-academic school settings.

Dress & Appearance: student dress should be neat, clean, and appropriate for the learning situation. Students are expected to maintain the type of appearance that is not distracting to teachers, other students, or disruptive of the educational process of the school. Any form of dress which is considered contrary to good hygiene or which is distractive or disruptive to the purpose of the school will not be permitted.

- Students are not permitted to wear clothing that promotes sex, alcohol, tobacco, drugs, or violence.
- Hats, hoods, similar head coverings, and sunglasses are to be removed upon entering the building. These items may not be carried or worn during any part of the school day and must be left in the student's locker.
- Outdoor apparel, bulky coats, trench coats, jackets, or similar apparel deemed inappropriate by administration are to be removed upon entering the building. These garments are to be left in the student's locker. (This does not include semi-formal or formal wear including tuxedos, suits, and blazers.)
- No bare feet.
- No bare midriffs or backs, no low cut or see through clothing, no sagging pants/shorts, no short shorts/skirts (must extend beyond the finger tips with arms at your side), and no strapless or single-strapped tops. Spaghetti strapped tops must be covered. Shoulder straps must be at least 3 inches in width. Please make sure that clothing choices are appropriate for the educational environment.

- Apparel that presents safety concerns or classroom distractions may be denied and confiscated by teachers or administrators. Infractions of dress guidelines may result in disciplinary action.

Driving & Parking privileges: As a service to our students, ERHS provides parking facilities as a convenience. The fact that the school makes parking available for students does not diminish the school's sole ownership, control, and authority over the parking facilities. The school reserves the right to examine vehicles therein and their contents for the purpose of eliminating fire or other hazards, maintaining sanitary conditions, attempting to locate lost or stolen articles, and locating prohibited or dangerous materials including, but not limited to, narcotics or other contraband.

- Students may not park in visitor or faculty lots during the school day. If you are unsure of permissible parking locations please check with the Office.
- Vehicles parked in faculty lots or unauthorized areas or unregistered vehicles driven by students are subject to towing at student's expense or other disciplinary consequences. A tire boot may be used in lieu of towing and a fee may be assessed for its removal. Blue lines indicate handicapped spaces.
- All vehicles must be registered, and parking permits must be displayed in the vehicle. These permits may be purchased at the main office.
- Student drivers and their passengers are to immediately leave their vehicle once it is parked and not return to the vehicle during the school day without permission from the office.
- Students that have permission to drive out may not transport other students that do not have permission.
- Vehicles should be operated in a safe and orderly manner and students should observe all parking and traffic regulations.
- All parking areas are off limits to students during the school day, including the lunch hour, unless permission is granted from the administration.
- Driving vehicles during school hours, without permission, is subject to disciplinary action.
- It is strongly recommended that all vehicles be locked during the school day and all valuables be kept at home. The school assumes no responsibility for theft, breakage, or damage to any vehicle while on school property.

Parking Permits: students are permitted to drive their personal vehicles to school and park in the designated lots surrounding the building. ERHS has 250 numbered spots for students & staff. These numbered spots are assigned each August to both students & staff. *Students purchase a spot for \$5.00 for use during the school year.*

Violations of parking regulations may result in loss of school driving privilege, issuance of a city traffic code citation, and/or school disciplinary action. The school is not responsible for theft or vandalism.

Emergency Drills: ERHS complies with all safety laws and in cooperation with local police, fire and safety authorities will conduct drills in accordance with State law. Specific instructions on how to proceed will be provided to students by their teachers who will be responsible for safe, prompt, and orderly participation in said drill. Fire, Tornado, and Lockdown drills are scheduled prior to the beginning of the school year, in cooperation with ERPD & Fire Marshall.

ERHS conducts five (5) first drills, two (2) tornado drills and three (3) scheduled lockdown drills. In addition, one or more "surprise" lockdown drills are conducted each year, unannounced to students & staff, in an effort to ensure quick response by all school building occupants during said drills.

Hallways-Student Passes: Students are **NOT** to be in the hallways or restrooms during class periods unless they have a proper pass. A proper pass/student admit slip is dated and signed by a staff member and is specific to an individual student. Hall passes should be issued only in cases of emergency or for the purposes of instructional or administrative activities assigned by teachers, administrators, guidance counselors, or office personnel. Students that abuse pass privileges may have their pass privileges revoked by the administration. In addition, during the passing of classes the halls are crowded. The following items are common courtesies while in the halls:

- Keep corridors open to traffic by walking to the right. Do not block traffic by standing in groups.
- Pass through the corridors quietly. Be considerate of others in the halls and classrooms.
- Discard trash in the containers provided. Keep the school clean by picking up papers from the floor.

Running in the halls, littering, throwing items, blocking hallways, loitering, PDAs, etc. are not permitted and are subject to disciplinary action, per administration.

Injury & illness: when a student becomes injured or ill at school/during the school day, the student must report to the main office for attention. Parent will be contacted for permission to leave the building, if necessary. If a student requires emergency care, every effort will be made to contact the school nurse, with consultation from parent/guardian.

Inclement Weather: if/when it becomes necessary to cancel school or alter school hours due to a weather emergency, the information will be broadcast over the local radio and television stations as early as possible.

Lockers: as a service to our students, ERHS provides locker facilities to be used for the convenience of students and for the security of students' personal property. The school retains sole ownership, control, and authority over the locker facilities. The school has the legal right to examine lockers and their contents, without notification, at any time. The use of a locker space is a privilege granted by the school. All students are expected to know and comply with all conditions and rules regarding locker use.

- Students are to use the lockers assigned to them, and are not to share unless assigned a locker partner by the school staff members.
- Students are expected to keep their lockers clean, neatly arranged, free from stickers and decals, and **LOCKED without having items stuck in the door to keep it in an unlocked position.**
- Since each locker has its own combination lock, no padlocks are to be placed on them without administrative approval.
- **STUDENTS ARE ADVISED NOT TO LEAVE VALUABLES IN THEIR LOCKER OR BRING THEM TO SCHOOL.** The school will not accept responsibility for any lost or stolen articles.

Lost & Found: located in the hallway outside Central Office, staff will maintain a table to hold the items until the end of the semester, when items will be donated to local pantries. Students should inform office staff, as well as custodial staff, if/when an item is "lost" (clothing item, water bottle, etc.). The school does not accept responsibility for any items that are lost or stolen.

Medication: by law, school personnel cannot dispense any drugs, including aspirin, acetaminophen, ibuprofen, and other non-prescription drugs without a written order from a doctor, which includes: the prescribed amount of medicine, medicine in the original container, written permission from a parent/guardian, and medicine given in the presence of two adults. **WHEN MEDICATIONS ARE NECESSARY, THEY ARE KEPT LOCKED IN THE ADMINISTRATIVE OFFICE.** *Appropriate paperwork must be completed in the Principal's Office. If a parent desires to provide their child with an over-the-counter medicine without a doctor's order, they will need to be present to administer the medication.*

Off-Campus Student work & Academic pursuits: any course, activity, class, work/study experience, etc. that does not take place in the Elk Rapids High School building or on the immediate grounds, such as Dual Enrollment programs, concurrent courses, work-study programs, and vocational programs, etc. shall operate under the following guidelines.

- Students participating in off-campus educational/work activities are encouraged to be actively attending those activities and utilizing on-site resources related to those off campus activities.
- Students may lose driving privileges and are subject to disciplinary action if they drive out at non-scheduled class, activity, or work times and/or transport passengers that are not involved in their off campus classes or activities.
- Michigan Revised School Code provides authority for disciplining students for off-premises conduct. Section 11a (3) (b) authorizes schools to exercise appropriate powers to provide for students "safety and welfare" while at school or a school-sponsored activity or "while en route to or from school or a school-sponsored activity." Section 1312 (8) requires all school districts to "implement" and "enforce" a student code of conduct "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 the school premises."

These rules apply to any student who is on school premises, on a school-related vehicle, at a school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of

the school. Violations of our Off-Campus policy may result in disciplinary action, per administration, and potential loss of participation in any such off-campus programming.

Parent Involvement: the Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The parents have the right to participate in the education of their children as well as the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority.

Picking up Student from school: to maintain safety for all students & staff, parent/guardian must check-in at the main office to be identified, before picking up a student from school. Any other arrangements must be communicated to office staff and/or administration.

**Only a school official may retrieve a student from a classroom; Parents may pick their child up in the main office.*

Posters: any & all posters, flyers, notices etc. placed in and around the school building/campus must have administrative approval.

School-Issued Chromebook: at the beginning of each new school year, students will receive a school computer (Chromebook) for the purpose of academic work. Students are able to access Faculty & course pages through Google Classroom. Students submit the school Chromebook to the Technology office at the end of the school calendar year upon completion of course exams. Chromebook damage incurred from student misuse will result in students charged fees for repair and/or replacement of the damaged item. For further clarification, Students & Parents are directed to Board Policy 7540 (.01-.09), accessed from our school Website, under Board Policies.

Student Technology Acceptable Use & Safety: The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

Search & Seizure (Board Policy 5771): to maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers and desks under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. Student lockers and desks are school property and remain at all times under the control of the school district; however, students are expected to assume full responsibility for the security of their lockers and desks. Students should not expect privacy regarding items placed on school property because school property is subject to search at **any time by** school officials. School authorities may conduct periodic general inspections of lockers and desks for any reason at **any time without student consent and without a search warrant.**

- A student's person and/or personal effects (e.g., purse, book bag, athletic bag, and vehicles) may be searched whenever a school official has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.
- A student's refusal to permit searches and seizures as provided in this policy contributes to reasonable suspicion and will be considered grounds for disciplinary action. When a student refuses to consent to a search, school administrators may seek assistance from law enforcement officers and/or use reasonable force to restrain the student and conduct a proper search.

If/when a properly conducted search yields illegal or contraband materials, such findings may be turned over to proper legal authorities.

Student Records: Federal law requires that school districts notify parents and guardians yearly of their right to review their student's educational records. Parents and guardians, wishing to initiate such a review, may be informed of proper procedures by contacting the appropriate building principal. Parents of special education students should notify the caseload provider.

Use of Breath-Test Instruments: administration may arrange for, or administer a personal breathalyzer test (PBT) for blood-alcohol, whenever he or she has reasonable suspicion that a student has consumed an alcoholic beverage.

- The student will be taken to a private administrative or instructional area on school property with at least one other staff member present as a witness to the test. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.
- If the result indicates a violation of school rules as described in this handbook, disciplinary consequences will be administered and legal authorities will be contacted.
- If a student refuses to take the test, the student will be advised that such denial will be considered an admission of alcohol use with the consequent discipline invoked. The student will then be given a second opportunity to take the test.

V. ATHLETICS & Extracurricular Activities

Athletic Code: Developing the physical, mental, emotional and social values of our students will help prepare them for their future endeavors. Elk Rapids Schools adheres to the philosophy that interscholastic athletics and other experiences, which happen outside of the classroom, are an essential and important part of the total educational program. The Co-Curricular Code of Conduct applies to all students who participate in athletics or any other co-curricular activity.

Participation in co-curricular activities is a privilege. Those who participate in co-curricular activities have a responsibility to favorably represent themselves, their families, as well as the school and community. Students participating in co-curricular activities are expected to conduct themselves both in and out of school in a manner appropriate to their responsibilities as representatives of the school and district. If a student fails to comply with the terms of this code, the privilege to participate may be lost.

Participation on an athletic team is a privilege and the participants must earn the right to represent Elk Rapids High School by conducting themselves in such a way that the image of the school would not be tarnished in any matter. Any participant whose conduct is judged to reflect discredit upon himself/herself, the team, or the Elk Rapids Public Schools, whether or not such activity takes place during or outside school hours and sessions of the sport season, will be subject to disciplinary action as determined by the coach, the athletic director, and/or the school administration.

The school system recognizes that the use of mood altering chemicals is a significant health problem for many adolescents, resulting in negative effects on behavior, learning, and the total development of each individual. Adolescent use and abuse of alcohol and other drugs likewise affects the development of skills related to participation in extracurricular activities.

During the school year, during the season of practice or play, and during the summer, an athlete shall not use or possess tobacco products, alcohol, marijuana, paraphernalia, steroids or other substances defined as a drug or a

look-alike drug. It is not a violation for a student to be in the possession of a legally defined drug specifically prescribed for the athlete's own use by the athlete's doctor. The term *athlete shall* apply to all High School students, including incoming 9th graders.

At the beginning of the school year or season, each organization shall submit a list of student members to the office.

Co-Curricular activities covered: Athletics, Robotics Competition, Student Senate, Class Councils, Musicals, Drama Performance, Madrigal, Pep-Band, MYIG, Debate, NHS, NAHS, Science Olympiad, World Quest, Junior Escorts, Chamber Choir, Odyssey of the Mind, SADD/SAFE ... and others to be determined.

Eligibility: first and foremost, **students must be passing all classes.** Evidence of this will be **checked each Monday afternoon.** Students who are not passing all classes with a D or higher, are considered ineligible and must abide by the following guidelines:

Elk Rapids High School Requirements:

1. A student must have earned a grade of at least a "D" in all school subjects in which they are enrolled.
2. A student must have received credit towards graduation for the classes they were enrolled in during the previous semester.
3. The athletic office will issue to teachers, once each week, an eligibility sheet. A student receiving less than a "D" in any class will receive a warning. A student is allowed just one warning per class, per trimester. If they do not get at least a "D" at the next grade check, they will be ineligible for the week. A week runs Monday through Sunday. Ineligible students will continue to practice, but will not be allowed to dress or participate in any contests or activities.
4. Students who receive a grade lower than a "D" for the semester will be ineligible as follows:
 - a. One week of competition if involved in an activity at that time.
 - b. One week of competition for the next activity, in the next semester.
5. Any student who receives three ineligibilities may be removed from the team for the remainder of the season.

1st occurrence of ineligibility, in any given class, shall be a grace week.

- During grace week, the student shall be *permitted to and is expected to practice and participate as usual.*
- A grace week shall be offered only one time per class, per season/duration of activity.
-

Additional occurrences of ineligibility shall be handled based on the table below:

	Non-Consecutive Weeks	Consecutive Weeks
2nd Occurrence	<ul style="list-style-type: none"> · Student shall be <i>permitted and is expected to practice as usual.</i> · Students shall attend and sit with his/her team for contests but <u>not</u> be allowed to participate. 	<ul style="list-style-type: none"> · Student may not be allowed to attend or participate in practices or contests.
3rd Occurrence	<ul style="list-style-type: none"> · Student shall <u>not</u> be allowed to attend or participate in practices or contests. 	<ul style="list-style-type: none"> · Student may be removed from the team for the remainder of the season.
4th Occurrence	<ul style="list-style-type: none"> · Student shall be removed from the team for the remainder of the season. 	

In all instances related to academic ineligibility, *immediate attention* to academic improvement is expected from the student. In addition, close monitoring by coaches and parents is strongly encouraged.

Other Eligibility Details:

1. The **eligibility period shall** run weekly from **Monday to Sunday**.
2. Any consequences being served, for ineligibility, shall be in place for the current and the entire eligibility period.
3. This **policy applies to all students in grades 9–12**.
4. Students participating in co-curricular activities must be in attendance by the beginning of 3rd hour in order to participate in any practice session or contest scheduled that day. The only exceptions include pre-arranged absences, a *medical appointment*, or an emergency. Proof from a medical office must be provided to document an appointment. The principal or his/her designee shall make final determinations regarding these attendance exceptions.
5. Uniforms and/or equipment shall be turned in at the conclusion of each season. In addition, payment for any required replacements shall be the responsibility of the student and made in the high school office. These details shall be confirmed before the student shall be allowed to begin participating in the next sport/club.
6. Any student who is suspended either in or out of school or is expelled from school will also be suspended or expelled/removed from the Elk Rapids Co-Curricular Program (including practices) for the same period of time. In the event that the misconduct is also an athletic code violation, the student-athlete may be suspended from athletics for a longer period of time.
7. Questions regarding eligibility should be directed to the administration.

Special Consideration for High School Musical/Drama/Madrigal Participation

Due to the specific circumstances surrounding a student's role in the high school musical/Drama/Madrigal performance, the academic eligibility rules are slightly different:

- Once the performance dates are within 2 weeks students will remain eligible to participate regardless of their academic status. However, students who lose academic eligibility in the two week time period will NOT be eligible to participate in the next musical/drama/madrigal production.
- Students who violate other school rules such as use/possession of drugs and alcohol and school suspensions, are subject to the same loss of privilege standards.

This set of rules is designed to serve as a guideline and is subject to everyday common sense. The spirit of the rules is to create a safe, healthy and productive co-curricular environment in the Elk Rapids School System. It is realized that no single set of rules, in isolation, can cover every aspect of conduct. Therefore, any specific cases outside these rules will be considered and weighed on an equal and fair basis using these rules as a point of reference. When a student who is involved in co-curricular activities persistently demonstrates that he/she is unable or unwilling to conform to specific regulations, and/or impinges on the right of other individuals and/or interferes with the activities of others or the school, suspension from the team/club may result.

**Other organizations/groups by-laws can supersede the discipline listed above.*

Athletic Code Violations:

Use and/or possession of tobacco products, alcohol, marijuana, paraphernalia, steroids, or other substances defined as a drug or a look-alike drug shall be handled using the following procedures:

First Offense:

- The student-athlete will be suspended for 20% of the interscholastic dates of competition for the activity in progress or the next activity he/she goes out for.
- During this suspension period, the student-athlete will meet with the high school counselor for substance abuse/crime education. The counselor will evaluate the situation and determine the extent of what will be required of the student. Ex. Third Level counseling, research projects, other visitations...
- Also, during the suspension period, the student-athlete will be required to serve 20 hours of community service. The community service will be prescribed by the athletic director.
- The student-athlete will attend all practices and contests which occur during this time.

- The student-athlete will not be allowed to dress for competition. If not enough time remains in the activity to satisfy the penalty, it will carry over to the next activity the student participates in.
- Once all of the above criteria has been met, the student-athlete will be permitted to participate in contests, per the administration & coaching staff.

Second Offense:

- The student-athlete will be suspended for 30% of the interscholastic dates of competition for the activity in progress or the next activity he/she goes out for.
- During this suspension period, the student-athlete will meet with the high school counselor for substance abuse/crime education. The counselor will evaluate the situation and determine the extent of what will be required of the student. Ex. Third Level counseling, research projects, other visitations...
- Also, during the suspension period, the student-athlete will be required to serve 30 hours of community service. The community service will be prescribed by the athletic director.
- The student-athlete will attend all practices and contests which occur during this time.
- The student-athlete will not be allowed to dress for competition. If not enough time remains in the activity to satisfy the penalty, it will carry over to the next activity the student participates in.
- Once all of the above criteria has been met, the student-athlete will be permitted to participate in contests, per the administration & coaching staff.

Third Offense:

- The student-athlete will be suspended for 50% of the interscholastic dates of competition for the activity in progress or the next activity he/she goes out for.
- During this suspension period, the student-athlete will meet with the high school counselor for substance abuse/crime education. The counselor will evaluate the situation and determine the extent of what will be required of the student. Ex. Third Level counseling, research projects, other visitations...
- Also, during the suspension period, the student-athlete will be required to serve 40 hours of community service. The community service will be prescribed by the athletic director.
- The student-athlete will attend all practices and contests which occur during this time.
- The student-athlete will not be allowed to dress for competition. If not enough time remains in the activity to satisfy the penalty, it will carry over to the next activity the student participates in.
- Once all of the above criteria has been met, the student-athlete will be permitted to participate in contests, per the administration & coaching staff.

Fourth Offense:

- The student-athlete will be suspended for one (1) calendar year of interscholastic competition. This will begin on the date of the infraction.
- During this suspension period, the student-athlete will meet with the high school counselor for substance abuse/crime education. The counselor will evaluate the situation and determine the extent of what will be required of the student. Ex. Third Level counseling, research projects, other visitations...
- Also, during the suspension period, the student-athlete will be required to serve 60 hours of community service. The community service will be prescribed by the athletic director.
- The student-athlete will attend all practices and contests which occur during this time.
- The student-athlete will not be allowed to dress for competition. If not enough time remains in the activity to satisfy the penalty, it will carry over to the next activity the student participates in.
- Once all of the above criteria has been met, the student-athlete will be permitted to participate in contests, per the administration & coaching staff.

Fifth Offense: the student-athlete will be suspended from interscholastic athletics for the remainder of their high school career.

***Note: If/when a student-athlete has violated the Athletic Code, he/she may not join a sport, which is already in season, to serve their suspension. A student-athlete may join a sport on the first day of practice, and must complete the season to fulfill any violation requirements.**

Also, Elk Rapids High School believes in honesty and integrity amongst our athletes. If an athlete is willing to come forward and confess to any wrong-doing, which they did not receive a citation for; the athlete may be given relief from a full suspension. The administration may lessen the penalty by up to 50%.

NOTE: If the violation occurs on school grounds or at a school function, consequences outlined in the Student Code of Conduct also apply.

Implementing the Athletic Rules: the first step in implementing this code will be that the person with information regarding a violation or possible violation will notify the athletic director of the nature of the behavior. The athletic director will implement the athletic code. The athletic director will confer with the coach as to the nature of the offense and inform the coach of any previous violations that will impact the consequences of the violations. A written record of all violations and disciplinary actions shall be kept in the athletic director's office.

Suspensions: the coach of the sport, the athletic director, or school administrator may make temporary suspensions. Parents and coaches are expected to report knowledge of conduct "unbecoming an athlete" to the athletic director or other school administrators. The athletic director and/or administrator will confer with the coach before action is taken. Causes for temporary suspensions may include, but are not limited to the following:

1. Grades
 2. Personal misconduct
 3. Unexcused absences from meetings and practices
 4. Violation(s) of athletic policies
 5. Unsportsmanlike conduct
 6. Civil infractions
- Temporary suspensions may also be invoked during that period of investigation in which an athlete may be removed from a team. An athlete suspended under this section shall be allowed the rights of due process as established by the Elk Rapids School District.
 - Coaches or school officials may impose more severe penalties at their discretion. Coaches of each sport will also establish additional training regulations and rules of conduct, and clearly communicate these rules and regulations to the athletes at the beginning of the season.
 - Suspensions must be appealed in writing to either the principal or the athletic director within two (2) school days of the parents' receipt of the written suspension notice. Students will remain suspended.
The written appeal must contain the reason(s) that the suspension is being appealed.
 1. Students shall not participate until the appeal process is completed.
 2. Upon review, the principal/athletic director may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety. The review may include, but not be limited to, a meeting with parents if, in the principal's/athletic director's opinion, this is appropriate.
 3. The principal/athletic director will reach the decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
 4. The decision of the principal/athletic director will be final if the suspension is less than 20% of the athletic season. If the suspension is 20% or more of the athletic season, the decision of the principal/athletic director may be appealed in writing to the superintendent within two (2) school days of the parents' notification of the decision. The superintendent will reach a decision and inform the parents in writing within ten (10) school days after the receipt of the written request.
 5. The superintendent's decision shall be considered final. The parents may appeal to the Board only in cases of alleged violation of due process (policy 5611) by the superintendent. In such cases, the appeal will be made in writing to the Board President within two (2) school days after the parents' receipt of the decision and shall include a statement of the alleged violation of the policy. The Board shall notify the parents of its decision within ten (10) school days of receipt of the written request.

MHSAA: all ERHS students participating in athletics will abide by the Michigan High School Athletic Association (MHSAA), as well as the Northern Shores Conferences (NSC) rules and regulations, while operating under our Athletic Code of Conduct. Athletic schedules may be available throughout the year on our web page (www.erschools.com). All students participating in the athletic program are required to have a physical examination and medical insurance waivers.

Adherence to the MHSAA Constitution and Rules

The student will abide by all the rules and regulations of the Michigan High School Athletic Association Constitution and Rules Handbook. Copies of the handbook are available in the athletic director's office. Coaches of each sport are responsible for interpreting, explaining, and ensuring that these rules and regulations are upheld. A summary of the MHSAA eligibility rules for the senior high and junior high students are listed below.

Eligibility-State Requirements:

1. A student must have passed 4 academic classes the previous semester.
2. A student must be under the age of nineteen (19) prior to September 1st.
3. A student must have passed a physical exam for the present year.
4. All other rules of the MHSAA will be followed.

Athletic Programs: listed below are the ERHS varsity sports according to season.

FALL	WINTER	SPRING
Volleyball	Basketball (Girls)	Softball
Soccer (Boys)	Basketball (Boys)	Baseball
Football	Wrestling	Soccer (Girls)
Golf (Girls)	Skiing	Golf (Boys)
Tennis (Boys)	Ice Hockey	Tennis (Girls)
Cross Country	Bowling (boys and girls)	Track & Field
Sideline Cheer	Competitive Cheer	
Equestrian	Dance Team	

NCAA ATHLETIC ELIGIBILITY: in order to be certified as a College Freshman participant at the Division I level, the student must meet the **NCAA CORE COURSE REQUIREMENTS**. A “core course” is defined as a recognized academic course designed to prepare a student for college-level work (as opposed to a vocational or personal-service course). Courses that are taught at a level below the high school’s regular academic level shall **not** be considered core courses regardless of course content. To confirm ERHS core classes, students are encouraged to consult with the School Counselor & refer to the NCAA Clearinghouse www.ncaaclearinghouse.net. Elk Rapids High School’s code is 231-340.

- **Division I:** Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale.
- **Division II:** Have a combined score on the SAT verbal and math sections of 820 (if taken on or after April 1, 1995) or a 68 sum score on the ACT.

Forms and Releases: before the beginning of the fall, winter, and spring seasons, the athlete and parent/guardian may attend a meeting with the coach and/or school administration to discuss the athletic code, team expectations, and to answer athlete and parent questions. In addition, before a student may participate in any athletic activity (including conditioning and practices), the student must provide the following information to the athletic director's office:

- A properly completed physical examination form dated on or after April 15 of the previous school year with the athlete, parent/guardian, and physician/physician’s assistant/nurse practitioner's signatures.
- Insurance release information with parent/guardian signature and date.
- A copy of the Emergency Medical Notification and History form.

Team Selection:

Philosophy

Elk Rapids Athletic Department and its programs are an extension of the learning process. We are striving to provide a program of which the student body and community can be proud. Throughout the program, the quest is to allow the student/athlete to be the best possible person, and team member that he/she can be.

Varsity– In following the mission, the varsity team should be comprised of athletes who are the most developed in their skill level, mentally and physically, and best fulfill the needs of the team. There should be continued development in the team concept and character with an emphasis on sportsmanship, and winning.

Junior Varsity– As a sub-varsity program, its concentration should be on preparation for the varsity level. There is the development of skills, character, team, and the winning concept. All members of the team will get playing time.

Freshmen– This is an interscholastic program. The development at this level is competitive skills, physical skills, team development, discipline and a stepping stone to the next level. All players will receive similar playing time.

Middle School– The middle program is designed to offer a variety of interscholastic experiences. Fundamentals of sports are emphasized: the teaching of commitment to the team and the sport, the building of character, and respect toward coaches and officials. Each eligible student on the team will receive similar playing time.

AN ATHLETIC CODE FOR ATHLETES

THE CONTEST DEMANDS:

1. Fair play at all times.
2. A square deal to opponents by players and spectators.
3. Playing for the joy of playing and for the success of the team.
4. Playing hard to the end.
5. Keeping one's head and PLAYING the game not TALKING it.
6. Respect for officials and expectation that they will enforce the rules.
7. That an athlete should not quit, bet, or "grandstand".

THE SCHOOL DEMANDS:

1. Out-of-school and out-of town conduct of the highest type.
2. Faithful completion of school work as practical evidence of loyalty to the school and team.
3. Complete observance of training rules as duty to school, team, and self.

SPORTSMANSHIP DEMANDS:

1. Treatment of visiting team and officials as guests and the extension of every courtesy to them.
2. Giving opponents full credit when they win and learning to correct one's own faults through failures.
3. Modesty and consideration when one's team wins.
4. An athlete will not "crow" when the team wins or blame the officials when it loses.

Quitting a Team: once an athlete has decided upon a sport to try, and after 10 consecutive days, the athlete may not quit, and change to another sport without permission from the coach for the sport the athlete is dropping and the permission of the coach for the sport the athlete is adding. If a student is cut from a team for reasons other than discipline, the student may immediately tryout for another team.

Attendance: student-athlete must be in attendance by the beginning of the third period in order to participate in practice or competition that day. Exception: Prior clearance was granted from the athletic director or designee. If students miss class due to an athletic activity, the student-athletes are required to pick up assignments ahead of time and coordinate any missed materials from their appropriate teachers.

Care of School Equipment: each athlete and parent will assume the responsibility for caring for all equipment and supplies issued to the athlete by the coach or the coach's representative(s) and for returning all such supplies and equipment to the coach or other designated personnel at the conclusion of each season. Parents and athletes will be charged the replacement value for any lost or damaged equipment.

The uniform issued by the school is to be used for athletic contests scheduled by the school district. No part of the uniform should be used as a personal garment. Selected items, as designated by the coach, may be worn on game days for spirit purposes. Athletes who wear the uniform inappropriately may be suspended from the next athletic contest scheduled after the infraction.

Transportation to Athletic Contests: school-approved and scheduled transportation may be used to away events and some practices for specific teams. The student is expected to ride to the contest and return from the contest in

the school-approved transportation. Any change from this policy must be cleared with the athletic director or coach, prior to the contest, unless it is an emergency.

Medical Release to Resume Participation: if an athlete is seriously injured, the athlete must have a doctor's release before the athlete can practice or compete in athletic contests.

Letters and Awards: the individual coach will determine any and all criteria for the winning of an athletic award by a student athlete. Violations of the training regulations may result in the revoking of any awards for which the athlete might otherwise be eligible. Athletes are not considered to have completed their season until the athlete's team has been eliminated from tournament play or the award ceremonies have been completed, whichever occurs last.

Dress Code: we expect our athletes to dress appropriately and to project a favorable image of our school. Coaches may set specific dress code standards for their respective teams.

Inclement Weather Policy: at the high school level, in the event of school being called for hazardous weather (i.e. snow day, ice storm), practices and contests will also be cancelled. The only variance to this would be if an MHSAA tournament game was scheduled, and could not be made up on another night.

Athletic Banquets: all coaches are encouraged to hold some type of awards recognition gathering with their teams. The type of gathering and location is the responsibility of the coach. The Athletic department recommends holding it at the high school, and offering only desserts. There should be no cost to the athlete and their family. The athletic director's office will assist in any reasonable manner requested.

Parent – Coach Communications: both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of others and provide greater benefit to the students. As parents, when your son/daughter becomes involved in a school's programs, you have the right to understand what expectations are placed on your child. This begins with clear communications to the coach of your son/daughter's program. If you have a concern to address, the following is the procedure you are expected to follow:

- Call the coach and set up an appointment
- Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for the parent and the coach. Meetings of this nature do not promote resolution.
- If the meeting with the coach did not provide satisfactory resolution, call and set an appointment with the athletic director.
- If the meeting with the athletic director did not provide resolution, set an appointment with the high school principal. At this meeting the appropriate next step can be taken.



Elk Rapids High School
Course Guidebook

check Course List for current offerings

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GRADUATION REQUIREMENTS

Total credits required: 22

English	4 credits	English 9, 10, 11, 12
Math	4 credits	Algebra I, Geometry, Algebra II & 1 additional credit (a course must be taken Senior year) Class of '28 and beyond: 0.5 credit of Personal Finance
Science	3 credits	Biology, Chemistry, or Physics & 1 additional credit
Social Studies	3 credits	U.S. History, World History, Economics, Government
World Language	2 credits	Must be in the same language; add'l options: 2 credits of World Language <i>or</i> 1 credit World Language and 1 add'l ART credit, <i>or</i> 1 credit World Language & completed CTC program (not all programs meet requirements, check with counselor)
PE/Health	1 credit	General Physical Education and Health
Arts	1 credit	Visual, Performing, or Applied Art
Electives	Varies	Varies

Students take six classes daily for all terms.

Requirements are in compliance with the Michigan Merit Curriculum.

*Courses taught each term will be listed on the master schedule of classes.
Any course may be dropped from the schedule if not enough students sign up to take it.*

HIGH SCHOOL COURSE RECOMMENDATIONS

Your freshman year is a time to begin your plans for your career vocation. Visit the counselor as a freshman to outline the courses you will need to achieve your goals. Early planning will allow you to complete the basic courses that prepare you for the college entrance

exams, technical school admissions, or the job market. Completion of the required and basic courses as a freshman and sophomore will allow you more options for possible advanced placement courses, career technical center or enrichment programs during your junior and senior year.

COLLEGE/UNIVERSITY COURSE RECOMMENDATIONS

A minimum of eight term classes over a four-year period should be taken from these departments for four full years. The following courses are strongly recommended for those students who plan to pursue a college or university program following high school graduation:

COMMUNICATION ARTS DEPARTMENT (Four credits)

1. English 9/Honors
2. English 10/Honors
3. English 11/AP English Language
4. English 12/AP English Literature

MATH DEPARTMENT (Four credits)

1. Algebra 1
2. Geometry
3. Algebra 2
4. Pre-Calculus
5. Advanced Placement Calculus AB

SCIENCE DEPARTMENT (Four credits)

1. Earth Science
2. Biology
3. Chemistry
4. Advanced Placement Biology
5. Advanced Placement Chemistry
6. Advanced Placement Physics
7. AP Computer Science

SOCIAL STUDIES DEPARTMENT (Four credits)

1. U.S. History
2. World History
3. American Government
4. Economics
5. Advanced Placement U.S. History
6. Advanced Placement Psychology
7. Advanced Placement World History

WORLD LANGUAGE DEPARTMENT

A minimum of four terms should be taken in the same foreign language or K-8 credit AND one of the following:

1. Spanish I
2. Spanish II
3. Spanish III

OTHER DEPARTMENTS

A combination of courses should be selected from the various departments remaining, including ART, PE, Health

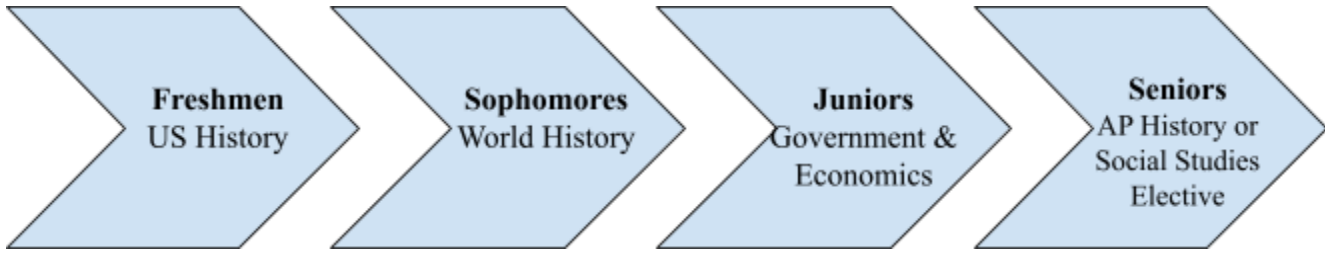
BUSINESS COLLEGE, TECHNICAL, INDUSTRIAL OR TRADE SCHOOLS COURSE RECOMMENDATIONS

Minimum requirements for one and two year training programs such as drafting, data processing, electronics, automotive, etc.:

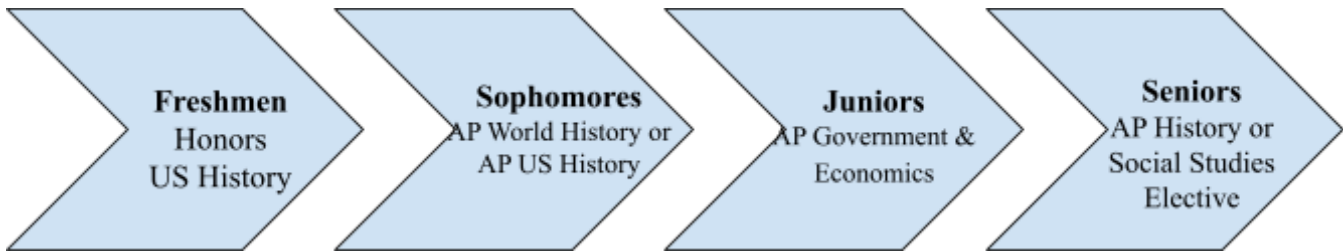
1. Communication Arts – four credits
2. Mathematics – four credits
3. Science – three credits
4. Social Studies – three credits
5. Physical Education/Health – one credit
 6. Business - Accounting, Marketing, and Career Tech related courses
 7. Technical – consider Career Tech
 8. Additional: ART, PE, Health

Social Studies Scope and Sequence

Regular Social Studies Track



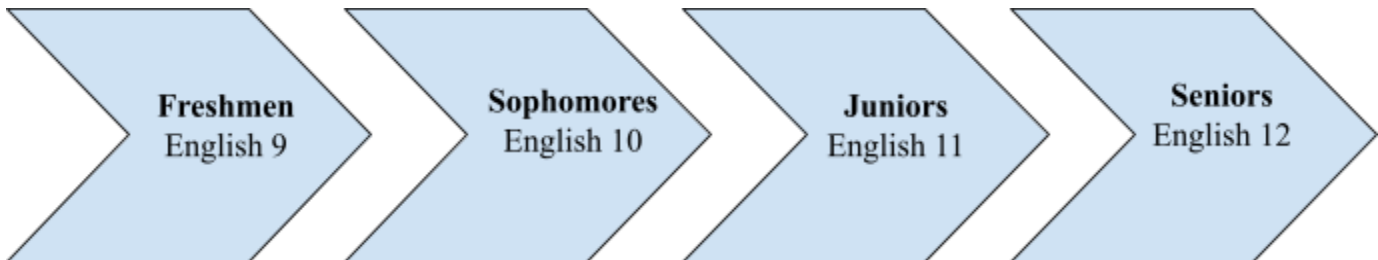
Advanced Social Studies Track



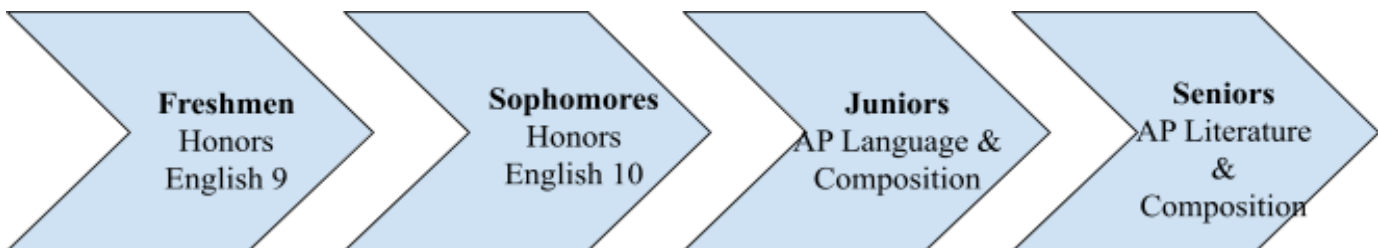
Social Studies Electives: Criminal Law, Civil Law, The World Wars and the Holocaust

Communication Arts Scope and Sequence

Regular English Track



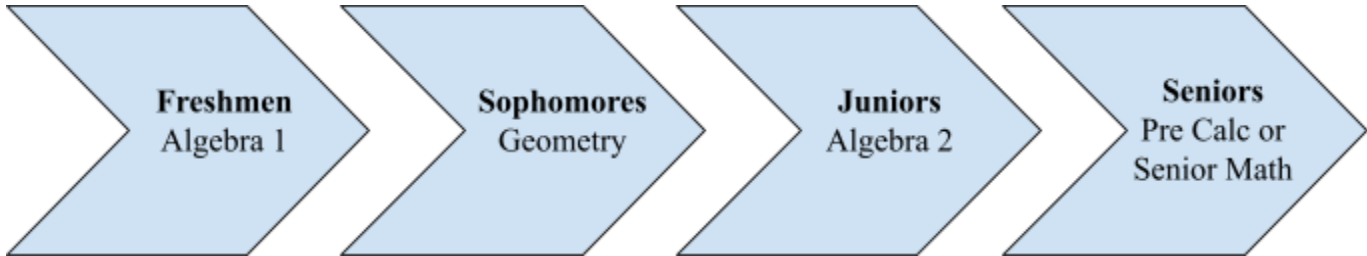
Advanced English Track



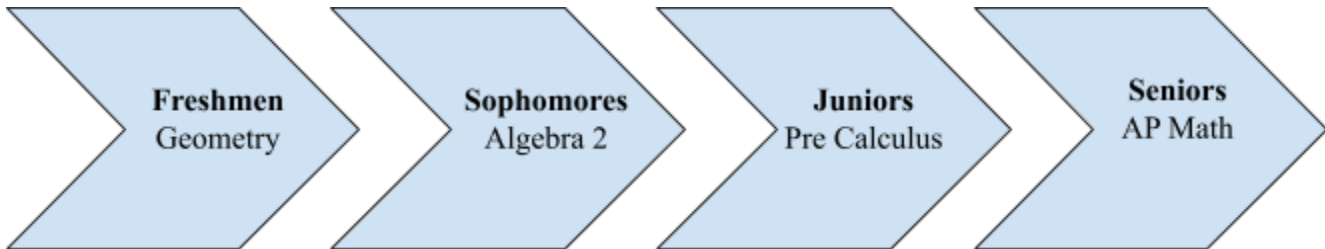
Communications Dept. Electives: Yearbook, Broadcasting Journalism, Literature in Film

Math Scope and Sequence

Regular Math Track

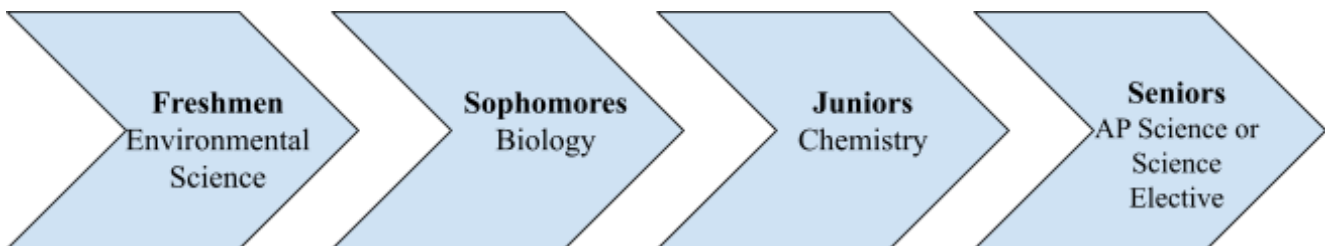


Advanced Math Track



Science Scope and Sequence

Science Track



Science Electives: Forensic Science, Botany, Human Anatomy & Physiology

ADDITIONAL COURSE OPTIONS

Northwest Education Services CAREER TECH (Grades 11-12)

NES Career Tech in Traverse City offers an extension of our curriculum at Elk Rapids High School. The programs available are listed below and for a program overview see Mrs. Bueby, pick up a brochure in the student services office, or visit https://www.northwested.org/career_tech/.

Arts and Communications

- Culinary Arts
- Graphic Arts
- Film and New Media
- Writers Studio

Business, Management, Marketing, and Technology

- Business Careers
- Web & App Development
- Information Technology

Engineering & Industrial Technology

- Auto Repair
- Aviation Maintenance
- Collision Repair
- Construction Trades
- Electrical Occupations
- Engineering Academy
- Power Equipment
- Precision Machining
- Robotics & Automation
- Welding

Sciences

- Agriscience
- Health Sciences

Human Services

- Early Education
- Public Safety
- Teacher Academy

DUAL ENROLLMENT AT NMC

This option is available to juniors and seniors with a cumulative GPA of 3.0 and passing scores on the SAT, ACT, or NMC eligibility parameters test. Typically, students take one or two college courses per semester, and reduce their ERHS schedule by the same number of classes. We pay tuition, but not books or transportation for core courses not offered at ERHS. You will receive 0.5 credit at ERHS for a one semester class and the grade from NMC. These will be on your high school transcript. You must attend either an ERHS Dual Enrollment meeting or meet individually with your Counselor. Colleges require your attendance at their Orientation meeting. **If you dual enroll and do not attend classes or fail to pass with a 2.0 or better, you may not be qualified to dual enroll again or for Early College and your family will be responsible for the cost of the course.** After Orientation and registration, if you no longer wish to take a course, you must cancel or drop the class by notifying the college, and your counselor/principal. See Mrs. Bueby for more information.

ONLINE COURSES

Online elective courses are available through the Edmentum and Michigan Virtual online platforms. Core courses (English, math, science, and social studies) are available in person and are not an option to take online. Must meet with the counselor to discuss online elective options and be scheduled. If a student fails an online course, they are not permitted to take another in a future semester. This is NOT recommended for Freshmen. Students must be highly motivated independent learners with highly developed self-management skills.

INDEPENDENT STUDIES

An independent study class is the same as any other class except that significantly more of the responsibility for learning lies with the student. An independent study is not appropriate for all students and is not required of teachers. A completed form and syllabus must be submitted before the start of the term. Students must be a Junior or Senior with a cumulative GPA of 3.0. The student must develop a written syllabus including a course title, supervising ERHS teacher, course description and a course outline detailing weekly or daily assignments, expectations and due dates for the 18-week term.

FULL-TIME ENROLLMENT

All high school students enrolled in the Elk Rapids School District shall be full-time status as defined below:

- Semester 1= 6 hours/periods or 4 hours plus NMC dual enrollment. (seniors may **NOT** have reduced schedules 1st semester)
- Semester 2= 6 hours/periods except in the following circumstances:
 - the student is dual-enrolled, Seniors only
 - exceptions/extenuating circumstances found on a case by case basis that was reviewed by the counselor/principal
 - regardless of exceptions, the student must maintain at least 4 hours and may only have hours 1st and/or 6th off
- If a student wishes to request “part-time” status for Semester 2, the request must be made in writing by a parent/guardian by completing a reduced schedule application **BEFORE** Christmas break begins

EARLY GRADUATION

The deadline for requesting early graduation is 2 weeks prior to the start of Semester 1 per Board Policy (5464). This request must be in writing by the parent/guardian of the student.

SENIOR CLASS RANK FORMULA

Class rank is determined by implementing the following calculation for each student. Cumulative GPA is based on first 7 semesters of high school:

Class Rank Formula: $(\text{GPA} \times 500) + \text{SAT score}/1.6$

Example based on a perfect GPA and a perfect SAT score: $(4.0 \times 500) + (1600/1.6) = 2000 + 1000 = 3000$

COURSE LISTING by DEPARTMENT

(R) = Required Class

<u>Course Title</u>	<u>in Terms</u>	<u>Length</u>	<u>Level</u>	<u>Grade</u>	<u>Credits</u>
<u>A. ART DEPARTMENT</u>					
Drawing	1		9-12		.5
Painting	1		9-12		.5
Multi-Cultural Art	1		9-12		.5
Pottery	1		9-12		.5
Graphic Design	1		9-12		.5
AP Studio Art	1		11-12		.5
<u>B. BUSINESS DEPARTMENT</u>					
Personal Finance	1		10-12		.5
The Stock Market	1		10-12		.5
Business Law	1		10-12		.5
Baker College Engineering	1		11-12		.5
Cad I/II (Baker College)	1		11-12		.5
Accounting (Baker College)	1		10-12		.5
<u>C. COMMUNICATION ARTS DEPARTMENT</u> (Four Credits Required)					
English 9 (R)	2		9		1.0
Honors English 9	2		9		1.0
English 10 (R)	2		10		1.0
Honors English 10	2		10		1.0
English 11 (R)	2		11		1.0
AP English Language and Composition/Honors English 11 A/B	2		11		1.0
English 12 (R)	2		12		1.0
AP English Literature and Composition/ Honors English 12 A/B	2		12		1.0
Reading Explorations	1		9-12		.5
Performance	1		9-12		.5
Theater Production	1		9-12		.5
Creative Writing	1		10-12		.5
Yearbook/Broadcast	2		10-12		1.0
Science Fiction	1		9-12		.5
Literature in Film	1		10-12		.5
<u>D. WORLD LANGUAGE DEPARTMENT</u> (Two credits required)					
Spanish I	2		9-12		1.0
Spanish II	2		9-12		1.0
Spanish III	2		11-12		1.0
<u>E. MATH DEPARTMENT</u> (Four Credits Required)					
Algebra 1 (R)	2		9		1.0
Geometry (R)	2		9-10		1.0
Algebra 2 (R)	2		10-12		1.0
Pre-Calculus	2		10-12		1.0
Advanced Placement Calculus AB	2		11-12		1.0
Advanced Placement Statistics	2		11-12		1.0

F. MUSIC DEPARTMENT

Band	2	9-12	1.0
Zero Hour Jazz Lab	2	9-12	1.0
Beginning Vocal Music	2	9-12	1.0
Advanced Vocal Music	2	10-12	1.0

G. PHYSICAL EDUCATION DEPARTMENT

(One Credit Required)

Beginning Physical Education (R)	1	9-12	.5
Health (R)	1	9-12	.5
Advanced Physical Education	1	10-12	.5
Weights and Conditioning	1	9-12	.5

H. SCIENCE DEPARTMENT

(Three Credits Required)

Biology (R)	2	9-10	1.0
Chemistry (R)	2	10-12	1.0
Integrated Physics	2	10-12	1.0
Earth Science A/B	2	9-12	1.0
Environmental Science A/B	2	9-12	1.0
Forensic Science	1	10-12	.5
Botany	1	9-12	.5
Human Anatomy & Physiology	1	10-12	.5
Robotics	1	9-12	.5
Environmental Studies	1	9-12	.5
Advanced Placement Environmental Science	1	11-12	1.0
Advanced Placement Biology	2	11-12	1.0
Advanced Placement Chemistry	2	11-12	1.0
Advanced Placement Physics	2	11-12	1.0
Advanced Placement Computer Science Principles	2	11-12	1.0
Advanced Placement Computer Science A	2	11-12	1.0
Geographic Information Studies (GIS)	1	10-11	.5

I. SOCIAL STUDIES DEPARTMENT

(Three Credits Required)

U.S. History (R)	2	9	1.0
Honors U.S. History	2	9	1.0
World History (R)	2	9-12	1.0
Economics (R)	1	10-12	.5
American Government (R)	1	10-12	.5
Civil Law	1	9-12	.5
Criminal Law	1	9-12	.5
History of the Mind	1	10-12	.5
World Wars/Holocaust	1	10-12	.5
Advanced Placement U. S. History	2	10-12	1.0
Advanced Placement Psychology	2	10-12	1.0
Advanced Placement World History	2	10-12	1.0
Advanced Placement US Government and Politics	1	11-12	1.0
Art History	1	9-12	.5
20 th Century Popular Culture	1	9-12	.5
Vietnam-Civil Rights	1	10-12	.5
Art History	1	10-12	.5

COURSE DESCRIPTIONS

A. VISUAL ARTS DEPARTMENT

DRAWING (9-12)

Prerequisite: None

This is the foundation-drawing course for high school students. Emphasis is on drawing from direct observation. Students will use a variety of media including pencil, charcoal, pastel, colored pencil and ink. Design elements that will be focused on are: line, shape, form, value and space.

PAINTING (9-12)

Prerequisite: None

This is the foundation painting class for high school students. Emphasis will be on developing skills with two water-based media: watercolor and tempera. Design elements that will be focused on are color, shape, value, form and space.

MULTICULTURAL ART (9-12)

Prerequisites: None

This course develops an understanding and an appreciation of various arts and crafts from around the world. Students gain insights into other cultures by creating artwork based on the methods and design concepts of the cultures studied. Students should have an interest in art and enjoy creating art but do not need to have highly developed art skills for this class. Cultures studied will be from Latin America, the Middle East, Asia & Africa. Art forms will include painting, drawing, paper-mache, mask making, clay, basket-weaving and knitting.

POTTERY (9-12)

Prerequisite: None

This course is designed to introduce students to the art of creating hand built and sculptural pottery. Students will create a variety of pottery using these methods: pinch, coil, and slab. There will be an opportunity for students to use the pottery wheel if they so desire. Students will create both sculptures that are designed to be viewed from the front only, such as relief sculpture and masks, and pieces that are designed to be free standing and seen from all points of view. The sculptures will be based on both realistic and non-objective images. All pieces will be fired in the kiln. Finishing will include stains, glazes and painted finishes.

GRAPHIC DESIGN (9-12)

Prerequisite: Interested in computer generated art

This is the foundation-computer design course. Emphasis is on composition and layout of two-dimensional and three-dimensional designs. Students will use a variety of media including pencil, ink, and printed images. Design elements that will be focused on are: balance, line, scale, texture, and composition. Using our top of the line Apple Mac Lab we will use Adobe Illustrator, InDesign and Photoshop to create some of the following projects: 3-D Cereal Box, Alphabet Font Book, CD Design, Poster Advertisements, Magazine Layouts, Logo Designs.

ADVANCED ART (11-12)

Prerequisite: Drawing, Painting, Multicultural Art and/or Graphic Design

This course is for students who want an opportunity to advance to a higher level of understanding and skill development in the two-dimensional and potentially some three-dimensional mediums. Advanced Art builds upon the skills and knowledge learned in ERHS basic art courses but pushes students to develop projects in a more independent manner. Stronger emphasis is placed on composition and the creation of original artworks for personal portfolios - less on cookie cutter style projects and more on personal or theme based work generated by students' real world connections and "big ideas". Students will be expected to express their ideas in a variety of styles and methods and prompted with "problems to solve" by the instructor. Students will be required to participate in class discussion, discuss works of art, critique a formal work of art, study styles of art through images and videos, and create projects that illustrate these styles in order to earn credit for this course. Students will present a final portfolio of work at the end of the semester.

AP STUDIO ART (11-12)

Prerequisite: teacher recommendation required

AP Studio Art is designed for students that are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to common college foundation courses. The student will choose which portfolio he/she will submit. The portfolios are designed to allow freedom in structuring AP Studio Art courses while keeping in mind that the quality and breadth of work should reflect first-year college-level standards.

B. BUSINESS EDUCATION

BUSINESS LAW (10-12)

Prerequisite: None

This introductory course will help students achieve an understanding of legal principles they will use throughout their lives and learn how business law impacts their lives on a daily basis. Class projects will focus on extended coverage of how to analyze legal situations, how to read case citations, how to analyze ethical situations, and on legal advice. Additional focus will be on the ever-emerging global economy with regards to business law and the impact it has on the 21st century.

PERSONAL FINANCE (10-12)

Prerequisite: None, meets .5 Senior Math requirement if taken Senior year

All students are strongly encouraged to take the Personal Finance course. What is personal finance? It's everything in your life that involves money. Personal financial planning involves earning, saving, investing, and spending your money wisely so you can have the kind of life you want as well as financial security. Planning your personal finances is important because it will help you reach your goals no matter what they are: getting a college or technical education, buying a vehicle or house, or starting a business or family. This course will teach you how to put together a financial plan in order to maximize your earning potential, budget to make the most of your money, save for goals and emergencies, use credit wisely, invest to make your money work for you, and use insurance to protect what you have. (The National Endowment for Financial Education (NEFE) High School Financial Planning Program materials are used.)

THE STOCK MARKET (10-12)

Prerequisite: None, meets .5 Senior Math requirement if taken Senior year

Students will learn about the stock market, and the benefits and costs involved in investing in stocks, bonds, and mutual funds. They will use "The Stock Market Game" simulation program to manage their own personal on-line portfolio. In building their portfolio, students will research and evaluate investments, and make decisions on what they've learned. They will trade stocks and mutual funds from the NYSE, AMEX, and NASDAQ; earn interest on cash balances; pay interest if buying on margin and pay a commission on all trades.

BAKER COLLEGE ENGINEERING (11-12)

Prerequisite:

Surveys the profession of engineering across several disciplines. Analysis and design problem-solving examples are used with hands-on activities. A design project introduces the engineering design process.

CAD (Baker College) (10-12)

Prerequisite: Interest in computer assisted drafting/design, C- or better in Algebra I

Introduces students to the use of the computer in the creation of drawings in place of traditional drafting methods. Students will create and edit drawings using CAD software.

ACCOUNTING-BAKER COLLEGE (10-12)

Prerequisite: None

Accounting is the system used to keep business and personal financial records. Students will learn basic accounting principles and procedures that are used to keep accurate financial records by using manual and computerized methods. They will learn how to set up an accounting system and how to complete the accounting cycle for a business. This course helps to prepare students for college accounting courses, business related careers, and keeping their personal financial records. There is an option for direct credit with Baker College.

SCHOOL STORE OPERATIONS (9-12)

Prerequisite: None

Retailing affects all of us directly or indirectly through our shopping and buying habits, and the many jobs that it provides. This course will provide students with a first-hand learning experience by working in and operating our school store, "The Elk Den." Students will learn about all of the activities related to the sale of goods and services to the consumer. They will be responsible for purchasing merchandise, inventory control, stocking shelves, marketing store merchandise, customer sales, handling cash, keeping accurate records, and maintaining the store.

C. COMMUNICATION ARTS DEPARTMENT

ENGLISH 9

Prerequisite: None

English 9 is a two-term course that focuses on reading closely and writing to analyze literature, working with evidence and making claims, and research and argumentative writing. Students will read fiction, non-fiction, classic, and contemporary pieces. To help students meet the course learning objectives, required reading, reading guides, reflection questions, group work and discussions, independent assignments, and films will be used.

ENGLISH 9 HONORS

Prerequisite: Teacher recommendation

Honors English 9 is a two-term course that focuses on reading closely and writing to analyze literature, working with evidence and making claims, and research and argumentative writing. Students will read fiction, non-fiction, classic, and contemporary pieces. The addition of two independent writing units set this course apart from English 9. To help students meet the course learning objectives, required reading, reading guides, reflection questions, group work and discussions, independent assignments, and films will be used.

ENGLISH 10

Prerequisite: English 9

English 10 is a two-term thematic course, which surveys the work of American authors through reading a variety of genres, discussions, oral presentations, and written assignments. Vocabulary, grammar, usage and spelling will be emphasized in conjunction with composition. Students will also write a variety of expository essays.

ENGLISH 10 HONORS

Prerequisite: English 9 Honors/teacher recommendation

English 10 Honors is a two-term course, taught chronologically, which surveys the works of American authors through reading, discussion, oral presentations, and written assignments. Vocabulary, grammar, usage and spelling will be emphasized in conjunction with composition. Students will also write a variety of expository essays. A summer reading and writing assignment is required.

ENGLISH 11

Prerequisite: English 9 and English 10

English 11 is a two-term course that focuses on British literature and some world literature. Works studied may include assorted poems, *Beowulf*, the *Canterbury Tales*, *Macbeth*, *Frankenstein*, and *Lord of the Flies*. Analytical, argumentative, and research-based writing will be emphasized in the class. Students will also engage in speaking activities and preparation for the Michigan Merit Exam.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION (11)

Prerequisite: Teacher recommendation required

Advanced Placement English Language and Composition is a yearlong course for the serious student who desires the opportunity to participate in challenging college-level coursework. The short-term goal of the course is to enable students to take the AP Language and Composition Exam in May. The course emphasis is on writing analysis, argumentative and synthesis essays, in addition to critical reading and thinking. Students are strongly recommended to take the AP test at year's end. The long-range goals are to better prepare the student for the rigors of college. NOTE: A summer reading list is offered and encouraged for students.

ENGLISH 12 (12)

Prerequisite: English 11

English 12 is a two-semester course designed to provide students with the opportunity and the resources to read and respond to literature using a variety of perspectives. Students will read several major works over the course of the year, as well as a number of related shorter literary works. Students will practice their reading, writing, speaking and English language skills during this class. In addition, students will work on developing their writing skills, particularly in literary analysis and the multiple page essay. Research skills are also included in the class and students will write one major essay based on sound research each semester. Oral communication skills will also be taught in the class, with students engaging in discussions and class presentations.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION (12)

Prerequisite: Teacher recommendation required

Advanced Placement English Literature and Composition is a yearlong course for the serious student who desires the opportunity to participate in challenging college-level coursework. This course prepares students to take the AP Literature and Composition Exam in the spring at the student's expense. Students may earn college credit. The long-range goals are to better prepare the student for the rigors of college, to enable students to independently analyze and apply complex literature, and to accurately and effectively respond in written form to challenging literary stimuli. This course includes essays, poetry, plays, novels, and short stories from diverse origins chosen to challenge and enhance comprehension and analysis skills. Students are strongly encouraged to take the AP test at year's end. NOTE: A summer reading list is required for students.

READING EXPLORATIONS (9-11)

Prerequisite: Demonstrated reading challenges

A year-long course designed to provide individualized practice and small-group instruction incorporating Science of Reading intervention strategies to better prepare for proficiency of Michigan Merit Curriculum ELA standards.

PERFORMANCE (9-12)

Prerequisite: None

Performance is a one-term course that gives students interested in the theater a chance to develop skills related to the script and the stage, movement and physicality, voice, characterization, storytelling, and improvisation. Presentations in front of the class are required and opportunities to perform in front of a broader audience may exist.

THEATER PRODUCTION (9-12)

Prerequisite: None

Production is a one-term course that gives students interested in the theater a chance to develop skills related to script analysis, props, set design, costuming, hair and makeup, and backstage workings. This class works to support the Drama Department's spring musical. Opportunities may exist for students to participate in various ways "behind the scenes."

CREATIVE WRITING (10-12)

Prerequisite: English 9

Creative Writing is a one-semester class designed to spark students' literary interests, talents, and inclinations, so that each student can walk away with a clearer image of who they are—or who they potentially might be—as a writer. Students read a great deal from a variety of genres, as well as write in a variety of genres, and critique their own and their classmates' writing within the writing workshop framework. Major units include children's literature, fiction, poetry, and playwriting/forensics. Students will choose from a wide variety of genres for their final independent writing portfolio.

YEARBOOK/BROADCAST JOURNALISM

Prerequisite: English 9 recommended

As a member of the ERHS photojournalism staff, students will learn about all aspects of photography and be introduced to the elements of journalistic writing, basic graphic design, and editing for online content. While a portion of class time will be spent on improving students' skills as a photographer, students will be required to complete bi-weekly photo opportunities outside of regular class time. Students who work as a photojournalist will be featured in our annual yearbook publication as well as our burgeoning online publication. Students who excel in this course will be offered an editorial position for either the following semester or school year. The Editor in Chief, Assistant Editor and Chief Photo Editor positions are responsible for creating layouts, selecting the theme, and have editorial control of the content of the yearbook. This highly skilled staff works both independently and directly with the teacher advisor and the photojournalism staff. Broadcast Journalism is a unique opportunity for students to not only learn about video production and broadcast journalism, but to also produce artifacts that will stand the test of time and inform and educate the community and the student body of ERHS. Throughout the semester students will engage in several video and broadcast journalism projects and their work as director, editor, on-screen talent, camera operator or journalist will be featured in the weekly broadcasts as well as the online publication. As a member of the program students will learn about all aspects of script writing, basic and intermediate film making, basic and intermediate editing using both iMovie and Adobe Premiere Pro, and the entire scope of the production process.

SCIENCE FICTION (9-12)

Prerequisite: None

Science fiction is a one-term class based on the study of science fiction themes in drama, short stories, a novel, and a film. Authors include Orson Scott Card and Ray Bradbury. Students will also practice their writing, speaking, and language skills during the class

LITERATURE IN FILM (10-12)

Prerequisite: English 9

Literature in Film is a one-semester course that focuses on the interplay between literature and film. Students will watch several films over the course of the semester, and read the writings--often the original works of literature that inspired the films--that are connected to the films in significant ways. A sampling of films that are shown are *A Streetcar Named Desire*, *One Flew Over the Cuckoo's Nest* and *The Perks of being a Wallflower*. Students research, discuss, read, and write about film and literature over the course of the semester. (Note: students will need parental permission for viewing rated R films.)

D. WORLD LANGUAGES DEPARTMENT

Spanish is offered in this department; a student may enroll in a world language class for one, two, or three years, or more with permission from the teacher. Students planning on further education in a liberal arts college should take two or more years of world language. Study of a world language may also increase employment opportunities.

SPANISH I (9-12)

Prerequisite: None

Spanish I is an introduction to basic skills in speaking and writing Spanish. This class emphasizes listening and speaking skills, with some moderate reading and writing. Students acquire vocabulary needed for basic conversation. Students also make comparisons between English-speaking and Spanish-speaking cultures.

SPANISH II (9-12)

Prerequisite: Spanish I or a score of at least 90% on the 8th grade proficiency test and recommendation from the Cherryland Middle School Spanish teacher

Spanish II continues strengthening listening, speaking, writing and reading skills with the goal of greater fluency. Vocabulary continues to be important. Students explore Spanish-speaking cultures in more depth. A successful student will be able to speak about the past, present and future using a variety of words and expressions.

SPANISH III (11-12)

Prerequisite: Spanish II

Spanish III continues honing the skills acquired in Spanish I & II. In class, students are expected to communicate primarily in Spanish. Accuracy in syntax and pronunciation is important. Students gain a deeper understanding of the mechanics of the Spanish language through personal expression and creativity in speech and writing. Students examine Spanish-speaking cultures through a variety of sources. A successful student will effectively communicate ideas and opinions in Spanish using a wide variety of words, expressions and grammatical elements.

E. MATHEMATICS DEPARTMENT

All entering freshmen are required to take two semesters in either Algebra I or Geometry based on your current ability and demonstrated level through testing. A minimum of a "C-" is strongly recommended to move on to the next class.

ALGEBRA 1

Prerequisite: None

In this full year course students will learn the fundamentals of algebraic manipulation. The skills learned will include solving equations and inequalities, word problems, performing operations with monomials and polynomials, factoring polynomials, and simplifying rational and radical expressions. Other areas of development will include graphing linear, quadratic and exponential equations; determining slopes, roots, and y-intercepts; as well as solving systems of linear, radical and quadratic equations.

GEOMETRY

Prerequisite: C- or better in Algebra 1.

This two-trimester course is a study of how to use visual information and drawings to solve problems. Topics include points, lines, and planes; polygons and circles; congruence and similarity, logic, area and volume; and vectors.

ALGEBRA 2

Prerequisite: C- in Algebra 1 and Geometry.

Algebra 2 is a two-semester course that utilizes the skills from Algebra I and Geometry. It provides experience with more difficult operations involving polynomials, rational, exponential, logarithmic, and trigonometric functions. A graphing calculator is required. Algebra 2 is required for graduation with a diploma.

PRECALCULUS

Prerequisite: A minimum grade of B- in Algebra 2

This intensive two-semester course covers a broad range of mathematics. Mastery is attained in the areas of trigonometry, function analysis, modeling with functions, vectors, sequences and series, and statistics and data analysis. This class fulfills Calculus prerequisite. A graphing calculator is required.

ADVANCED PLACEMENT CALCULUS AB

Prerequisite: Teacher recommendation required, B- in Pre-Calculus

This is a full year Advanced Placement course. This course prepares students who are interested in taking the College Board's Advanced Placement Test. Depending on the test scores and the selected college, college credit may be earned by the student. AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

ADVANCED PLACEMENT STATISTICS

Prerequisite: Teacher recommendation required, B- in Algebra 2

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

INTEGRATED MATH

Prerequisite: Demonstrated math challenges

A year- long course designed to increase students' foundational mathematics skills and prepare them for Algebra I by covering a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. Students will earn a math elective credit after showing proficiency in learned standards.

F. MUSIC DEPARTMENT

Music Dept. courses are yearlong and taught over a four-year period. Students are encouraged to elect these courses for all four years.

BAND (9-12)

Prerequisite: Approval of the band director.

This course will emphasize development of performance skills and music literacy through large ensemble participation. Marching is the main activity in the fall with the remainder of the year concentrating on concert performance. Participation in all performances and special rehearsals is mandatory.

ZERO HOUR JAZZ LAB (9-12)

Prerequisite: Approval of the band director.

This course is offered for zero hour, before the regular start of school and requires a serious commitment from the student. It is a performance class exploring various styles of jazz with emphasis on improvisation. Instrumentation includes saxophone, trumpet, trombone, piano, bass, guitar, drums and percussion. Performances and special rehearsals are mandatory.

BEGINNING VOCAL MUSIC (9-12)

Prerequisite: Interest in music and singing.

This course is open to all, regardless of training and experience. Students will be introduced to the basics of vocal technique, music from classical to pop, sight singing, and beginning music literacy. This is the perfect class for any music appreciator. Participation in all performances and special rehearsals is mandatory.

ADVANCED VOCAL MUSIC (10-12)

Prerequisite: Director's approval.

This course will focus on proper vocal techniques, advanced ear-training, music literacy and sight-singing in addition to the development of performance skills. This is a chamber-performance based class, performing music specifically composed for the small ensemble. Members are required to attend all scheduled performances and rehearsals.

MUSIC APPRECIATION (9-12)

Prerequisite: None

Have you ever wanted to learn more about music but didn't want to perform? Music appreciation will offer students an opportunity to learn about music of every genre from rock to country to classical and music from around the world. Learn about how music can change history, help people discover themselves, and provide entertainment.

INDEPENDENT VOCAL MUSIC STUDY (12)

Prerequisite: Director's approval.

This course introduces students to the fundamentals of playing piano, including technique, sight reading, harmonization and basic music theory. The voice portion of this class will focus on development of proper singing technique and vocal artistry. Students will learn at least two pieces of contrasting nature to be performed as their final exam. Students are overseen by the music director.

G. PHYSICAL EDUCATION DEPARTMENT

BEGINNING PHYSICAL EDUCATION (9-12)

Prerequisite: None

It is recommended that this course will be taken either of the first two years of high school by all students unless excused for medical reasons. It will emphasize the following objectives:

1. Teach the basic skills and rules of games and sports so that the sports become more enjoyable to play and observe.
2. Aid in furthering the development of physical and mental coordination through team and individual sports.
3. Teach and provide the opportunity to play leisure-time activities, with emphasis on those having "carry-over" factors.
4. Promote better understanding and respect of the body through exercising.
5. Improve cardiovascular fitness.
6. Teach proper care and respect for facilities and equipment.

7. Provide the opportunity for & instruction in the development of leadership, citizenship, sportsmanship, and integrity.

HEALTH (9-12)

Prerequisite: None

This course will teach, promote and encourage the use of the basic principles of health. Specific areas of study will follow the Michigan Merit Curriculum content areas which include:

- | | |
|--------------------------------------|------------------------------------|
| 1. Nutrition and physical activity | 4. Social and emotional health |
| 2. Alcohol, tobacco and other drugs; | 5. Personal health and wellness |
| 3. Safety education | 7. Sexual education/HIV prevention |

ADVANCED PHYSICAL EDUCATION (10-12)

Prerequisite: Completion of 9th grade physical education/health.

This course is designed to help students further develop the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. The course will enable students to develop and maintain appropriate levels of skill, strength, and cardiovascular endurance. The main emphasis of this course will be on participation in team and individual sports, and leisure and lifelong activities.

WEIGHTS AND CONDITIONING (10-12)

Prerequisite: Beginning PE or participation in summer strength conditioning program. Consideration may be given to 9th grade varsity athletes.

The Strength and Conditioning course will introduce and enhance the students' knowledge in the areas of strength, speed, flexibility, plyometric, and aerobic training. The Bigger, Faster, Stronger Program and parts of other training programs will be used to accomplish the goals & objectives of this course.

H. SCIENCE DEPARTMENT

Some classes require an approval by the instructor. Teachers will recommend directly to the counselor.

EARTH SCIENCE A (9-12)

Prerequisite: None

In alignment with the Next Generation Science Standards (NGSS/HS-ESS1), this course is a study of *Earth's place in the Universe*. In this course students will learn about the universe and its stars, Earth and the solar system, and the history of planet Earth. Additionally, learners will gain understanding about the equipment, methods and discoveries of astronomy from prehistoric times until the present. Students will also learn about the principles of engineering, technology, physics and chemistry involved in astronomy. During the course the student will make observations and records of the day and night sky using the school's telescopes, instruments and with the naked eye. Observatory field trips may also be required.

EARTH SCIENCE B (9-12)

Prerequisite: None

In alignment with the Next Generation Science Standards (NGSS/HS-ESS3), this course is a study of *Earth's physical forms and the impacts of human activity*. Learners will study the scientific principles, concepts, and methods required to understand physical and historical geology. Physical geology examines the materials that comprise the Earth and processes that operate beneath and upon its surface. Historical geology deals with the origin of the Earth and its development through time. Major topics include plate tectonics, geologic structures such as faults and folds, properties of minerals and rocks, three major rock types, weathering and soil, mountain building, and geologic time. Additionally, emphasis will be placed on how human activity impacts geology.

ENVIRONMENTAL SCIENCE A (9-12)

Prerequisite: None

Environmental Science is an interdisciplinary course that deepens students' understanding by combining elements from Earth science, physical science, and life science, delivered through hands-on, experiential learning. This course, aligned with the Next Generation Science Standards (NGSS), engages students in key scientific and engineering practices, foundational ideas, and overarching concepts. It equips students with the knowledge and skills needed to understand, articulate, and improve human interactions with Earth's place in the Universe (ESS1) and Earth's systems (ESS2). Central to the course is an emphasis on data analysis and the development of computational models. Open to all students without prerequisites, this course provides a thorough and inclusive exploration of environmental science, focusing on active engagement and practical experiences.

ENVIRONMENTAL SCIENCE B (9-12)

Prerequisite: None

The second semester of the Environmental Science course, rooted in hands-on and experiential learning, builds upon the foundational knowledge from the first semester, focusing on the interconnectedness of Earth's Place in the Universe, Earth's Systems, and Earth and

Human Activity (ESS3). Students formulate an answer to the question: “How do Earth’s surface processes and human activities affect each other?” The ESS3 DCI is divided into four sub-ideas: natural resources, natural hazards, human impact on Earth systems, and global climate change. This concept helps students understand the deep connections between humans and Earth’s systems, emphasizing the roles of natural disasters, our dependence on natural resources, and the environmental impacts of human activities. It integrates engineering and technology, encouraging students to use mathematical thinking and geoscience data to create sustainable solutions. In meeting the ESS3 performance expectations, students are expected to excel in skills like data analysis, computational thinking, and problem-solving, demonstrating their understanding of these interconnected ideas.

BIOLOGY (10)

Prerequisite: None

The course is a high school graduation requirement. Biology is a two-term course offered to sophomores and freshmen. The course focuses on the understanding of biological concepts. Major areas of study will include, but are not limited to nature of science, cellular biology, genetics, speciation, classification, and ecology. It is designed to help students better understand and appreciate the living world.

CHEMISTRY (11-12)

Prerequisite: C or better in Algebra I

Chemistry is a two-term course that enhances fundamental understanding of chemistry developed in 8th grade science. This comprehensive course emphasizes both essential and core skills in both chemical principles and lab techniques. Early units familiarize students with chemical experimentation, lab safety and the language of chemistry. Areas of study include atomic theory, stoichiometry, gas laws, periodicity, the periodic table and descriptive chemistry. This course will teach you to think analytically and to apply your knowledge to everyday experiences.

FORENSIC SCIENCE (10-12)

Prerequisite: Biology

Forensic Science is a one semester course designed to help students develop a basic understanding of the principles of forensic crime investigation. It is strongly recommended that students complete a year of Biology prior to taking Forensic Science. We will study the history of forensics, as well as the collection, examination, evaluation and interpretation of evidence. Some of the topics covered are DNA fingerprinting, fingerprint analysis, hair and fiber comparison, forensic entomology, forensic toxicology, forensic toxicology and crime scenes.

BOTANY (9-12)

Prerequisite: None

A one semester elective that introduces students to the world of photosynthetic organisms, sustainability, plant propagation and ecology. Major topics covered will be plant structure & function, nutrient necessities & soil analysis, plant propagation technology, interactions between organisms and growing seasons. Students will also investigate current ecological, sustainability and agricultural issues. Hands-on setting, working, experimenting and maintaining the greenhouse right outside the biology classroom.

ROBOTICS (9-12)

Prerequisite: None

Using robots, we will cover the fundamentals of problem solving, program design, algorithms and programming using a high-level language. A robot is an embedded system of software and hardware. Programming and building robots applies science, technology, engineering and math (STEM) concepts. This course introduces the fundamental concepts of programming and robotics.

INTEGRATED PHYSICS (10-12)

Prerequisite: Successful completion of Algebra I

This is a two-term course designed to satisfy the requirements outlined in the Next Generation Science Standards and the graduation requirement for Chemistry/Physics. In this introductory hands-on physics course, students will explore topics such motion and stability, forces, momentum, electricity, magnetism, energy, change of energy, electromagnetic radiation, gravitation and the interactions between systems.

ADVANCED PLACEMENT BIOLOGY (11-12)

Prerequisites: B in Biology and Chemistry & Teacher Recommendation required

This is a yearlong course in biology. Topics emphasized will be molecular biology, genetics, evolution, ecology, and human biology. AP Biology is accelerated and lab intensive. This course prepares students to take the College Board’s Advanced Placement Biology Test. It is highly recommended that students complete or are taking chemistry before the AP Biology test. The test is given in the spring and at the student’s expense. Depending on the test scores and the selected college, college credit may be earned by the student.

ADVANCED PLACEMENT CHEMISTRY (11-12)

Prerequisites: B in Biology and Chemistry is recommended; Teacher recommendation required

AP Chemistry expands and deepens the concepts of Chemistry. It is an accelerated program designed to be the equivalent of the general

chemistry course usually taken during the first year of college. For most students, the course enables them to undertake, as a freshman, second year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. Moreover, AP Chemistry prepares the student to seek credit and/or appropriate placement in college chemistry courses. In order to earn college credit, AP Chemistry students will take the AP Chemistry exam. This test is given in the spring at the student's own expense. Depending on the score earned and the college selected, college credit may be granted. AP Chemistry is structured around the six big ideas articulated in the curriculum framework provided by the College Board. Areas of study include chemical equilibrium, thermodynamics, electrochemistry, qualitative analysis, and advanced stoichiometry. Lab techniques and skills will be fine-tuned. AP Chemistry is open to all students that have completed a year of chemistry.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (11-12)

Prerequisite: None.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

ADVANCED PLACEMENT COMPUTER SCIENCE A (11-12)

Prerequisite: None

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (11-12)

Prerequisite: Biology and Chemistry are required; Earth Science is strongly recommended.

The AP Environmental Science course will cover the study of the environment and our proper place in it. Environmental Science is highly interdisciplinary integrating the natural sciences, social sciences, and humanities in a holistic study of our world. The course will help prepare the student in the field of Environmental Science. The student will be instructed in current field techniques for the study of organisms and the environment. This is a rigorous course and has a strong math component. The quantification and interpretation of data will be emphasized. Course material will encompass a variety of disciplines including geology, biogeography, soils, forestry, wildlife biology, sustainability, energy, aquatic biology and resource management.

ADVANCED PLACEMENT PHYSICS (11-12)

Prerequisite: Teacher recommendation is required for enrollment. B or higher in Algebra II is recommended. Students should have taken or are currently enrolled in Pre-Calculus.

This is an advanced, two term course that will cover concepts dealing with forces, momentum, mechanics, sound, electromagnetic waves, electricity, and thermodynamics through principles of engineering and applied physics. This course prepares students to take the College Board's Advanced Placement Physics Test. Depending on the score earned on the exam and the college selected, college credit may be granted.

HUMAN ANATOMY AND PHYSIOLOGY (10-12)

Prerequisite: Biology.

This is a semester or year-long course option, emphasizing on the structure and function of the human body. Topics covered during the class include but are not limited to anatomical terminology, cell types, tissues, and organ systems. Organ systems will range from the musculoskeletal system to the nervous system, cardiovascular system, reproductive system, digestive system, and more. Dissecting and microscope work is a requirement for the class. This course is offered to students who have successfully completed Biology and have a strong interest in the nursing, medical, nutritional, and exercise sciences.

GEOGRAPHIC INFORMATION STUDIES (GIS) (10-11)

Prerequisite: Teacher Recommendation

This course explores the fundamentals of map reading and creation, interpretation and analysis, in conjunction with the principles of cartography. Computer technology is utilized for the generation, manipulation, storage, and retrieval of maps and associated geographic attributes. Students will also utilize drones to get images with geographic data to import into their own GIS mapping project.

I. SOCIAL STUDIES DEPARTMENT

U.S HISTORY (9)

Prerequisite: None

This is a general survey course designed to give the student an overall view of Michigan and our country's history since the Civil War Period. It is required of all freshmen. The class will incorporate readings, lectures, current events, movies, and visual and audio materials.

HONORS U.S. HISTORY (9)

Prerequisite: Teacher Recommendation

This is an honors course in Michigan and U.S. History. This course will give the student an in-depth look at Michigan and our country's history from the Civil War to the present. The following topics will be studied: Political Parties, Immigration, The Spanish American War, World War I, The Depression, World War II, The Cold War, The Korean War, The 1950's and 1960's, The Vietnam War, Watergate, The Regan Year.

WORLD HISTORY (9-12)

Prerequisite: None

This course or AP World History are required courses for graduation. World History is designed to increase student awareness and knowledge of world cultures and the issues and problems surrounding the world today. Different cultures will be studied (Africa, Middle East, India, etc.) and the persisting problems of world society today. Such problems might include human rights, over-population, poverty, the environment, and terrorism. The class will incorporate readings, movies, visual and audio materials, lectures, current events, and semester projects. A group project is required for this class, emphasizing a world culture.

ART HISTORY (10-12)

Prerequisite: English 9

Art History is a one-semester course that focuses on diverse art traditions from prehistory to the present. Students learn about a wide variety of art techniques and styles, and the cultural-historical contexts from which different art movements developed. Students research, discuss, read, and write about art, artists, and art making. Students develop in-depth, holistic understandings of the history of art from a global perspective, while gaining a deeper understanding of art interpretation and historical and cultural trends.

ECONOMICS (10-12)

Prerequisite: None

The major objective of Economics is to help students become informed consumers. After completing this course, students should be able to demonstrate an understanding of the following concepts and skills:

- Make sound economic decisions by using the PACED model (Problem, Alternatives, Criteria, Evaluation, Decision)
- Use a checking account and reconcile a bank statement.
- Manage money by setting up a budget.
- Invest in the stock market.
- Plan a savings program.
- Establish credit and use credit wisely.
- Guard against fraudulent or deceptive sales practices.
- How the government and economy are related.
- The three major economic systems are different.
- How our free enterprise system operates.

AMERICAN GOVERNMENT (10-12)

Prerequisite: None

This course is a required course in the social studies curriculum. Topics covered in this class include Political Parties, The U.S. Constitution, The Presidency, Different Economic and Political Systems, The Congress, and The Court System. The emphasis will be on the basic structure of the Federal Government and the decision-making process.

Methods used include lecture, videos, written assignments, role-playing and group activities. Students will be expected to follow current events as they relate to the government. Assignments relating to current events may include article or newspaper reports, current event reports, and letter writing to elected officials.

CRIMINAL LAW (9-12)

Prerequisite: None

This course includes an introduction to the legal system with an emphasis on the making of laws and interpretation and application by the courts. Other topics covered in this course include criminal law and court procedure, civil law & court procedure, torts and juvenile justice.

CIVIL LAW (9-12)

Prerequisite: None

This course analyzes Tort law in the United States, focusing on the three major forms of civil wrongs or torts: Negligence, Intentional Wrongs, and Strict Liability. This course will include an in-depth analysis of the civil court structure and cases that reflect major civil law topics such as contracts, warranties, negligence, fraudulent sales practices, and product liability. As part of the course, the class will observe the civil law process in a field trip to small claims court in Traverse City.

HISTORY OF THE MIND (10-12)

Prerequisite: *English 9*

This introductory course in the science of mind and behavior is designed to provide the student with an overview of the principles and theories of psychology, and how those principles and theories apply to human behavior. The student electing this course should be reading at or above grade level and should have a desire to explore, question, and reason.

Although this course is general in nature, the student will elect a specific field-related area of interest for further research and study. The results of this study may be presented in the form of a long research paper in a series of shorter papers or in a series of oral presentations. The choice of topic and method(s) of presentation will be decided by the student with the advice and consent of the instructor.

20TH CENTURY AMERICAN POPULAR CULTURE (10-12)

Prerequisite: *None*

This class will focus on the changes in daily life that have evolved through the 20th Century. Specific areas of focus would be on jobs, clothing, types of dances, laws, schooling, family values, athletics, travel, movies, entertainment, hair styles, and music. Students will incorporate history with English in that throughout the course they will create a brochure, write a business letter, speech analysis, journal, research paper, and interview someone from the specific time period.

WORLD WARS AND THE HOLOCAUST (10-12)

Prerequisite: *None*

Students will be involved in an in-depth study of World War I, World War II, and the Holocaust. The class begins with a study of Europe before World War I and the causes of World War I. Students will research World War I, why the war started, how it became a world war, the technology of the war, and how and why it ended. Students will research the beginnings of World War II, its causes, how countries were brought into the war, the technology of the war, how the war was fought, and the civilian's contribution to the war. During the study of World War II students will also receive a more in depth look at the Holocaust, including causes of the Holocaust and the short- and long-term effects. This class involves outside reading of novels, projects, and research papers.

VIETNAM – CIVIL RIGHTS (10-12)

Prerequisite: *None*

The Vietnam War and Civil Rights course is a study of the explosive decades of the 1950s, 60s, and 70s. The class will begin with the ending of World War II and how that event contributed to both The Vietnam War and the Civil Rights Movement. The class will follow the major and minor events that increased the need for the civil rights in the United States. The class will incorporate the music, movies, and television of the time.

ADVANCED PLACEMENT U. S. HISTORY (11-12)

Prerequisite: *U.S. History and Teacher recommendation.*

This course prepares students to take the College Board's Advanced Placement test. This course is a deeper and more advanced study of the United States and the state of Michigan since the Civil War Period. This class will incorporate readings, lectures, current events, movies, and visual and audio materials. The AP exam is given in the spring and at the student's expense. Depending on the test scores and the selected college, college credit may be earned by the student.

ADVANCED PLACEMENT PSYCHOLOGY (10-12)

Prerequisite: *Teacher Recommendation*

This course prepares students to take the College Board's Advanced Placement exam. This course includes intensive, contextual analysis of the fields of psychology, and will require students to know and apply research methodology, statistics, scientific observation, and critical thinking. Concepts will be explored from theoretical, philosophical, and practical levels.

Students electing this course should be reading at or above grade level and should have a desire to explore, question, and reason. The AP exam is given in the spring and at the student's expense. Depending on the test scores and the selected college, college credit may be earned by the student.

ADVANCED PLACEMENT WORLD HISTORY (11-12)

Prerequisite: *World History and Teacher recommendation*

This course prepares students to take the College Board's Advanced Placement exam. AP World History is a deeper study of world cultures and global processes. Different cultures will be studied (Africa, Middle East, India, etc.) and the persisting issues of society. An in-depth analysis of the following will be studied: human rights, over-population, poverty, the environment, and terrorism. The AP exam is given in the spring and at the student's expense. Depending on the test scores and the selected college, college credit may be earned by the student.

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS (11-12)

Prerequisite: Successful completion of American Government

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

J. SPECIAL EDUCATION CLASSES

STUDY SKILLS (9-12)

Prerequisite: Active special education file and special education recommendation

The goal of this class is to give students the tools to be more successful in school. The course will follow each student's IEP and will closely monitor their goals and objectives; (English and Math). Allotted time will be given each day for students to work on their content area class work.

Topics include; a learning style inventory, organizational skills, note-taking skills, test taking skills, outlining methods, and vocabulary development. Students will focus on self-advocacy skills, reading and comprehension skills and research skills. Students will reinforce the above skills and will include writing skills, career awareness and personal finance skills.

JOB SKILLS TRAINING (9-12)

Prerequisite: For special education students only

Students in this class will work on a variety of skills around the school building that could be applied to many different career fields. The goal each semester is to make students more independent by developing these skills. Some of the skills students will be working on are office related (shredding, mail, copying), library related (reading/writing, organizing, cleaning) and cafeteria/cleaning related (restocking, cleaning tables, trash, greeting).

P.A.S.S. SECONDARY RESOURCE PROGRAM

Prerequisite: For special education students only

The P.A.S.S. (Providing Academic Success Strategies) program is designed to support high school students with individualized instruction tailored to their learning needs. This course focuses on building essential reading, math, science, social studies, and communication skills through engaging, hands-on curricula.

TRANSITIONS (9-12)

Per IEP and Teacher recommendation.

LIFE SKILLS (9-12)

Per IEP and Teacher recommendation.



Board Action Item: Substitute Staff Pay Rate Adjustment

Effective Date: September 2, 2025

Board Action Date: September 8, 2025

Title	Current Rate Through 12.21.23	Updated Rate as of 1.3.24	Recommendations 6.26.25
Daily Sub: Full Day	\$95.00	\$100.00	\$115.00
Daily Sub: ½ Day	\$47.50	\$50.00	\$57.50
Permanent Sub	\$100.00	\$105.00	NA
ERS Retiree Sub	\$110.00	\$115.00	NA
Long Term Sub	\$125.00	\$130.00	\$140
Transportation Sub	\$14.17/hr	\$14.50	\$15.00
Paraprofessional Sub	\$11.00/hr	\$12.00	\$14.00
Admin Assistants	NA	NA	\$14.00

*Full Day Sub is defined as 6.5 hours

*½ Day Sub is defined as 3.25 hours

*Long-term sub is defined as subbing in the same position for a consecutive period.

-Long-term rate applies if the sub works 10 consecutive days in the same position.

Adjusted rate occurs on the 11th day.

-If the sub starts the year in a long-term sub position that exceeds 10 days, they will be compensated at the long-term sub rate at the start of the school year.

**ELK RAPIDS SCHOOLS
BOARD OF EDUCATION MEETING
September 8, 2025**

ACTION ITEM: Breakfast and Lunch Price Recommendations

FOR ACTION:

Based on the potential elimination of the *Michigan Meals* free breakfast and lunch program throughout the state of Michigan, the district is recommending the following breakfast/lunch prices to go into effect on October 1, 2025.

- Breakfast:
 - Elementary: \$1.75
 - Middle School/High School: \$2.00
- Lunch:
 - Elementary: \$3.05
 - Middle School/High School: \$3.15

RECOMMENDATION:

The administration is recommending that the Board of Education accept the recommended breakfast and prices as stated above, starting on October 1, 2025, IF the state of Michigan eliminates the *Michigan Meals* free breakfast and lunch program.